



SS MARY & JOHN CATHOLIC PRIMARY SCHOOL

DEPUTY HEAD TEACHER

APPOINTMENT

Information for Applicants



CONTENTS

- **Advert & return details**
- **Welcome from Chair of Governors**
- **About our School**
- **Job Description**
- **Person Specification**



Deputy Head Teacher

Group 3, Individual School Range: L12-L16 - £51,639 - £57,077

Starting Point: L12-L14

SS Mary & John Catholic Primary School

Beaufort Road, Erdington, Birmingham, B23 7NB

Required for Summer Term 2018

SS Mary & John's is a two form entry Catholic School for children aged 3-11. We are a true learning community where our parents, staff and children share the values of our mission to live, learn and pray with Jesus Christ.

Our school has begun an exciting stage of development with the appointment of a new Head Teacher and Deputy Head Teacher who took up posts in September 2017. The Governors of SS Mary & John Catholic Primary School are looking to appoint an outstanding practitioner who is highly motivated, enthusiastic and hardworking.

We are looking for someone who is:

- A committed practising Catholic who is willing to maintain and develop the faith life of the school.
 - Can confidently and calmly deputise for the Head teacher
- An excellent classroom practitioner who can consistently deliver and model best practice.
 - Experienced or interested in a SEND role.
- Can form supportive and professional pastoral relationships with children, staff and families.
 - Can take a strategic role in curriculum development.
- Committed to working with children, parents and staff to raise standards.
 - Able to challenge and motivate others to achieve outstanding practice.
- Able to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these.
 - Is approachable and has a positive attitude.

We can offer you:

- A welcoming community with a strong Catholic ethos where all are valued.
 - Enthusiastic and friendly children who are willing and eager to learn.
- A supportive staff who have made significant improvements over the last year and are continually willing to learn.
- A commitment to professional development and support for future career progression.
 - The opportunity to work with and learn from other establishments.
- Supportive governors who are increasingly reflective and keen to drive rapid school improvement.

An opportunity to respond to your vocation and deepen your faith.

Closing Date: Friday 8 December 2017 9 am

Interviews: Thursday 21 December 2017

Informal visits are warmly welcomed and encouraged. Please contact

Mrs Scally/Mrs Darlington, Office Manager, on 0121 382 3522.

E-mail: office@stmryjon.bham.sch.uk How to apply

For further details and application form, please contact the Response Handling Unit on 0121 464 6488 (24 hour answerphone) or [email](#) quoting ref: ES1997TB.

This school is committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

ABOUT OUR SCHOOL

A WELCOME FROM THE CHAIR OF GOVERNORS

SS Mary & John Catholic Primary School had a newly appointed substantive Head Teacher and Deputy Head Teacher in post from September 2017. Governors look forward to strengthening school leadership through the appointment of a further aspirational Deputy Head Teacher.

The School has served the local community of Gravelly Hill and the surrounding areas for many decades. Expansion in the 1970s resulted in a second site being established opposite the Church. Today the school is increasingly popular as it serves the diverse pupil population.

The Catholic population of the school is 38% and is harmoniously integrated with children of other faiths from across the globe. Pupils behave well, welcome visitors warmly and are increasingly learning to use their many talents to improve their academic performance, explore their creative and sporting skills in order to fulfil their potential.

The Catholic vision and mission of school is central to the core purpose of educating our young people to achieve their best and ultimately take their place in the world.

There are strong parish links through both governors and staff with families providing a presence at liturgical celebrations.

Amongst the staff and governors are many parents of children past and present. The Governing Body comprises of those who live in the parish and have retained faith and commitment in the school over many years. Governor vacancies have been filled which has further extended the skill set and capacity of the Governing Body to drive rapid improvement and support new leadership.

There is a strong pastoral care system in school which is supported by a Family Support Worker from Fr Hudson's Care. The revised Behaviour Policy has had an impact upon the learning environment, attendance data and the efficiency of the School Council.

