

St. Benedict's Catholic Primary School

Hall Road, Handforth, Wilmslow SK9 3AE
Tel: 01625 520207 Fax: 01625 536012



Headteacher Recruitment Pack July 2019

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July 2019

Dear Applicant,

Thank you for your interest in our school. This application pack, our website and our twitter feed will hopefully give you a good sense of our school community.

I am pleased to enclose in this pack the thoughts of some of our children, a school profile and the application documents. I hope you are eager to apply for this exciting opportunity to work in a warm and friendly school in a great location.

You are strongly encouraged to visit us to meet our staff and children, you will be warmly welcomed in early September or before the end of the summer term. Our office team Kim Bahsoon and Margo Munro will be delighted to arrange a visit or pass on enquiries to the Appointment Panel (01625) 536012.

To apply, please complete the Catholic Education Service application form, enclosing a supporting statement and the accompanying declaration and monitoring forms. The supporting statement should not exceed 1300 words in length. Applications should be sent electronically to Sue Jenkinson at the Diocese of Shrewsbury by midday 12th September sue.jenkinson@dioceseofshrewsbury.org Interviews will be held on September 24th 2019.

On behalf of the Governing Body of St Benedict's, I look forward to receiving your application and am grateful for your interest.

Lucy Maudsley

Chair of Appointment Panel

lmaudsley@stbenedicts.cheshire.sch.uk

School Profile

"Within this fully inclusive Catholic School there is a rich diversity of faith tradition with all pupils displaying tolerance and respect for the beliefs of others" Section 48 Inspection 2016

"Pupils with happy, smiley faces who are keen to learn" Ofsted 2016

St. Benedict's Catholic School is in Handforth, Cheshire. It is a one-form entry primary school, situated within 200 yards of its parish church within the Diocese of Shrewsbury. We currently have 204 pupils on roll, with a maximum of 30 children in each year group from Reception to Year 6. The school is well designed and well maintained, with seven classrooms, a spacious hall and multiple breakout areas. The school has two playgrounds and large, green playing fields surrounded by woodland.

Our children are kind, well-behaved, highly motivated learners. They feel safe, supported by a dedicated staff team. At St. Benedict's, we pride ourselves on the family-centered nature of our school. There is strong parental and community support and active engagement. Parents are supportive of the school - one indicative comment from the Parental Questionnaire in 2018 said, "They treat children individually and not as a number. The quality of people there is of a high standard, teachers are very helpful and supportive."

The staff at St Benedict's work effectively as a team; they are enthusiastic and hard working. A recent quality assurance report noted that capacity at leadership level is enhanced and strengthened because responsibility and accountability for pupil outcomes is distributed throughout the school via the phase and subject leaders. Teachers have accountability for pupil outcomes.

Our school received an Outstanding judgement in our Section 48 Inspection by the Diocese. The report found that the children of St. Benedict's are proud of their school, they are highly motivated learners and, as a result, make very good progress in their Religious Education across the school. The Catholic life of the school provides a nurturing, safe and secure environment in which pupils are effectively supported and challenged on their faith journey.

We are proud that whilst the majority of our pupils are Catholic, parents of other religions also select St. Benedict's as their school of choice, ensuring a more diverse mix of backgrounds

and religions. The inspectors found that all pupils display respect for the beliefs of others, whilst remaining proud of their own faith traditions and confidently expressing their views and understanding.

In December 2016, an Ofsted inspection judged the school to be Good. The inspectors made clear that the school has effective leadership, which is 'crystal clear' about what the school does well and what it needs to do to improve further. Priorities set out in the school development plan are regularly monitored and reviewed by supportive governors who have high expectations. Continuing to meet these targets will remain the focus for the school.

The school is part of a Catholic cluster of primary schools in the local area, and we are pleased to be a partner school within the All Hallows Catholic College Learning Community. Any child who begins their learning journey with us will have the advantage of a seamless transition to All Hallows. As well as having access to a welcoming and thriving community with a faith-based education to the age of eighteen, they will be able to enjoy one of the most cutting-edge sporting facilities in the area.

Our parish priest, Fr. O'Riordan, is supportive of the school and visits regularly to chat to staff, pupils and parents. The children celebrate Mass at the church throughout the year to mark celebrations and Feast days.

Pupil voice is very important to the staff and governors of St Benedict's. The school has a School Council, which meets every half term to discuss important issues that matter to them. The Council are working to educate their peers about the rights of children, following the school's commitment to be a UN Rights Respecting School. We also have TEAM BENEDICT, a KS2 group of pupils who support and encourage their peers to grow in faith throughout their school life and celebrate our Catholic values.

All the pupils are very excited to be involved in charitable and fundraising endeavours and the school creatively supports various charities and the PTA over the course of each year.

