




JOHN HENRY NEWMAN CATHOLIC COLLEGE

Heart Speaks To Heart

Infomation Pack

Principal

Salary Range (ISR): L32-L38

Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

Dear Applicant,

Thank you for your interest in the role of Principal at John Henry Newman Catholic College. We are delighted that you are considering an application.

John Henry Newman Catholic College is a flourishing Catholic Secondary school situated in North Solihull with high expectations for all its pupils to fulfill their God given potential. The College has high standards of Inclusion, Pastoral Care and Pupil Support, and is very much part of the North Solihull community.

Central to the College's ethos is its Catholic identity as modelled by the example of St John Henry Newman.

The College currently benefits from being part of the Our Lady and All Saints MAC, formed in April 2021, which consists of twelve primary schools and two secondary schools. From September 2027 the school will be part of a larger Multi Academy Trust, St Michael the Archangel.

We invite you to visit the school to learn more about us and we would welcome your application.

Yours sincerely

Paul Bentley
Chair of the Board of Directors
Our Lady and All Saints Catholic Multi Academy Company

Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

Thank you for your interest in the Principal vacancy at John Henry Newman Catholic College (JHNCC). We are delighted that you are considering an application to lead John Henry Newman Catholic College on its journey.

John Henry Newman Catholic College joined Our Lady's and All Saints Mutli academy Trust in October 2024, John Henry Newman Catholic College is based in Chelmsley Wood, an area of considerable economic disadvantage. Yet the College is a beacon of best practice within its location and is the school of choice for the local community. We want an inspirational leader who will continue the successful work undertaken by the current Principal, who leaves us in August 2027.

John Henry Newman Catholic College is a high performing school, rated as meeting expected standards by Ofsted, (March 2026), across all areas covering achievement, attendance and behaviour, curriculum and teaching, inclusion, leadership and Governance, and personal development and well-being. Sixth form provision needs attention, and the school is undertaking this work at pace.

"Pupils achieve well…this is because at all stages of their schooling they have the knowledge they need to do well. This the significant number of disadvantaged pupils, as well as other groups of pupils who have barriers to their learning" Ofsted (March 2026).

The Catholic schools Inspection, (December 2024), highlighted that "Pastoral care is exceptional, with the College placing a particular focus on supporting the most vulnerable within their community". It was also noted that there is a strong commitment to staff training and the growing influence of the lay chaplain is enhancing the provision of the celebration of prayer and liturgy. The Catholic life and mission of John Henry Newman Catholic College is known and lived through the mission statement and the behaviour of students in religious education lessons is excellent.

John Henry Newman Catholic College is a beacon of Catholic faith, with a vibrant chaplaincy team and strong links with local parishes. There is strong pastoral provision, excellent transition arrangements and strong links with its feeder primary schools.

John Henry Newman Catholic College has built strong and positive partnerships with both Catholic and non-Catholic schools across the local area.

The school site for John Henry Newman Catholic College is relatively new, and the school is modern and spacious.

We want the best Leadership for the school, and the successful candidate will play a pivotal role in developing the College's SEND and inclusion agenda, ensuring that every pupil receives the support they need to thrive. The successful candidate will continue to lead the John Henry Newman Catholic College by maintaining its strong educational and spiritual performance whilst also ensuring effective budget management.

This role presents a wonderful opportunity to make a lasting difference to the lives of children and young people.

A strong sense of community is central to everything that John Henry Newman Catholic College offers, enabling our children, families, parishes and wider communities to flourish. We are proud to serve communities representing the full range of social demographics, each bringing its own challenges and opportunities. Christ is at the center of all that we do.

Our collective mission is to form Christ-centered Pilgrims of Hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice. The successful candidate's leadership will embody and promote this mission and our core values.

We particularly welcome applications from inspirational and visionary leaders who can articulate a clear vision, think strategically across our MAC and beyond, and build collaborative partnerships that further enhance the delivery of outstanding Catholic education within a multicultural society, while continuing and building upon the excellent work of our current Principal.

All schools within Our Lady and All Saints Catholic MAC are rated Good or Outstanding, and we are dedicated to developing children who are successful, ambitious and compassionate future citizens. At the heart of our provision is a commitment to delivering an authentic Catholic education.

Each school within our Multi Academy Company (MAC) benefits from the expertise and collaboration across the organisation, as well as from the services procured and provided centrally. Together, our team of more than 700 staff is shaping the future of Catholic education for over 4,500 children and young people across Birmingham, Solihull and Warwickshire

Being an employer of choice is important to us. We are committed to attracting, developing and retaining staff of the highest calibre. We are passionate about creating a workforce that reflects the diversity of our communities and actively welcome applications from individuals of all backgrounds.