Pupil performance data and Ofsted gradings reflect a challenging past. New policy and procedure routines introduced during the previous school year are highlighting the strength and potential within school despite the challenges of the national and city context for education. The staff are hard-working and committed to school. They have responded positively to consistently strong clear leadership which has a focus on standards.

Governors, along with the whole school and parish community, are excited by the potential for improvements which will in time place this school amongst the most successful Catholic schools in the Archdiocese.

We look forward to welcoming you to come and the visit school for an informal opportunity to see a happy, optimistic and aspirational school in action.

Mary C Keelan
Chair of Governors

Mission statement and aims



Catholic Life

Our Catholic mission is at the heart of what we do at SS Mary and John School. The staff, children and governors live out our mission statement and aims in the daily life of the school. Everyone is valued and the promotion of children's safety and well-being is clearly very important to the staff.

Children are given encouragement and opportunities to develop spiritually and contribute to the Catholic Life of the school.

Children plan and take an active role in fundraising for charities such as The Good Shepherd Appeal, Cafod, Shelter, Operation Christmas Child. Examples of such activities within the last year are: cake sales, sweet stalls, Christmas and Summer Fayres, Jumble sale.

Carols singers from the school also go to the Albert Weedall Centre and YMCA and sang at the Birmingham Library Advent Service this year.

The children's participation in retreat days run by One Life Music is very prayerful and reverent.

This year, children are now planning and leading their own liturgies for other children and taking a more active role in school masses.

The children always respond well to the Spirit and Sports day at our feeder secondary school, St Edmund Campion.



ABOUT OUR SCHOOL

Accommodation



KS1

The school is situated in Erdington, a culturally diverse and vibrant part of Birmingham across two sites. Early Years and Key Stage 1 are accommodated on Gravelly Hill adjacent to the parish church of SS Mary and John and the Beaufort Road site serves Key Stage 2 and the main office. There is a nursery which is part time and run by the school and there are 2 classes per year group from Reception to Year 6.

Extensive renovation has taken place on the Beaufort Road site in recent years which has resulted in a bright, stimulating and adaptable learning environment. Investment is planned for the Gravelly Hill site, including plans to expand the nursery to offer full time places.

KS2

Pupil Characteristics

Age range of Pupils: 4-11 years

Number on Roll: 413. There are 20 Nursery Children. Girls: 52% and Boys 48%

Catholic Children on roll: 38%

Children with SEND: 17%

Children entitled to pupil premium: 32%

Children entitled to free school meals: 25%

Children with EAL: 41%

The mobility of pupils: 32%

Governing Body

Governor	Name	Responsibility
Foundation	Fr Patrick Joyce	RE and Catholic Life
	Miss Toni Costello Vice Chair	RE and Catholic Life Governing Body Training
	Mr Matthew Emery	
	Mr John Farrell	
	Miss Mary Keelan Chair of Governors	Safeguarding SEN
	Mr Seamus O'Donnell	Health & Safety
	Vacant	
Parent	Mr Christopher Wilson	Sports Premium
	Vacant	
LA	Mr Vikash Mohan	Health & Safety
Elected Staff	Mrs Helen Vernalls	Acting Deputy Head Teacher
Staff	Mrs Mary Lynch (Head Teacher)	
Clerk	Davina De-Bear (Services4Schools)	

Staff

Teachers	
Mrs M Lynch	Head Teacher
Mrs L Stephens	Deputy Head Teacher
Mrs H Vernalls	Acting Deputy Head Teacher
Miss S Vale	Lower KS2 Phase Leader (Year 4 Teacher)
Miss K Kavanagh	Attendance, EAL & Newly Arrived Lead (part time)
Mrs C Degenkolb	Nursery Teacher
Mrs R Thorpe	Reception Teacher
Miss A Beckett	Reception Teacher
Mrs O Krucon	Year 1 Teacher
Miss N Moore	Year 1 Teacher
Miss L Harvey	Year 2 Teacher
Miss K Wheeler	Year 2 Teacher
Mrs S Nankivell	Year 3 Teacher
Miss R Tyndall	Year 3 Teacher, temporary