The school has modern furniture and resources and has recently employed a new experienced site manager. We have a bright, good sized, multi-use hall, which is also the dining room. The school directly employs a cook and an assistant who make good quality, hot school lunches.

The school has out of hours provision, run by the school, which provides a breakfast club and after-school club. In addition, we provide an array of after-school activities from external providers including rugby, football, art, tennis and boot-camp. Music lessons are provided for Year 5 as part of the Wider Opportunities scheme, and private lessons in recorder, ukulele and guitar are available during school time from two independent providers.

St Benedict's will mark its 50th Anniversary in 2021; the active PTA are already planning celebrations and the purchase of a new piano to replace the existing one, which has been used to accompany the children's hymn-singing for 48 years!

Reflecting our location in Cheshire, the majority of pupils are of White British/Irish heritage. However, the number of pupils who speak English as an additional language is growing. The number of disadvantaged children is low, and we have 35 pupil premium children (17%). The proportion of pupils who have SEN and/or disabilities is lower than the national average. The school supports a small number of children with Education Health Care Plans.

St Benedict's are proud to have been awarded the Active Mark Gold, the NACE award, the Dyslexia Kite Mark and the Rights Respecting School Bronze Award.

School leaders understand their duty to support staff welfare and are committed to ensuring that staff have a realistic work/life balance, opportunity for development and a voice within the school. The Governing Body recognises the vital role played by the Headteacher and is committed to providing fair support and appropriate challenge for the Headteacher, whilst also promoting their wellbeing and development.



What do our children think of our school?

Reception – Matilda says...

“My favourite thing in Reception was going to the ice cream farm and the bakery and learning to read and write.”

Year 1 – Millie says...

“The teachers are really fun, and I like that all the people in school are kind. My teacher makes it easy to learn.”

Year 2 – Lucas says..

“In Year 2, my teachers were really kind to me. I like PE best, all of the sports we do - we’ve been practicing for sports day with Tony our PE teacher (and he’s a really good thrower).”

Year 3 – Neve says...

“I like literacy because we are learning about Charlie and Chocolate Factory, our teacher is making it lots of fun. We are going to make chocolate bars and in maths we are making 3D boxes for them.”

Year 4 – Henry and Aidan say...

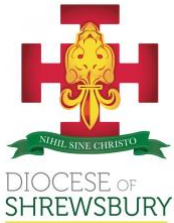
“School is great! The teachers are great at helping us learn...the kids are hilarious, and we follow the golden rules. School dinners are yummy!”

Year 5 – Josie says...

“Our teachers make lessons fun and there’s lots of creative play and work.”

Year 6 – Ruby says...

“I love that I know everyone, and everyone knows me. I love having buddy time with Reception and I will miss my buddy when I move to high school.”



St. Benedict's Catholic Primary School

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Headteacher Job Description St Benedict's Catholic School

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the governing body of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers (2015). These standards are in turn built upon the Teaching Standards (2011) which apply to all teachers, including headteachers.

The governing body and the diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The governing body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

A. The Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management of the 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. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular

norms of the Catholic Church.

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.

The headteacher, working with the governing body and 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, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

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

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

B. The Four Domains of Headship

1. Qualities and Knowledge

The strategic direction and development of the school stem from the educational mission of the Church. The headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all area of this work.

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The headteacher will:

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

2. Pupils and Staff

In a Catholic school the headteacher leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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.

In accordance with the school's Catholic ethos, the headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

3. Systems and Process

In the 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 Statement.

The headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

In accordance with the school's Catholic ethos, the headteacher will:

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

4. The Self-improving School System

In a Catholic school the headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.



Person Specification/Selection Criteria for Headteacher in St Benedict's Catholic School

The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Shrewsbury. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

St Benedict's Primary School, Handforth, is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The applicant will be required to safeguard and promote the welfare of children and young people.

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

Note: **Candidates failing to meet any of the essential criteria will automatically be excluded**

[A] Faith Commitment

		Essential	Desirable	Source
1.	Practising Catholic	E		A/I/R
2.	Involvement in parish community		D	A/I/R

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

		Essential	Desirable	Source
3.	Leading school worship	E		A/I
4.	Ways of developing religious education and worship	E		A/I
5.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E		A/I
6.	How relationships should be fostered and developed between the school, parish and its community and Diocese of Shrewsbury	E		A/I
7.	Has completed the Catholic Leadership Programme or has a commitment to do so	E		A/I/CC

[B] Qualifications

		Essential	Desirable	Source
8.	Qualified teacher status	E		A/CC
9.	Degree		D	A/CC
10.	CCRS/CTC or commitment to obtaining the certificate	E		A/CC/I

[C] Professional Development

		Essential	Desirable	Source
11.	Evidence of appropriate professional development for the role of headteacher	E		A
12.	Evidence of leadership and management professional development	E		A
13.	Has successfully undertaken appropriate Child Protection training	E		A
14.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E		A/I/CC
15.	Has successfully undertaken Designated Senior Leader training		D	A/I/CC

