

**ST EDWARD'S
COLLEGE
LIVERPOOL**

**Assistant Principal
(Curriculum)**



APPOINTMENT OF AN ASSISTANT PRINCIPAL (CURRICULUM)

FULL TIME, PERMANENT, L17-21

St Edward's College aims to make a positive difference to its young people so they will, in turn, make a positive difference to the world at large in adult life – in work, in family, in the Church and in the community.

St Edward's College is the only secondary Catholic Cathedral choir school in England, and educates all the choristers of Liverpool Metropolitan Cathedral. It is, therefore, the Cathedral School of Liverpool, and part of the mission of the Catholic Church within the City & Archdiocese of Liverpool.

It is part of the Edmund Rice family of schools, reflecting the charism of the founder of the Congregation of Christian Brothers, Blessed Edmund Ignatius Rice.

The Principal and Governors of St Edward's College are seeking to appoint an Assistant Principal within a restructured College Leadership Team.

The redistribution of senior team responsibilities and addition of capacity is part of the school's active and determined response to our most recent Ofsted inspection, in which we were graded as Requires Improvement. The post-Ofsted action plan is now well established and is bringing about many developments in the areas of personal development, behaviour and attitudes, leadership and safeguarding. In the same inspection, quality of education and Sixth Form were both rated "good", and Ofsted found very little standing in the way of "outstanding". Indeed, their final debrief called the Sixth Form "flagship provision". We want to build toward "outstanding" in both QE and Sixth Form at our next inspection. This is a fantastic opportunity for a determined, driven school leader, who wants to make a positive difference in the context of a firmly Catholic school, with the many distinguishing features St Edward's has. For a senior leader hoping to go on to a headship in due course this would represent a great opportunity to both use and sharpen essential skills alongside the rest of the College Leadership Team.

Preferably the Assistant Principal will be a practising Catholic, though we will also consider a candidate of strong religious commitment who is not themselves Roman Catholic, but who understands, sympathises with and will proactively support and promote the Catholic ethos of the school.

Details of the Ofsted inspection and the school's reaction to it can be found on our website;
<https://www.st-edwards.co.uk/inspection-reports/47.html>

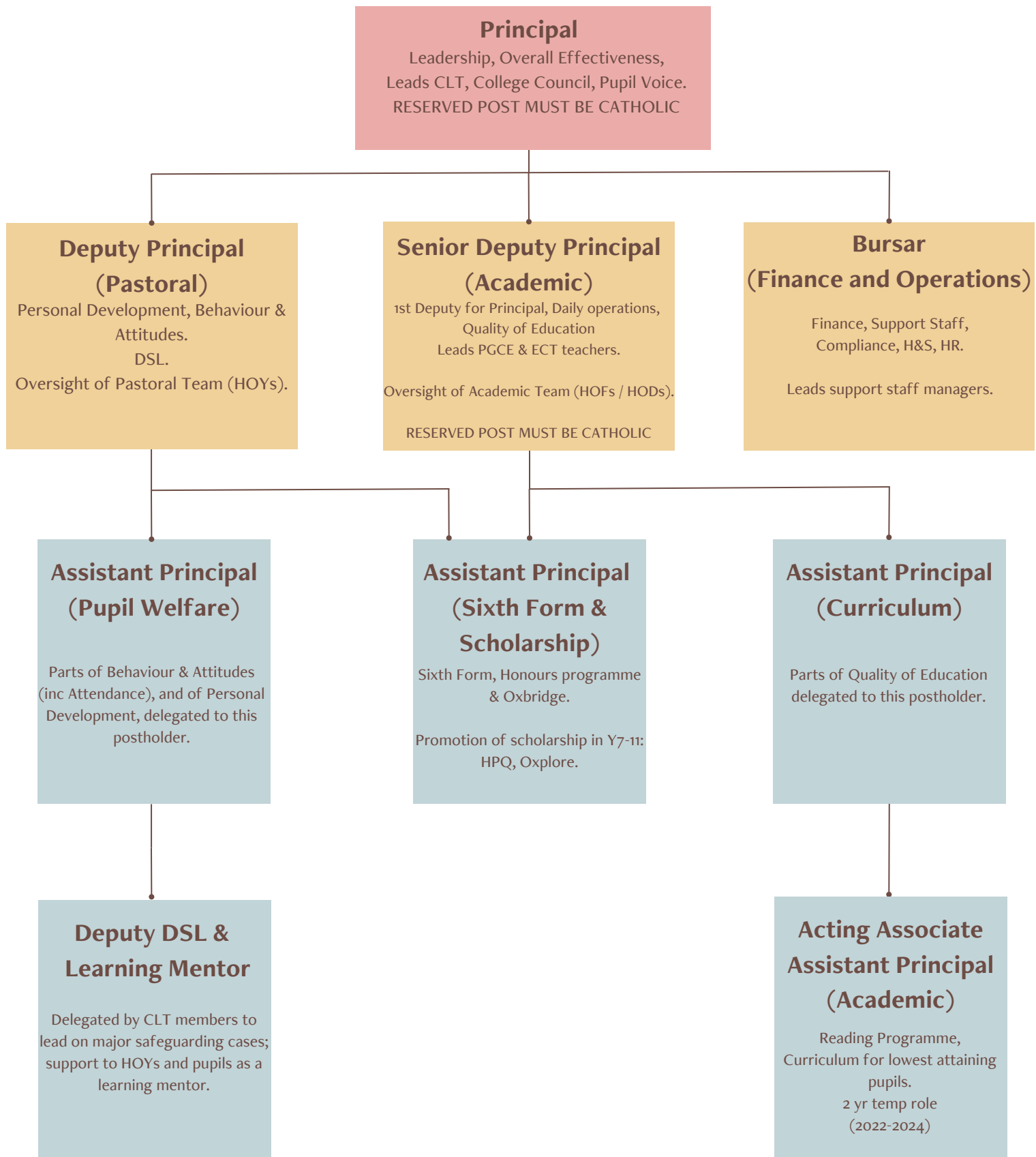
"MAKING A POSITIVE DIFFERENCE"