Mr M Forde	Year 4 Teacher
Miss V Wright	Year 5 Teacher
Mr L Booker	Year 5 Teacher
Mr J Adams	Year 6 Teacher
Mr H Hussain	Year 6 Teacher
Mrs E Bickley	PPA Teacher
Mrs V Nicholson	KS2 Support Teacher (part time)

Teaching Assistants	
Miss K Christie-Dunnaway	Nursery
Mrs C Kearney	Reception
Mrs J Lewis	Reception
Mrs L Jones	Year 2
Miss G Wylie	Year 1
Mrs A Walker	Year 1 (part time)
Mr P Hodgkinson	Year 2
Miss M Thomas	Year 2
Miss A Rana	KS1 Support (part time)
Mrs C Moloney	Year 3
Miss E Pearce	Year 3
Mrs A Vernon	Year 4
Miss F Begum	Year 4
Mrs S Morris	Year 5 (part time)
Mrs H Cooney-Scattergood	Year 5
Mrs H Shaw	Year 6
Mrs A Griffin	Learning Mentor

Admin	
Mrs J Darlington	Office Manager (part time)
Mrs K Henn	Clerical Assistant
Mrs L James	Clerical Assistant
Mrs C Scally	Senior Office Manager
Mrs J Thomas	Office Manager

Lunchtime Supervisors	
Mrs S Akhtar	Lunchtime Supervisor
Mrs C Kearney	Lunchtime Supervisor
Mrs P Leer	Lunchtime Supervisor
Mrs J Narme	Lunchtime Supervisor
Mrs J O'Brien	Senior Lunchtime Supervisor
Miss M O'Brien	Lunchtime Supervisor
Mrs S O'Malley	Lunchtime Supervisor
Mrs J Peterkin	Lunchtime Supervisor
Mrs V Price	Lunchtime Supervisor
Miss P Romanczak	Lunchtime Supervisor
Mrs B Sadie	Lunchtime Supervisor
Mrs S Siddiqi	Lunchtime Supervisor
Mrs K Thursfield	Lunchtime Supervisor
Mrs A Walker	Lunchtime Supervisor

External Support	
Miss K Cutler	Family Support Worker (Fr Hudson's Society)

Site Staff	
Mr T Royer	Building Services Manager
Mr A Aoulad el Hmaidi	Cleaner
Mrs C Resuello	Cleaning Supervisor
Mrs G Sorpong	Cleaner

Kitchen Staff	
Miss M Mellody	Cook
Mrs A Fieldhouse	Kitchen Assistant
Mrs K Florey	Kitchen Assistant
Mrs A Healy	Kitchen Assistant
Miss E Parkes	Kitchen Assistant
Mrs C Resuello	Kitchen Assistant

Budget/Financial position

The designated budget for 2016/2017 is £2,166,305. (This includes Pupil Premium and Universal Free School Meals). The school budget will decrease slightly next year due to a predicted fall in numbers. The school is currently running in surplus but predicts a small in-year deficit for the end of this financial year with a surplus overall taking the carry forward in to account.

School Self evaluation and priorities for improvement

Current strengths

- The new leadership team have given the school a renewed focus in securing improvements and have a good understanding of the current situation of the school.
- RE and the Catholic life of the school is improving as a result of more effective monitoring and evaluation.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and staff have a very positive and caring ethos.
- Phonics teaching is effective and well-paced so that pupils make good progress.
- Exclusions rose in the previous academic year but behaviour is improving significantly as a result of more rigorous procedures introduced by senior leaders.
- There have been significant improvements in attendance since September 2016.
- SEND pupils are well-supported and their progress carefully tracked.
- Pupils have a good understanding of how to keep themselves safe.

Areas for Development

- The school needs to secure a permanent, substantive senior leadership team.
- Continue to improve the quality of teaching and learning to ensure that it is consistently good across the school.
- Improve the accuracy and use of assessment for learning.