[D] School leadership and management experience

		Essential	Desirable	Source
16.	Successful leadership as a headteacher		D	A/I/R
17.	Successful leadership as a deputy headteacher or assistant headteacher	E		A/I/R
18.	Evidence of successfully leading school improvement		D	A/I/R
19.	Evidence of the application of strategies to review, evaluate and improve teaching and learning	E		A/I/R
20.	Experience of curriculum leadership and development	E		A/I/R
21.	Experience of working constructively with parents	E		A/I/R
22.	Experience of monitoring staff performance	E		A/I/R
23.	Experience of effective budget management and financial analysis understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement	E		A/I/R
24.	The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities and engage in a positive, effective working relationship with the Board.	E		A/I/R
25.	To have experience of guiding, coaching, mentoring or training individuals or teams	E		A/I/R
26.	Is able to demonstrate a good awareness of current national education policy and strategy	E		A/I/R

[E] Experience and knowledge of teaching

		Essential	Desirable	Source
27.	Successful teaching of primary age children	E		A/I/R
28.	Experience of teaching in more than one school		D	A/I/R

29.	To have a working and current knowledge and understanding of Early Years, KS1, KS2 in the primary phase.	E		A/I/R
30.	Displays commitment to the protection and safeguarding of children and young people and willingness to co-operate and work with relevant agencies.	E		A/I/R
31.	Experience of providing professional challenge and support to others through the performance management process		D	A/I/R
32.	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E		A/I/R
33.	A demonstrable understanding of the new OFSTED framework and knowledge of planning and preparing for inspection.	E		A/I/R
34.	To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	E		A/I/R
35.	To be able to exemplify how the needs of all pupils, including vulnerable groups, have been met through high quality teaching	E		A/I/R

[F] Professional Attributes

		Essential	Desirable	Source
36.	Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met	E		A/I/R
37.	Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I/R
38.	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I/R
39.	To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
40.	Show a good commitment to sustained attendance at work	E		A/I/R

[G] Professional Skills

(Based on the National Standards of Excellence for Headteachers 2015)

The headteacher is expected to have a good knowledge of the National Standards of Excellence for Headteachers (2015) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Qualities and Knowledge
- Pupils and Staff

- Systems and Processes
- The Self-improving School System

The supporting statement should reflect the applicant's current knowledge of the 4 domains

[H] Personal Qualities

All of the following are considered essential for the post and will be assessed throughout the process.

Continue to promote the school's strong educational philosophy and values	E
Demonstrate a commitment to equality and diversity for the staff and children within the school, and understand duties relating to this	E
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E
Build and maintain quality relationships through interpersonal skills and effective communication	E
Demonstrate personal and professional integrity, including modelling values and vision	E
Manage and resolve conflict	E
Prioritise, plan and organise themselves and others	E
Think analytically and creatively and demonstrate initiative in solving problems	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
Demonstrate a capacity for sustained hard work with energy and vigour	E
Positive recommendation from all referees, including current employer. A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

Important advice regarding faith references

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a faith reference from a priest where you regularly worship.

The Governing Body will be seeking to appoint a practising Catholic who joins in the parish celebration of the Sunday Eucharist and receives the sacraments regularly.

At a time when priests are increasingly assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references.

1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee.
2. Provide him with an outline of
 - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc

By following the above advice, you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

[J] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

The CES Leadership Application Form (latest version) must be fully completed and legible. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.



MODEL CONTRACT OF EMPLOYMENT

(INCORPORATING STATEMENT OF WRITTEN PARTICULARS)

FOR THE

HEADTEACHER

ACTING HEADTEACHER

JOINT HEADTEACHER

IN A CATHOLIC SCHOOL

[THIS MODEL CONTRACT SHOULD BE ADAPTED ACCORDING TO THE SPECIFIC APPOINTMENT. YOU SHOULD TAKE APPROPRIATE INDEPENDENT LEGAL ADVICE AS TO THE SUITABILITY OF YOUR ADAPTED VERSION OF THIS CONTRACT PRIOR TO ISSUE. THE CATHOLIC EDUCATION SERVICE ACCEPTS NO LIABILITY FOR THE LEGAL ACCURACY OF ADAPTED VERSIONS OF THIS CONTRACT]

**THIS AGREEMENT IS A CONTRACT
OF EMPLOYMENT BETWEEN**

(1) THE GOVERNING BODY OF

ENTER SCHOOL NAME HERE

SITUATED AT

ENTER ADDRESS OF SCHOOL HERE

A CATHOLIC VOLUNTARY AIDED SCHOOL IN THE DIOCESE OF

ENTER DIOCESE NAME HERE

(“THE GOVERNING BODY”)