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College Leadership Team

The restructured leadership team from September 2023 will have all aspects of the Ofsted and Catholic Inspection frameworks, held by the Principal and Deputy Principals, and there are then elements delegated to Assistant Principals and others as outlined below and by agreement that the expectations are reasonable, appropriate and attainable.



Applications are invited from both internal and external applicants. An application should take the form of a hand-written letter of no more than 2 sides of A4, addressed to the Principal, and be accompanied by the application form for teaching posts.

Interviews will be held as soon as possible after the closing date. The interview panel will include the Principal, some governors, and two external advisers – one a serving Ofsted inspector, and one a leading figure in Catholic education.



ASSISTANT PRINCIPAL (CURRICULUM)

JOB DESCRIPTION (permanent, substantive position)

Main Aims:

The Assistant Principals support and deputise for the Principal or Deputy Principals as required. As members of the CLT they contribute to the evaluation, formulation and implementation of policies and processes. Assistant Principals take a leading role in the promotion of the Catholic ethos and values of the College, and are to be active supporters of all aspects of the co-curricular life of the College, including at agreed events outside the normal working week, and being known at the Metropolitan Cathedral as regular supporters of the choristers. The Principal and Deputy Principals share between them responsibility for all areas of the Ofsted and Catholic Inspection frameworks.

In turn parts of these are delegated to the Assistant Principals (though this list can alter over time, and develop any aspects of school leadership which reasonably fall within the remit of an Assistant Headteacher);

Assistant Principal (Pupil Welfare)	Assistant Principal (Sixth Form & Scholarship)	Assistant Principal (Curriculum)
Delegated responsibility areas from the Deputy Principal (Pastoral)	Delegated responsibility areas from the Deputy Principal (Pastoral) and the Deputy Principal (Academic)	Delegated responsibility areas from the Deputy Principal (Academic)
<ul style="list-style-type: none"> ·Promotion of a positive behaviour culture so that the school's management of behaviour is as much proactive as it is reactive. ·Effective strategies to promote high attendance & punctuality. ·Restorative practice which recognises the importance of relationships pupil-pupil, and pupil-staff, to promote 'belongingness'. ·Working with external agencies including virtual school, police, social workers etc. ·Ensuring the extra-curricular PD programme is properly staffed, resourced, and is inclusive, maximising pupil engagement with it. ·Part of Safeguarding Team. Acting as DSL in the absence of the Deputy Principal (Pastoral). ·Day to day leadership of HOYs including holding each to account and supporting them in their roles. ·Promotion of pupil involvement in prayer and liturgy, and in pupil voice, via Form Captains. 	<ul style="list-style-type: none"> ·Quality of education in 6F. ·Effectiveness of safeguarding in 6F. ·High expectations for attainment and progress of students and the effectiveness of the systems used to monitor and develop the quality of sixth-form programmes for all students, inc most disadvantaged and high needs. ·Development of a curriculum that provides progression, stretch, mathematics and English for those young people without GCSE grades 9 to 4, as well as work experience or industry placements and non-qualification activities. ·Effectiveness of high-quality, impartial careers & university guidance in enabling all students to make progress and move on to a higher level of qualification, employment or further training when they are ready to do so. ·Ensure; ·6F students develop personal, social and independent learning skills ·6F students achieve high levels of punctuality and attendance ·6F students' conduct and attitudes, including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study. 	<ul style="list-style-type: none"> ·Promotion of teachers' and LSAs' development of subject knowledge and professional skills, so each teacher and LSA is on a development journey. have good knowledge of the subject(s) and courses they teach to provide excellent academic and pastoral support to pupils. ·Develop, promote and monitor the standards of teaching and learning, and hold HOFs to account for these in their areas, so that teachers always present subject matter clearly, and promote appropriate discussion about the subject matter they are teaching. Lead assessment policy and practices to ensure teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, that they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. (This includes responsibility for reports).