- Improve outcomes for children in core subjects, particularly in Maths.
- Continue to improve attendance and behaviour.

Curriculum

Children have a broad and balanced curriculum, supported by the *Cornerstones* resource which supports the science and thematic curriculum. The teaching of English is supported through Read Write Inc and the Oxford Reading Tree initially and then through Language and Literacy throughout the school. Maths Map and Ginn Abacus is used to support teaching in Maths along with a range of other resources. The Jigsaw scheme is used to support PSHE.

The curriculum is well resourced and is enhanced through frequent visits and visitors to school.

Visits to enhance the curriculum take place to: Harvington Hall, Telford Wonderland, Cadbury's World, Think Tank, Birmingham Library, the Zoo and Space Centre in Leicester. The whole school has also had trips to the Pantomime and the Seaside.

Visitors also come in to provide curriculum enrichment through Forrest Schools for Nursery to Y1, Computer Explorers, Community Police Safety and Life Education.

Children have access to a range of extra-curricular activities such as: rugby, football, cheerleading, Bert and Gert Reading club. Steps to sport also run after school sports clubs.

Residential trips also take place for Year 5 to Woodlands and Year 6 go to Alton Castle.



Pastoral care and support

The school has a very caring ethos, where everyone is valued and staff provide excellent pastoral support for the children. Our approach is based firmly on Gospel values and the school Mission Statement. We use the Dojo system for promoting positive behaviour and promote achievements in celebration assemblies.



A recent review of the behaviour policy has established high expectations and ensured that staff and children clearly understand their roles and responsibilities.

We have a small number of children who are vulnerable and at risk of exclusion so we are providing additional pastoral support through using an external mentoring organisation in addition to our own learning mentor.

As we have a number of children who have additional needs, we have a dedicated Family Support Worker through Father Hudson's who has been very effective in engaging with families needing additional support.

Attendance

Attendance rose significantly from 94.4% to 96% during the 2016/2017 academic year due to strong leadership from the attendance leader and this is continuing during this academic year. Increased incentives to positively reinforce attendance have been introduced along with a more rigorous approach to challenging poor attendance.

Collaboration and partnership

SS Mary and John School is involved in a number of collaborations to support improvement for outcomes and is becoming more open and outward looking. We have close links with the St John Paul II Multi Academy and the local cluster of Catholic Schools. There are also close links with schools outside the Catholic sector through the Erdington Consortium, through which the school accesses joint moderation meetings and INSET.

British Values, Catholic Virtues

Our work on British values is reflected in our work across the curriculum and through our Catholic virtues (using the Jesuit pupil profile). In addition to covering these aspects through our thematic and PHSE curriculum, our work in this area can be seen through the following:

- Black History Week
- Multi-faith week
- Retreat days led by One Life Music throughout the year.
- Weekly key stage assemblies reflecting key aspects of Catholic virtues and British values
- Life Education Workshops

Inclusion

All staff are committed to the principles of inclusion for all children and work hard to ensure that they are meeting the needs of children, including those with Special Educational or additional needs. Children with Special Educational Needs are given individual programmes of work with SMART targets to meet needs. The SENDCo is responsible for inclusion at SS Mary and John School and is supported by excellent links with additional agencies. SEND is given a high priority in school funding to enable appropriate provision for meeting the needs of the children. In addition, there is a strong network for SEND to support the role of SENDCos in Erdington.

Regular meetings with parents of children with SEND take place to ensure that children's needs are being met, kept under review and progress is being made.

Parental involvement

Parents at SS Mary and John have a key role to play in the education of their children and we encourage their involvement in a variety of ways. Parents are invited in for celebration assemblies and performances and also for regular Inspire Workshops where they have opportunities to work alongside their children.

There is not currently a PFA although we are looking at setting one up as we have significant interest from parents who are keen to support the school. The school is looking forward to the opportunities this will create in helping to involve and engage our parents further.