AND

(2) ENTER EMPLOYEE'S NAME HERE

Of

ENTER EMPLOYEE'S ADDRESS HERE

(“YOU”)

FOR SERVICE AS THE

HEADTEACHER

ACTING HEADTEACHER

JOINT HEADTEACHER

PREAMBLE

This Statement of Written Particulars contains the terms of Your employment which is given to You in accordance with Section 1 of the Employment Rights Act 1996 by your employer, the Governing Body of **ENTER SCHOOL NAME HERE** ("the School"). It should be read in conjunction with the Governing Body's **Staff Handbook**, disciplinary, grievance and capability policies and any other policies and procedures the Governing Body operates from time to time. This Statement, together with any such policies and procedures which the Governing Body stipulate as expressly contractual in nature, constitute Your contract of employment with the School.

1 THE POST

You are appointed by the Governing Body to serve as the **[Headteacher]** **[Acting Headteacher]** **[Joint Headteacher]** ("the Post") at the School. Your job description will be provided to You by the Governing Body and may be attached to this contract at Appendix 1. The terms and conditions of Your employment set out in this contract may be subject to periodical review following consultation with You.

2 COMMENCEMENT OF CONTRACT

- 2.1 Your Post commences on **ENTER DATE HERE**.
- 2.2 Your continuous service under the Employment Acts will usually be calculated from the date You started working at the School unless Your employment with a previous Governing Body of a voluntary aided or foundation school, or Local Authority, counts as continuous service under the Employment Acts.
- 2.3 For determining redundancy payments, continuous service with Local Authorities and with certain other specified employers will be aggregated with Your service at this School in accordance with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999 (as amended) and/or the Teachers (Compensation for Redundancy and Premature Retirement) Regulations 2015 (as amended) as appropriate.

3 DURATION OF CONTRACT

3.1 Your Post is a permanent full time post.

3.1 Your Post is a permanent part time post.

3.1 Your Post is for a fixed-term which expires on [ENTER DATE HERE] because [ENTER REASON FOR TEMPORARY FIXED-TERM CONTRACT HERE].

3.1 Your Post is a temporary post which will expire on the happening of [ENTER EVENT].

3.2 INSERT ANY OTHER DETAILS/DESCRIPTION PARTICULAR TO "DURATION OF CONTRACT". IF THERE ARE NO ADDITIONAL DETAILS, PLEASE DELETE THIS SUB-CLAUSE IN ITS ENTIRETY.

4 GENERAL TERMS AND CONDITIONS OF EMPLOYMENT

4.1 You are to exercise the ministry of a teacher under the supervision of the Diocesan Bishop, and to exercise the professional duties and maintain the professional standards of a [Headteacher] [Acting Headteacher] [Joint Headteacher] in the School under the directions of the Governing Body and in accordance with:

4.1 (a) the provisions of the Education Acts and any associated regulations;

4.1 (b) the Trust Deed and the Instrument of Government of the School;

4.1 (c) Canon Law in relation to the governance and the Catholic character of the School;

4.1 (d) the Teachers' Standards from time to time published by the Department for Education; the Revised Professional Standards for Education Practitioners in Wales from time to time published by the Welsh Government;

4.1 (e) the conditions of employment prescribed in the School Teachers' Pay and Conditions Document ("STPCD") from time to time in force, and the National Workload Agreement, where applicable;

4.1 (f) any policies, procedures, regulations or rules of the Governing Body;

And, to the extent that they are compatible with 4.1(a) to 4.1(f) above:

4.1 (g) the Burgundy Book, and any further modifications of the same;

4.1 (h) any local collective agreements recognised by the Governing Body (which may be listed (non-exhaustive) at Appendix 2).

4.2 You are:

4.2. (a) expected to be conscientious and loyal to the aims and objectives of the School;

4.2 (b) required to preserve and develop the Catholic character of the School;

4.2 (c) to have regard to the Catholic character of the School and not to do anything in any way detrimental or prejudicial to the interest of the same.

4.3 You are:

4.3 (a) required to take part in acts of religious worship and may be required to lead them;

4.3 (b) to instruct and/or supervise instruction in the Holy Scriptures and the Doctrines of the Catholic Church in accordance with the principles, and subject to the discipline, thereof to the satisfaction of the Diocesan Religious Inspector, or other appointed representatives of the Diocesan Bishop, at the time or times appointed for religious instruction, such children as are entrusted to You and to be present at such religious examinations of the children as may be directed to be held by the Governing Body.

4.4 Where You wish to take part in any outside activity which may, in the reasonable opinion of the Governing Body, interfere with the efficient discharge of Your duties under this contract, You are required to obtain the prior written consent of the Governing Body, such consent not to be unreasonably withheld.