This is an exciting time to join us as we prepare to join St Michael the Archangel CMAT in September 2027, bringing together Emmaus MAC, Lumen Christi MAC and OLAAS MAC.

We warmly invite you to visit John Henry Newman Catholic College and learn more about this exciting opportunity to serve and lead within our community.

Peter Davis
CEO
Our Lady and All Saints Catholic

Felix Kupay
Chair of Governors
John Henry Newman College



At JHNCC, ‘Heart speaks to Heart’ is not just our motto but our keystone. Alongside our spiritual values, it inspires the continuous cultivation and nurturing of '**Kind Hearts**' within every individual across the whole College community.

At JHNCC, the ‘planned and taught’ curriculum seeks to develop ‘**Questioning Minds**’ across all subject domains so that students grow and develop through the school with a genuine ‘**Thirst for Knowledge**’ and a desire to achieve excellence.

At JHNCC, we strive for all students to understand their place in their community and actively display a ‘**Hunger for Justice**’ to support those who are in need and face inequality. Discerning a meaningful, future path, both with God and within our communities, is how all of us can flourish so that all can achieve self-realisation.

JOHN HENRY NEWMAN CATHOLIC COLLEGE
INTRODUCTION

For every child to know they are loved and to develop a relationship with Jesus through ***"Heart speaks to Heart"****.*

In these words, St John Henry Newman calls us all to listen for our mission from God. Every member of our community is invited to discern their 'definite service' through genuine spiritual encounter with God and with each other on the path to self-realisation.

John Henry Newman Catholic College is a vibrant and warm 11-18 academy situated in North Solihull on the border of Birmingham Local Authority and many of our students travel to us from Birmingham wards. We have a strong emphasis on both the arts and high academic standards. We have a rich knowledge engaged curriculum in each key stage and we combine this offer with a wide range of dance, drama, music, art and sport to ensure all our students achieve well and are supported in developing and nurturing their God-given talents. When leaving John Henry Newman, our pupils do so with the necessary skills and attributes that help them to develop as young people either by continuing their studies at university or taking up relevant work-related training and employment.

John Henry Newman Catholic College is an increasingly outward looking school with an extensive range of partners. For over a decade and as a consequence have forged excellent relationships with Higher Educational Institutions in offering Initial Teacher Training. In addition to this we work closely with our primary feeder schools to ensure smooth transition and a coherent 3-19 curriculum experience. Such are the quality of these relationships we are assured secure future numbers in terms of students joining John Henry Newman Catholic College and is oversubscribed year on year. This is due to the excellent reputation the College has in the local community. This reputation has much to do with the excellent relations we have with multiple safeguarding and well-being agencies to ensure there are wrap around services to support our students in their transition from childhood, through adolescence and into adulthood.

Most importantly, John Henry Newman Catholic College is a Catholic school with a strong Christian ethos deeply rooted in the teachings of Jesus Christ and the Catholic Church. Our pupils take pride in contributing to the Catholic life of the school, the local community and the wider world. This is evident through the many fundraising events that bring our parents, staff and pupils together. Alternatively, it is evident in the multiple charity events the College organises to support the most vulnerable in our school and local community. We have a rich prayer, liturgical and sacramental life which is at the heart of our mission as a Catholic School.

John Henry Newman Catholic College

Chelmsley Road, Fordbridge, Birmingham B37 5GA

Principal

Salary Range: L32-L38

Start date: September 2027

John Henry Newman Catholic College is a high performing and over-subscribed Catholic school situated in North Solihull. It was formerly known as Archbishop Grimshaw School and was reopened under its new name in January 2011. John Henry Newman Catholic College joined Our Lady and All Saints Catholic Multi Academy Trust in 2024. Our Lady and All Saints Catholic Multi Academy will be come part of St Michael the Archangel CMAT in September 2027.

Following the resignation of our current Principal, the Board of Directors wish to appoint a practicing and committed Catholic who is experienced, inspirational and ambitious. The successful applicant will have the expertise, energy and enthusiasm to sustain the unique identity of our College with high academic standards, and our Catholic life and ethos.