<ul style="list-style-type: none"> ·Support the Deputy Principal (Pastoral) in ensuring the quality of collective worship meets the descriptor for Good or Outstanding in the Catholic Inspection Framework. ·Run the Year 7 transition programme, in liaison with primary feeder schools especially Runnymede St Edward's Catholic Primary School. Actively monitor the attendance, progress, safeguarding and general wellbeing of pupils in Alternative Educational Provision. 	<ul style="list-style-type: none"> ·Support the Principal and Deputy Principals in ensuring the quality of Catholic life, religious education and collective worship meets the descriptor for Good or Outstanding in the Catholic Inspection Framework. ·Day to day leadership of Assistant Head of 6F and Scholarship Co-ordinator, and sixth form tutors, including holding each to account and supporting them in their roles ·Running the Honours Programme in the sixth form, promoting Oxbridge and other highly selective university routes. ·Running the scholarship programme in Years 7-11, including Oxplore and HPQ. Recruitment of internal and external students into the sixth form, and strategic direction of marketing. 	<ul style="list-style-type: none"> ·Support subject leads in sequencing learning, so that over the course of study, teaching helps learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. ·Day to day leadership of HOFs & HODs, of the Academic Data Lead and Data assistant, including holding each to account and supporting them in their roles. ·Monitor and develop the learning environment and resources to ensure learners focus on learning. ·Ensure a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. ·Support the Deputy Principal (Academic) in ensuring the quality of religious education meets the descriptor for Good or Outstanding in the Catholic Inspection Framework.
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Specific Responsibilities

1. Promotion of teachers' and LSAs' development of subject knowledge and professional skills, so each teacher and LSA is on a development journey. have good knowledge of the subject(s) and courses they teach to provide excellent academic and pastoral support to pupils.
2. Develop, promote and monitor the standards of teaching and learning, and hold HOFs to account for these in their areas, so that teachers always present subject matter clearly, and promote appropriate discussion about the subject matter they are teaching. Lead assessment policy and practices to ensure teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, that they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. (This includes responsibility for reports).
3. Support subject leads in sequencing learning, so that over the course of study, teaching helps learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
4. Day to day leadership of HOFs & HODs, of the Academic Data Lead and Data assistant, including holding each to account and supporting them in their roles.
5. Monitor and develop the learning environment and resources to ensure learners focus on learning.
6. Ensure a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.
7. Support the Deputy Principal (Academic) in ensuring the quality of religious education meets the descriptor for Good or Outstanding in the Catholic Inspection Framework.



The Role of Assistant Principals

- Communicating the school's vision compellingly and supporting the principal's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

Membership of Committees:

Assistant Principals are members of the following Committees [and will assume the chair in the absence of the Principal or Deputy Principal in those marked *]

- College Leadership Team [* rotating chair]
- Governors Education Committee
- Governors Safeguarding Committee [* Assistant Principal Pupil Welfare]
- Pastoral Team [* Assistant Principal Pupil Welfare]
- Academic Team (Heads of Faculties) [* Assistant Principal Curriculum]
- *Staff Wellbeing Forum [* Assistant Principal Curriculum]
- *Governors' Behaviour Committee [* Assistant Principal Pupil Welfare]

Line Management: Assistant Principals are line-managed directly by the Principal.

Salary Enhancement: Assistant Principals are paid in the range L11-15

The Academic Team

The Assistant Principal (Sixth Form & Scholarship) is supported by an Assistant Head of Sixth Form, the Honours Programme (mainly Oxbridge) lead, and a sixth form administrator. The Assistant Principal line manages 18+ sixth form tutors, oversees the university entrance process including Oxbridge (we have 20+ applicants per year) and medical applications, and oversees Oxplore and HPQ in lower years which seek to extend a sense of lively scholarship.

The Acting Assistant Principal (who is serving Year 1 of a 2 year temporarily CLT appointment and is also Head of English) leads on reading, and the alternative curriculum for low attainers.

Heads of Faculties for Maths/ICT, Sciences, Humanities, Music, Languages, English, Sport and Design each of whom also has a whole school responsibility, as members of the wider leadership team and include SENCO and PP lead.

Academic Subject Leads (Heads of Departments) which include a second in Maths and in English.

Academic Data Lead who combines this role with the teaching of Maths and leadership of the Sixth Form Honours Programme.