Links with the Parish and Community

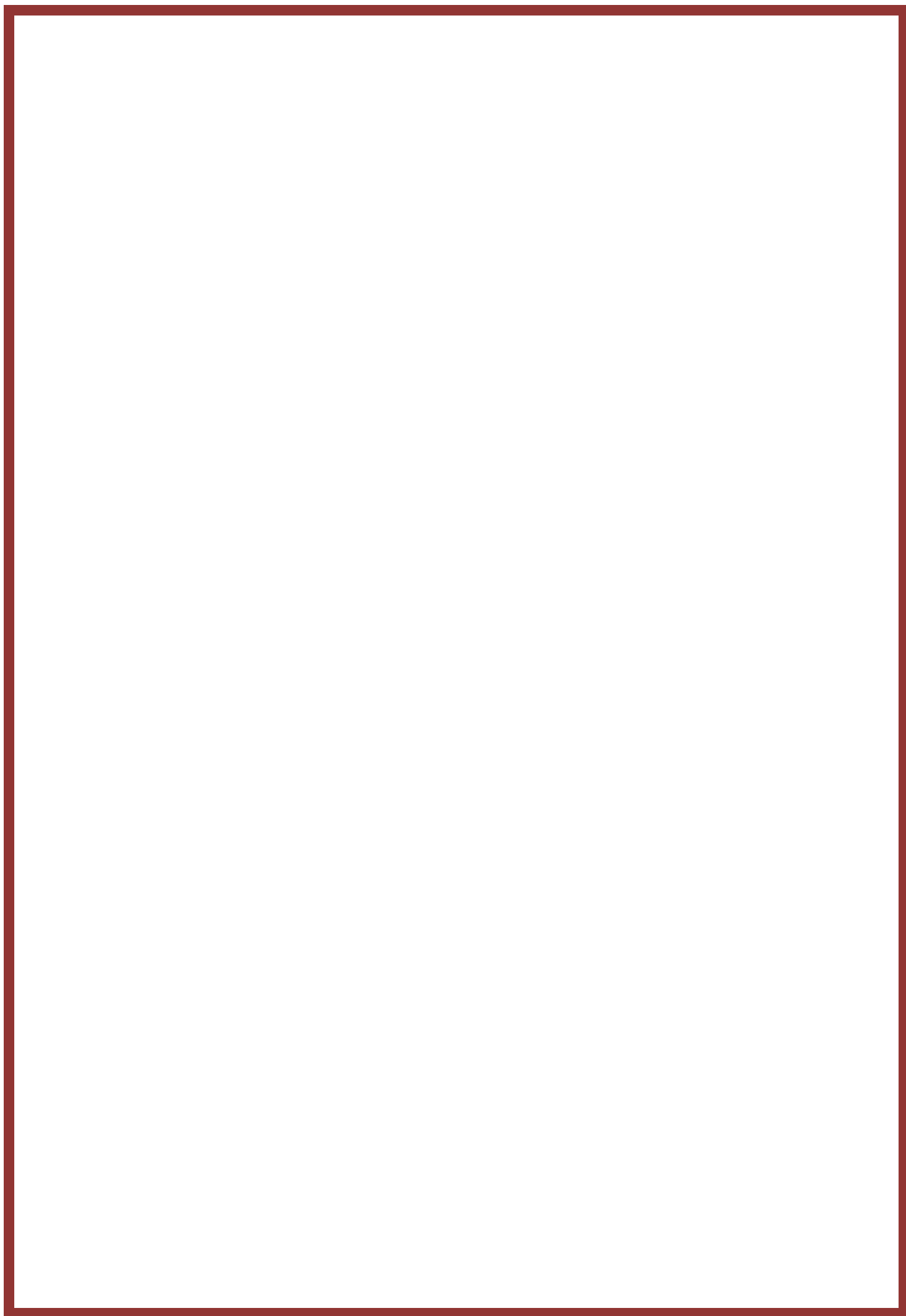


The school is strengthening its links with the parish and communicates very well over sacramental preparation. We have good representation from active parishioners on the Governing Body which ensures that the parish have a good understanding of the needs of the school.