The socio-economic profile of our area make it an ideal location to make a dramatic impact on the lives of the students we serve and challenge the educational manifestations of social disadvantage. Central to our mission is that all students are individual and made in God's image. Our HEART values are central to all that we do. These are:

- Holiness
- Empathy
- Altruism
- Reconciliation
- Truthfulness

Our role is to offer clear boundaries and set high expectations to students who may live in circumstances where they are absent. Underpinning this, is a gentle but relentless pressure to continue to model, explain and remind students of the standards we expect. We are proud of our caring, respectful learning environment and our inclusive ethos. We recognise the critical importance of helping students to make well informed decisions both in and out of College and for the next steps that they will take. These developments were recognised in our recent Ofsted inspection that "the school's motto of 'heart speaks to heart' reflects how this is a setting which places significant value on every pupil" and that "pupils appreciate that adults will go the extra mile for them". Inspectors also found that "mutual respect is a common feature of life here" and that "difference is celebrated at the school", reflecting our commitment to inclusion, high standards and care for every member of our community.

The College previously held specialist Technology College status, with a designation in Performing Arts. We have retained this aspect of our distinctive character through strong provision, in terms of expert instruction and curriculum time, in Dance, Drama, Music, Art and Design and Design and Technology. The College's curriculum model features strong and progressive provision in these areas and a broad range of rich opportunities across other subject disciplines.

In recent years, the College has embraced developments in cognitive psychology and neuroscience. In recognition of these developments the College is committed to the Knowledge Rich approach to curriculum design intent) and delivery (implementation). This means we lay out a precisely detailed and appropriately sequenced ambitious curriculum that aims to build long-term memory to facilitate problem solving. Equally, the College is committed to an evidence informed approach to pedagogy. Consequently the College adopts the Rosenshine approach to instruction and all teachers are expected to follow this model in their curriculum delivery. We believe this twin approach will yield highly focused and knowledgeable students who can meet the challenges of working in a twenty first century world.

We wish to appoint an exceptional leader who:

- is a practicing and committed Catholic able and willing to give public witness to their faith
- has an outstanding track record of educational leadership with proven success and demonstrable impact.
- is strategic, analytical, creative and evaluative with due regard for accountability.
- demonstrates a commitment to continuous improvement in the development of staff and pupils.
- has the authority to lead effectively with impact
- has the vision, imagination and commitment to meet the highest professional standards and be a role model for our school
- is able to work effectively with a diverse range of families
- is able to work effectively with a variety of external agencies.

Closing Date: **9.00 a.m. on 1st December 2026**
Shortlisting: **2nd December 2026**
Interview Date: **10th and 11th December 2026**

We encourage interested candidates to visit the school for a tour. To arrange a tour of the school, or if you would like to find out more about the role, please contact Mrs Louise Collett Hall, Business Support Manager on lcollett@jhncc.org or 0121 770 5331.

For further information about the school, please visit https://www.johnhenrynewmancatholiccollege.org.uk/

This is a great time to join a new MAC that is building our "family" of schools for the future. You will be expected to play your part in our strategic and operational development. It is fast paced but exciting and great time to join this Catholic MAC and further your development as a leader in Catholic education.

To apply, please visit My New Term to complete an online application
ADD LINK

John Henry Newman Catholic College, part of Our Lady and All Saints Multi Academy Company, has a responsibility for and is committed to safeguarding and promoting the welfare of children, young people and vulnerable groups. All employees and volunteers are expected to share this commitment and to obtain an Enhanced Disclosure and Barring Service check (DBS) and where relevant, a childcare disqualification check. Any offer of employment will be subject to satisfactory pre-employment checks including two suitable references, evidence of Right to Work, Medical Clearance and where applicable a prohibition check and evidence of qualifications. All successful candidates will be required to present their birth certificate along with evidence of any name changes.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information can be found in the DBS filtering guide.

This post is covered by Part 7 of the Immigration Act (2016). Therefore, the ability to speak fluent English is

an essential requirement for this role.

An online search will also be carried out as part of due diligence on all short-listed candidates.
***Please note the MAC reserves the right to change this date.**

Job Description

Responsible to: CSEL and Board of Directors
Responsible for: All staff within John Henry Newman Catholic College

1 Introduction

1.1 This appointment is with the Board of Directors of the Multi Academy under the terms of the Catholic Education Service contract signed with the Board of Directors as employers. The Board of Directors will appoint a practicing 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 headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the principal shall consult, where appropriate, the Board of Directors, the diocese, the staff of the school, the parents of its pupils and the parish/es served by the school.

1.3 This job description may be amended at any time, following consultation between the Principal and the Board of Directors and will be reviewed annually.

2 Core Purpose of the Principal

2.1 The core purpose of the Principal 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 academy's work. To gain this success a Principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils.

Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:

- the academy is conducted as a Catholic academy 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 academy 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 academy 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 develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
- all statutory requirements are met and the work of the academy is effectively monitored, evaluated and reviewed.