PERSON SPECIFICATION:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ·Good Honours degree from a respected University AF ·Appropriate evidence of sustained professional development AL,I ·Qualified Teacher Status AF ·Enhanced DBS check Upon Appt 	<ul style="list-style-type: none"> ·Higher degree AF ·Specific management/leadership training AL,I ·Ambition and drive to progress to Deputy Headship/Headship in due course, I
Experience	<ul style="list-style-type: none"> ·Ability to teach up to including A Level, with track-record of excellence in the classroom AL,I ·Experience of working with pupils of a wide range of abilities and a range of behavioural needs AL,I ·Management experience at middle management level or higher AF ·Experience in holding individuals and teams to account AL,I ·Experience of pastoral leadership in a secondary school context AF,I ·Experience of forming close and effective relationships with parents/carers AL,I ·Experience of managing sensitive pastoral and disciplinary situations, and of promoting pupil wellbeing AL,I ·Experience of leading collective worship which is engaging, purposeful and in harmony with Christian teaching AL,I ·Experience of working with outside agencies in a professional, collaborative and pupil-focused way to bring about positive change AL,I ·Experience in working with Governors to enable them to exercise meaningful oversight and challenge of the executive AL,I ·Experience of promoting equality, diversity & inclusion and understanding how this can be developed in a faith school context AL,I 	<ul style="list-style-type: none"> ·Expertise in the use of ICT, I ·Experience as an examiner at GCSE and/or A Level AF ·Experience of teaching in more than one School AF ·Understanding and experience of school inspections; Ofsted and Catholic Inspection AL/I ·Experience of running residential trips at home and abroad, I ·Experience of the exclusions process and handling Governor and Independent Appeal panels AL,I ·Understanding mental health issues for pupils, staff and parents/carers AL,I ·Developing and enacting successful strategies for supporting SEN and Pupil Premium children AL,I



PERSON SPECIFICATION:

	Essential	Desirable
	<ul style="list-style-type: none"> ·Comprehensive understanding of safeguarding in schools and a commitment to the wellbeing of all the pupils, and a punctilious approach to record keeping and the analysis of data AL,I ·Comprehensive understanding of the education and examinations system in England AL,I ·Comprehensive understanding of the university admissions system in the UK AL,I ·Development of leadership skills in others (pupils and staff) AL,I 	
Personal Qualities	<ul style="list-style-type: none"> ·Personal and professional integrity, including modelling values and vision, I ·Ability to relate to pupils of all abilities, forming professional, warm, mutually respectful working relationships AL,I ·Outstanding personal relations and team working skills, stamina and commitment to working long hours, I ·Commitment to and an understanding of the Catholic ethos and values of the College, and ability to articulate this cogently and persuasively, and to see its relevance to all aspects of College life AL,I ·Energy, charisma and dynamism with the vision and drive to develop the school's pastoral provision to a higher level, I ·Ability to promote and actively "market" the College and articulate clearly what it stands for I ·Ability to think creatively and work independently, I ·Commitment to support the wider life of the College; its extra-curricular activities, trips and expeditions, Cathedral choral services AL,I ·Effective management skills and ability to manage a heavy workload Refs ·Demonstrate resilience and optimism, humour and a sense of joy in school and professional life AL,I ·Practising Christian, either (i) of the Roman Catholic faith (preferable), or (ii) of any other Christian denomination AL,I,Refs 	

* A = Application Form AL = Application Letter I = Interview R = Reference



Remuneration & Benefits:

All teachers are able to be in membership of the Teachers' Pension Scheme. The post will be paid according to the Leadership Spine, in the range L17-21. Teachers wishing to have their children educated at the College (subject to places being available and the child/ren satisfying the normal entry criteria) enjoy a measure of precedence in the College admissions code. All staff are provided with lunch daily, free of charge. The professional development of staff is a high priority. The College is a challenging but happy place to work.

Timeline for Appointments:

Advertised	Advertised in TES online, on College website & Ednet
Interviews	Likely to be Friday 19 May

How to Apply:

Applications should be made to the Principal, Stephen Morris, using the College application form (a CV may be submitted as well, but no application can be accepted without the College application form completed in full), accompanied by a hand-written letter no longer than 2 sides of A4. One referee must be your current/most recent employer, and one must be a Catholic priest or deacon, or for a non-Catholic candidate, a religious minister. If desired you can provide details of a further referee (a third reference) in the continuation notes of the application form but this third referee is optional.

Closing Date Thursday 4 May 2023

Apply by post to: Stephen Morris
Principal
St Edward's College
Sandfield Park
Liverpool
L12 1LF

Or apply by email to: recruitment@st-edwards.co.uk

All applications will be acknowledged within 1 working day of receipt.

Shortlisted candidates will be required to present, at interview, documents verifying their identity (passport/driving license), address (two recent utility bills/bank statements) and academic qualifications.

St Edward's College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure & Barring Service check.



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