Following the recent retirement of Father Patrick Joyce, we have two new Parish Priests, Father Joe McLoughlin and Father Michael Vaughan.

The school accesses support for families through the parish SVP.

The school liaises with the parish for family masses on Sundays at regular intervals throughout the year and gets involved with Parish celebrations eg. Father Joyce's recent retirement Mass.



SS Mary & John Catholic Primary School



Deputy Headteacher Job Description

Responsible to: The Headteacher

Responsible for: [to be defined]

1 Introduction

- 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for deputy headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.
- 1.3 This job description may be amended at any time, following consultation between the headteacher and the deputy headteacher and will be reviewed annually.

2 Core Purpose of the Deputy Headteacher

- 2.1 To set the context, the core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.
- 2.2 The core purpose of the deputy headteacher is to support the headteacher in ensuring that:
 - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
 - religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; recognise their own dignity and the dignity of others as children of God;
 - all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

3 General Duties and Responsibilities

- 3.1 To carry out the duties of the deputy headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

4 Shaping the Future

- 4.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

Actions

The deputy headteacher supports the headteacher in:

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Establishing a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through the example of personal conviction.
- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.
- Creating a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Learning and Teaching

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.

Actions

The deputy headteacher supports the headteacher in:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensuring that learning is at the centre of strategic planning and resource management.

- Securing high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
- Creating and maintaining an effective partnership with parents to support and improving pupils' achievement and personal development and furthering the distinctive Catholic nature, purposes and aims of the school.
- Developing effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing effective assessment framework.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

6 Developing Self and Working with Others

- 6.1 In a Catholic school the role of headteacher is one of leadership of a learning community rooted in faith. The headteacher's leadership should take Christ as its inspiration. The headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

Action

The deputy headteacher supports the headteacher in:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Developing and maintaining effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

7 Managing the Organisation

- 7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.
- 7.2 The deputy headteacher helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The deputy headteacher also helps deploy people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

The deputy headteacher supports the headteacher in:

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

8 Securing accountability

- 8.1 In a Catholic school the headteacher fulfils his/her responsibilities in accordance with the mission of the school. The headteacher supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

Actions

The deputy headteacher supports the headteacher in:

- Fulfilling commitments arising from contractual accountability to the governing body.
- Developing the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflecting on personal contribution to school achievements and take account of feedback from others.

9 Strengthening Community

- 9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

Actions

The deputy headteacher supports the headteacher in:

- Building a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
 - Building a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensuring a range of community-based learning experiences.
- Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seeking opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

10 Safeguarding Children & Safer Recruitment

10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The deputy headteacher should support the headteacher in ensuring that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

SS Mary & John Catholic Primary School



PERSON SPECIFICATION – DEPUTY HEADTEACHER

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools • Experience of sacramental preparation
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • Recognised SEND qualifications • NPQH award or Leadership Pathways certification • CCRS or equivalent
3. Experience	<ul style="list-style-type: none"> • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Experience and/or interest in SEND • Experience as assistant headteacher • Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities

4. Professional Development (Continued)		<ul style="list-style-type: none"> • Ability to identify own learning needs and to support others in identifying their learning needs
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Ability to inspire and motivate staff, pupils, parents and ‘governors’¹ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils 	<ul style="list-style-type: none"> • Knowledge of the role of the ‘governing body’ in a Catholic voluntary aided school or Academy • Evidence of having successfully translated vision into reality at whole-school level
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

¹ The general terms ‘governing body’ and ‘governors’ also includes, in the case of academies, the Board of directors and the representatives on local academy committees

7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and 'governors' • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to 'governors' • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	

10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation
-----------------------	---	---

ⁱ It is recommended that applicants read the diocesan 'definition of a practising Catholic' document this can be found on the diocesan education service website:

http://www.bdes.org.uk/uploads/7/2/8/5/72851667/1catholic_schools_and_the_definition_of_a_%E2%80%98practising_catholic%E2%80%99_april_2016.pdf