2.2 The Principal is the leading professional in the academy. Accountable to the Board of Directors and the Local Governing Body, the Principal provides vision, leadership and direction for the academy and ensures it is managed and organised to meet the aims and targets. The Principal, working with others, is responsible for evaluating the academy's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring resources are efficiently and effectively used to achieve the academy's aims and objectives and for the day to day management, organisation and administration of the academy.

2.3 As one of the Principal's, in a multi academy, the Principal, will support the board of directors in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.

2.4 The Principal, working with and through others, secures the commitment of the wider community to the academy by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, Principals play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

2.5 Drawing on the support provided by members of the school community, the Principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3 General Duties and Responsibilities

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

Key Areas of Responsibility

4 Creating the Vision

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 academy's mission statement and school improvement plan.

4.2 The Principal, working with others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the academy moves forward for the benefit of its pupils.

Actions

- Ensure the vision for the academy 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.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the academy's mission in partnership with the governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with

others to create a shared culture and positive climate.

- Create 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.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the academy and community at large.
- Act as a credible public advocate for the organisation, promoting its aims and vision convincingly.
- Secure the commitment of leaders across several organisations to an overall vision by identifying their own motivating factors and embedding these in with the organisation's aims and values.
- Influence diocesan, local and central government policies to help improve the quality of educational provision offered to pupils by engaging in constructive dialogue with others.

5 Excellence in Teaching and Learning

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

5.2 Principals have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

5.3 Principals use their passion for improving pupils' life chances and their up-to-date knowledge of how people learn and pedagogy to deliver excellent outcomes for people of all backgrounds and abilities increasing social mobility and fostering a culture of curriculum development and support and coaching for others.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral, Vocational and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, vocational, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the academy.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the academy.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.

- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies based on research and evidence informed practice.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.
- Assess the quality of teaching and pupil progress within and across a wide range of different schools and contexts consistently and effectively.
- Ensure robust systems, techniques and strategies are used to measure teaching quality and pupil progress across several different organisations.
- Create an environment where teachers are able to raise standards or innovate in collaboration with others by innovating structures and processes that focus on pupil progress and attainment across schools.

6 The Self Improving School System and Working with Others

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

6.2 The Principal must manage themselves and their relationships well. Headship is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the Principal should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Principals should be committed to their own continuing professional development

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the academy and its mission.
- Build a collaborative learning culture within the academy and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the academy as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Support the governors in decisions in regard to promoting and nurturing its distinctively Catholic ethos, ensuring appropriate staffing and allocation of resource, provision of high quality CPD, securing excellence in teaching and learning and assessment, entering into collaborative arrangements and embedding coherent and robust safeguarding arrangements.
- Look beyond the school context to identify excellence, best practice and expertise in others sectors or services and embed this across organisations in areas such as accountability, governance, or continuous improvement.

- Support a strategic partnership, which delivers improvements across several schools in the local area, while negotiating the key challenges in partnering with organisations of different natures and how these have been overcome.

7 Creating Systems and Processes to Manage the Organisation

7.1 In a Catholic academy all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the academy's mission.

7.2 The Principal needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The Principal should also seek to build a successful organisation through effective collaboration with others.

Actions

- Create an organisational structure which reflects the academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure 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.
- Use and integrate a range of technologies effectively and efficiently to manage the academy.
- Hold to account those with the responsibility to ensure there is effective division of responsibility and schemes of delegation.

8 Ensuring Accountablity

8.1 In a Catholic school the Principal fulfils their responsibilities in accordance with the mission of the academy. The Principal supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

8.2 With Gospel values at the heart of their leadership, the Principal has a responsibility to the whole school community. In carrying out this responsibility, the Principal is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely.

Actions

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop the Catholic ethos so that everyone understands the mission of the academy, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work 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 academy.
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Using the knowledge and abilities required of a system leader in an increasingly school-led system, sustain and contribute to a culture of continuous learning across organisations.
- Identify the range of staff skills, expertise and specialisms and deploy these strategically across the organisations, to increase responsiveness, efficiency, organisational capability and resilience.
- Identify long-term or strategic capability gaps across several schools and put in place plans to fill them, working with the governing board.

9 Building 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.

- The Principal needs to commit to engage with the internal and external school community to secure equity and entitlement. The Principal should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Principal should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The Principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system

Actions

- Build 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.
- Build 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.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure 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.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain 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.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the academy to enhance and enrich the academy as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

10 Safeguarding Children & Safer Recruitment

10.1 This academy is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and Keeping Children Safe in Education 2018 and expects all staff and volunteers to share this commitment.

Actions

The Principal should ensure 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.