5 CONDITIONS OF EMPLOYMENT OF [HEADTEACHER] [ACTING HEADTEACHER] [JOINT HEADTEACHER]

5.1 In carrying out Your duties, You shall:

5.1 (a) cooperate with the Diocesan Bishop;

5.1 (b) consult, where appropriate, the Diocesan Bishop, the Governing Body and the staff of the School;

5.1 (c) promote good relationships with the Local Authority and the parents/guardians of the pupils of the School.

- 5.2 You shall participate in the selection and appointment of the teaching and non-teaching staff of the School, subject to the advice of the Diocesan Bishop and the Local Authority as appropriate and as agreed with the Governing Body.
- 5.3 You shall secure that all pupils in attendance at the School take part in daily collective worship in pursuance of your duty under section 70 of the School Standards and Framework Act 1998 and secure that worship is in accordance with the rites and teachings of the Catholic Church.
- 5.4 You shall determine and ensure the implementation of a policy for the pastoral care of the pupils in accordance with the teachings of the Catholic Church.
- 5.5 You shall provide for liaison and cooperation with officers of the Diocesan Education Service, making such reports to the Diocesan Education Service and the Trustees in connection with the discharge of Your functions as they may properly require, either on a regular basis or from time to time.

5.6 FOR JOINT HEADTEACHER CONTRACTS ONLY - DELETE WHERE NOT APPROPRIATE -

You will, jointly with Your co-Joint Headteacher, be jointly and severally responsible for all the contractual obligations and conditions of employment as set out in this contract and will, jointly with Your co-Joint Headteacher, be jointly and severally accountable to the Governing Body for all actions, decisions, judgments, assessments and evaluations taken or made in any way concerning the management or administration of the School.

5.7 FOR JOINT HEADTEACHER CONTRACTS ONLY - DELETE WHERE NOT APPROPRIATE -

In the event of any dispute concerning the management or administration of the School howsoever arising between You and Your co-Joint Headteacher, the matter shall be referred to the Governing Body for resolution in accordance with the School's Grievance Policy, failing which the matter will be referred to the Diocese for resolution whose decision shall be final and binding on both You and Your co-Joint Headteacher.

6 PLACE OF WORK

Your normal place of work is at the School, or at the premises used from time to time by the School, unless Your duties take You elsewhere. The Governing Body reserves the right to require You to work at such other place or places as it may reasonably require from time to time.

7 SALARY

- 7.1 Your salary is determined in accordance with the statutory provisions in the STPCD.
- 7.2 Your current salary is £ ENTER ANNUAL SALARY HERE per annum [inclusive of X days holiday pay/exclusive of X days holiday pay] as per the Leadership England Area/Wales Area/Inner London Area/Outer London Area/Fringe Area pay spine point no. ENTER SPINE POINT NO. HERE paid pro rata for part-time employees. Your salary may be reviewed annually.
- 7.3 You will also receive the following:
- 7.3.1 reasonable expenses which You incur in the proper performance of Your duties (in accordance with the Governing Body's expenses claim policy). Such expenses must be properly evidenced in accordance with such policy;
- 7.3.2 LIST ADDITIONAL ALLOWANCES AS APPROPRIATE AND ANY CORRESPONDING POLICIES - DELETE THIS CLAUSE IF NOT RELEVANT
- 7.4 Your salary will be paid on ENTER DAY/DATE in ENTER ARREARS/ADVANCE by ENTER PAYMENT METHOD E.G. CREDIT TRANSFER to a bank or building society account of Your choice. In addition Your annual Education Workforce Council fee shall be paid within Your salary.
- 7.5 You agree that the Governing Body may deduct from any salary or other payment due to You any amount owed by You to the School, following prior notification to You. Arrangements to repay any over-payments will be made with the intention of avoiding hardship and in accordance with the provisions of The National Minimum Wage Act 1998.

8 HOURS OF WORK

- 8.1 You are required to be available for work at all times when the School is open and at such other times as the Governing Body may reasonably direct subject to the provisions of the Working Time Regulations 1998 (as amended). In addition You are required to work such hours as are necessary to enable You to discharge Your professional duties effectively. You are entitled to a break of reasonable length in the course of each school day. You are entitled to enjoy a reasonable work/life balance.

8.2 Your terms and conditions relating to hours of work shall be in accordance with the provisions set out in the STPCD and the National Workload Agreement, where applicable, and shall include, having regard to any teaching responsibilities, as far as reasonably practicable, reasonable time for discharging Your management responsibilities and, where You participate in teaching, planning and preparation time.

8.3 Time spent travelling to or from Your place of work shall not count as working time.

9 HOLIDAYS AND LEAVE OF ABSENCE

9.1 Subject to the provisions of the STPCD, holidays must coincide with periods of School closure and public holidays, details of which will be notified to You by the School from time to time. Current information relating to School closure and in-service training days is available at the School.

9.2 You will be paid Your full salary during closure periods unless You are in receipt of less than full salary arising from the application of the sick pay scheme, maternity or paternity pay/allowance, shared parental leave scheme, or for some other reason specified in writing to You.

9.3 The Governing Body, or in a case of urgency, the Chair, may, at its discretion, grant You occasional leave of absence within the limits and upon the conditions relative to payment of salary prescribed by the Governing Body on compassionate or other grounds.

9.4 You are entitled to Your statutory rights in relation to parental leave and time off for dependants.

10 SICKNESS AND SICK PAY

You shall comply with the procedural requirements for dealing with incapacity for work due to sickness or injury which are contained in the Governing Body's Sickness Absence Policy, a copy of which can be accessed **ENTER PLACE HERE**, and which shall comply with the relevant provisions of the Burgundy Book. Notification of sickness absence must be made in accordance with the Governing Body's Sickness Absence Policy.

11 MATERNITY LEAVE PROVISIONS

Provisions for maternity leave shall be those set out in the Burgundy Book, without prejudice to any additional rights provided by the Employment Acts and/or agreed locally, where ratified by the Governing Body.

12 PATERNITY AND ADOPTION PROVISIONS

You shall be entitled to statutory paternity and/or adoption leave and pay, without prejudice to any additional rights incorporated into the Burgundy Book from time to time.

13 SHARED PARENTAL LEAVE

If eligible You shall be entitled to benefit from the shared parental leave procedure set out in the Children and Families Act 2014 and in line with current governing law. This enables You in effect to share Your leave with another qualifying partner subject to compliance with the required notification procedure.

14 PENSIONS AND PENSION SCHEME

14.1 If Your employment is full-time or part time and You are between the ages of 16 and 75 and Your employment is for a period of **3 months or more**, You shall be automatically enrolled as a member of the Teacher's Pension Scheme ("TPS") or other appropriate pension scheme.

14.2 You may, at any time in the course of Your employment, opt out of the TPS or other appropriate pension scheme and make alternative arrangements. **Notice to do so should be given in accordance with the Governing Body/School's Pension Policy.**

15 TRADE UNION MEMBERSHIP

You have the right to join a trade union and to take part in its activities.

16 DISCIPLINARY, GRIEVANCE AND CAPABILITY POLICIES

16.1 The Governing Body's disciplinary policy from time to time in force sets out the rules and procedure for dealing with disciplinary matters and You can access a copy **ENTER PLACE.**

16.2 The Governing Body's grievance policy from time to time in force sets out the procedure for dealing with employee grievances and You can access a copy **ENTER PLACE.**

16.3 The Governing Body's capability policy from time to time in force sets out the rules and procedure for dealing with any capability issues arising from, but not limited to, any review of Your performance which may be carried out by the School/Governing Body, or otherwise, and You can access a copy **ENTER PLACE.**

- 16.4 The Governing Body has the right to alter, amend and/or revoke any policies, procedures, regulations and/or rules from time to time as it, in its sole discretion, thinks fit. You will be notified of any changes in writing, where appropriate.

17 PERIODS OF NOTICE AND TERMINATION OF CONTRACT

- 17.1 In the case of a permanent contract, subject to the provisions of the Education Acts and to any regulations made thereunder, this contract may be terminated by either party giving to the other three months' written notice, and in the summer term four months', terminating at the end of a school term. The school terms shall be deemed to end on April 30th, August 31st and December 31st (see table below for illustration).

To terminate Contract on:	Notice must be given by:	Notice period
December 31st	September 30 th	Three months
April 30 th	January 31 st	Three months
August 31st	April 30 th	Four months

- 17.1 In the case of a fixed-term contract Your employment will terminate automatically on the date specified in clause 3.1, unless Your employment is terminated by the Governing Body by giving to You not less than the minimum period of notice required by the Burgundy Book expiring at the end of a school term as defined by the Burgundy Book.

- 17.1 In the case of a temporary contract for an indefinite period, Your employment terminates automatically on the school day preceding the happening of the event specified in clause 3.1, unless Your employment is terminated by the Governing Body by giving to You not less than the minimum period of notice required by the Burgundy Book expiring at the end of a school term as defined by the Burgundy Book.

- 17.2 It shall be sufficient that any notice given by the Governing Body under this clause 17 shall be signed by the Chair or Clerk on its behalf.

- 17.3 Any notice given by the Governing Body under this clause 17 may be served by delivering it to You or by leaving it at Your last known place of residence or by sending it in a prepaid letter addressed to You at that place. Any notice given by You under this clause 17 may be served by delivering it to the Chair or Clerk or by sending it in a prepaid letter to such Chair or Clerk at his place of residence or care of the School.