JOHN HENRY NEWMAN CATHOLIC COLLEGE

PERSON SPECIFICATION FOR PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	• 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	• Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	• Qualified teacher status	• Postgraduate level qualification • Catholic Certificate of Religious Studies or equivalent • NPQH award
3. Experience	• Experience as an effective deputy or assistant headteacher • Successful experience of leading one or more subject areas • Substantial, successful teaching experience	• Recent experience in a Catholic voluntary aided school or academy • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school

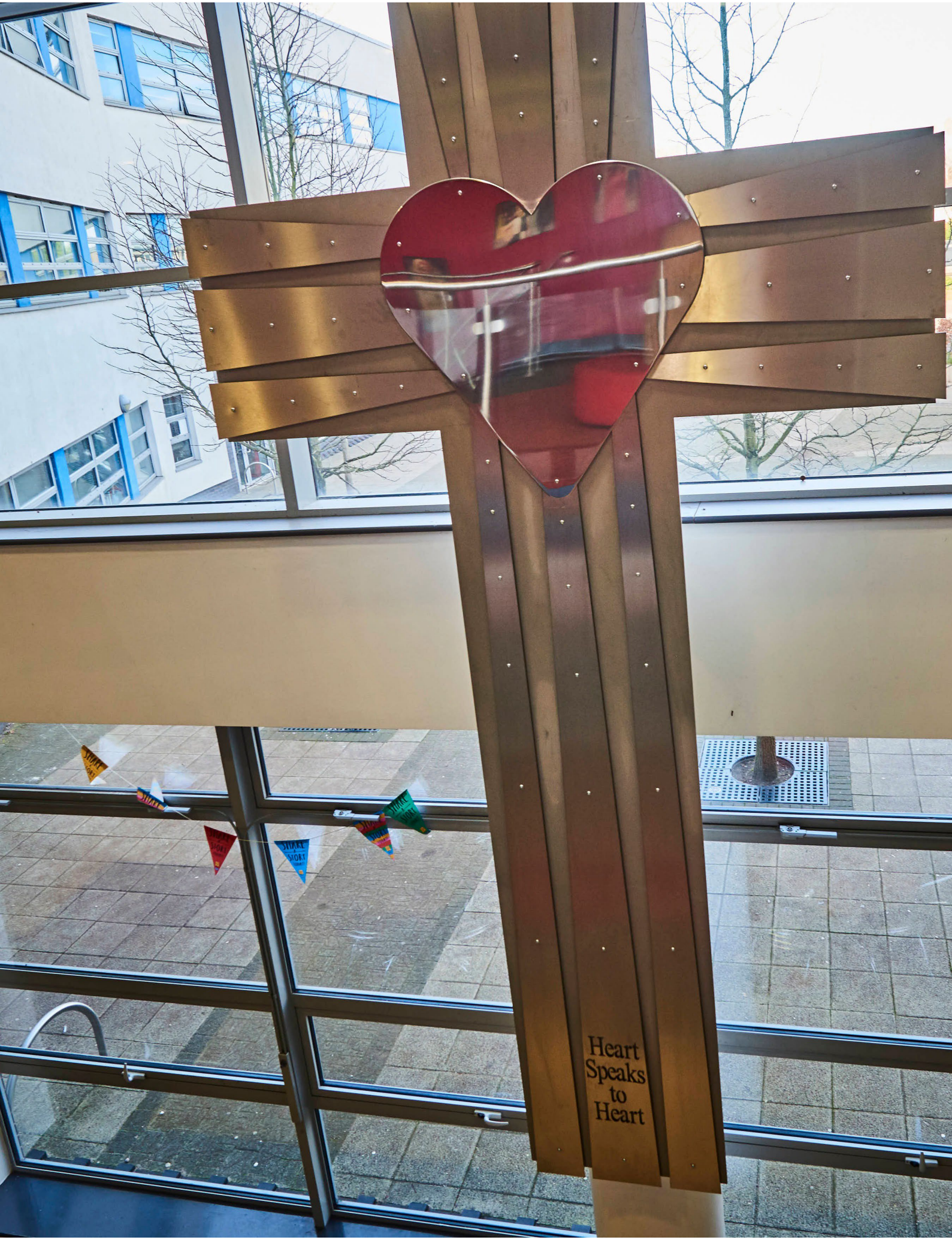
4. Professional Development	• Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning	• Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
5. Strategic Leadership	• Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • 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'	• Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy

6. Teaching and Learning	• A secure understanding of the requirements of the National Curriculum • 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	• 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

7. Leading and Managing Staff	• 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	• Experience of working with governors to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, /induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	• 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	• 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	• 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	• Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record	• Faith reference without reservation • Professional reference without reservation


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For every child to know they are loved and to develop a relationship with Jesus through “Heart Speaks to Heart”.