- 17.4 In the event that Your employment is terminated by either party on giving the required notice under this clause 17, the Governing Body reserves the right to require You not to attend School during the notice period. In such a case You will be placed on “garden leave” but You will remain employed by the Governing Body and so bound by the terms of this contract of employment until the notice of termination of employment expires. The periods of notice specified in this clause 17 do not apply in the case of summary dismissal for gross misconduct and the Governing Body hereby reserves the right in such a case to dismiss You without notice.
- 17.5 In the event of redundancy, compensation shall be determined in accordance with the relevant statutory provisions, including the Teachers’ (Compensation for Redundancy and Premature Retirement) Regulations 2015, the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999 and the Burgundy Book.

18 HEALTH & SAFETY

You will familiarise Yourself with and ensure compliance with the Local Authority’s and/or School’s policy on Health and Safety at Work from time to time in force, a copy of which can be accessed **ENTER PLACE HERE.**

19 SAFEGUARDING AND CHILD PROTECTION

- 19.1 [You will take responsibility for safeguarding the welfare of children in line with Your professional duty and subject to the universal duty applicable to all who work in a child centred environment. In fulfilling Your duty to safeguard children You will familiarise yourself with and comply with the School's Safeguarding Policy and Procedure from time to time updated which can be accessed [ENTER PLACE HERE]].
- 19.1 [You shall act as the Designated Safeguarding Lead (DSL) or the Deputy DSL for the School setting if instructed to do so by the Governing Body at any point in time during Your employment at the School and prioritise the requirements of Your duty to safeguard children. You will ensure that Your knowledge of safeguarding and child protection is kept up to date and that all staff receive adequate training in relation to the same].
- 19.2 You are required to inform the Governing Body immediately if You are the subject of a referral to the Disclosure and Barring Service (DBS), charged or convicted of any criminal offence or in receipt of a police caution, reprimand or warning; or if there is a formal child protection investigation in relation to You or any member of Your household.
- 19.3 Disclosure of a criminal conviction will not necessarily debar You from employment with the Governing Body depending on the nature of the offence, how long ago it was and what age You were when it was committed and any other factors that may be relevant to this appointment. Failure to declare a conviction, caution or bind-over may disqualify You from appointment, or result in summary dismissal without notice if the discrepancy subsequently comes to light.

20 CONFIDENTIALITY

- 20.1 Without prejudice to the governing body's whistle-blowing policy, where applicable, You may not during, or following termination of, your employment disclose to anyone other than in the proper course of Your employment, or if required to do so by law, any information of a confidential nature relating to the Governing Body and/or the School. Breach of this clause 20.1 may be treated as gross misconduct warranting summary dismissal.
- 20.2 The exception to clause 20.1 is where information is already in the public domain, otherwise than as a result of You breaching clause 20.1.

21 INTERPRETATION

In this contract, unless the context otherwise requires, the following expressions shall have the meanings hereby assigned to them:-

- 21.1 'Canon Law' means the Canon Law of the Catholic Church from time to time in force.
- 21.2 'Catholic' means in full communion with the See of Rome.
- 21.3 'Diocesan Bishop' means the Bishop of the Diocese in which the School is situated (as defined in Canon Law) and includes any person exercising Ordinary jurisdiction in his name and any person delegated by him including officers of the Diocesan Education Service.
- 21.4 'Diocesan Education Service' means the education service provided by the diocese which may also be known, or referred to, as the Diocesan Schools Commission.
- 21.5 'Employment Acts' includes, but is not limited to, the Employment Rights Act 1996.
- 21.6 'School' means the school or college named at the beginning of this contract and includes all sites upon which the school undertaking is from time to time being carried out.
- 21.7 'The Burgundy Book' means sections 3 – 6 inclusive of the "Conditions of Service for School Teachers in England and Wales" revised edition August 2000 and includes any subsequent amendments thereto.
- 21.8 'The Chair' means the Chair of the Governing Body appointed from time to time.
- 21.9 'The Clerk' means the Clerk of the Governing Body appointed from time to time.
- 21.10 'The Education Acts' has the same meaning as in Section 578 of the Education Act 1996 (as amended).
- 21.11 'The Local Authority' means the Local Children's Services Authority and includes the local authority within the meaning of the Education Acts for the area in which the School is situated.
- 21.12 'The National Workload Agreement' means the National Agreement on Raising Standards and Tackling Workload 2003 and includes any subsequent amendments thereto.

21.13 'The School Teachers' Pay and Conditions Document' (also referred to as STPCD) means the current Order made under Section 2 of the School Teachers' Pay and Conditions Act 1991 and any document specified therein. In the event of a conflict between the provisions of the current STPCD and the terms of this contract concerning Your statutory conditions of employment, the terms of the SPTCD will prevail.

21.14 'Trust Deed' in relation to any school has the same meaning as given in Section 579(1) of the Education Act 1996.

21.15 References to any statutory enactment, instrument or order include any subsequent amendment or substituted provisions for the time being in force.

22 COMMENCEMENT OF POST

22.1 Your Post is excepted under the Exceptions Orders to the Rehabilitation of Offenders Act 1974 and is subject to the requirements set out in the Education (Prohibition from Teaching or Working with Children) Regulations 2003 (as amended).

22.2 This contract is subject to and shall not take effect in the event of any adverse response being received or discovered to any enquiry or examination made or specified at the time of appointment (a) in order to safeguard the wellbeing of the pupils at the School; (b) as a result of a condition specified by the Governing Body at that time; or (c) in order to comply with the Regulations referred to at 22.1 above.

22.3 This contract is subject to You having a legal right to work in the UK of which You are required to provide acceptable documentary evidence in accordance with section 8 of the Asylum and Immigration Act 1996. If the Governing Body cannot verify that You have a right to work in the UK this contract will not take effect. Should the Governing Body become aware that You do not have a legal right to work in the UK, or should Your legal right to work in the UK expire during the course of Your employment, Your contract of employment will be terminated with immediate effect.

22.4 The School operates a safer recruitment policy and procedure incorporating appropriate pre and post interview checks in the interests of safeguarding children and ensuring the School remains compliant with legal and regulatory requirements. Your post is subject to You obtaining clearance in our vetting processes. A copy of the School's Safer Recruitment Policy and Procedure is available [\[HERE\]](#).

22.5 This Post is subject to a satisfactory disclosure being obtained from the Disclosure & Barring Service.

This Contract is made this DAY of MONTH of YEAR

Between

The Governing Body as the Employer

And

ENTER EMPLOYEE'S NAME HERE

Signed by Chair/Clerk (on behalf of the Governing Body):.....

Signed by the Employee:.....

Appendix 1

ATTACH/LIST JOB DESCRIPTION HERE. IN THE EVENT THAT IT IS NOT TO BE
ATTACHED/LISTED, PLEASE STATE WHERE THE EMPLOYEE CAN ACCESS A COPY OF IT.

Appendix 2

ATTACH/LIST COLLECTIVE AGREEMENTS RELEVANT TO EMPLOYEE HERE. WHERE SUCH AGREEMENT(S) ARE NOT TO BE ATTACHED/LISTED, PLEASE STATE WHERE THE EMPLOYEE CAN ACCESS A COPY/COPIES OF SUCH COLLECTIVE AGREEMENTS.

Date as postmark



DIOCESE OF
SHREWSBURY

DEPARTMENT OF EDUCATION

Curial Offices
2 Park Road South
Prenton CH43 4UX
Tel 0151 652 9855
Fax: 0151 653 5172
education@dioceseofshrewsbury.org

Dear Prospective Candidate

Important advice regarding faith references

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a 'positive and supportive faith reference from a priest where you regularly worship.'

At a time when priests are increasingly assuming responsibility for larger pastoral areas, it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references:

1. Speak to the priest before completing your application and ask if he agrees to your including his name as a referee.
2. Provide him with an outline of
 - your involvement in parish life e.g., Eucharistic minister, reader, etc (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc
3. If you worship in more than one parish, then in order to satisfy weekly attendance of Mass you may need to specify more than one referee.

By following the above advice you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

Please be aware that if governors are not in receipt of a supportive faith reference prior to interview, then even though you may have been shortlisted, governors will not be able to proceed with the interview process.

Yours sincerely

D J Cunningham
Director of Schools



MODEL EQUALITY ACT 2010

REASONABLE ADJUSTMENTS STATEMENT

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the Invitation to Interview Letter when confirming your availability to attend interview as our duty to make reasonable adjustments only applies where we know about, or ought reasonably to know about, your disability (contact details for the relevant person to contact will be provided in your Invitation to Interview Letter).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:-

- Modification to Documentation – this may include providing documents in large print, in Braille format or on audio CD and/or providing oral instruction on documentation for those applicants with a learning disability;
- Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity. Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
- Provision of a Reader for a visually impaired applicant;
- Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
- Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;

- Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
- Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;
- Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
- Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school/college may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.



CES MODEL APPLICATION FORMS

AND SUPPLEMENTARY FORMS

NOTES TO APPLICANTS

These Notes accompany the relevant CES model Application Forms for each category of employee, and the model Recruitment Monitoring Form and the model Rehabilitation of Offenders Act 1974 – Disclosure Form, together referred to as the “supplementary forms”. Where there is a distinction between categories of employee to which these Notes apply, it will be clearly highlighted herein.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School/College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust/Company and/or its Governing Body/Board of Directors/Local Governing Body.

TECHNICAL INSTRUCTIONS

1. Depending on the recruiting school/colleges own requirements applicants may complete the Application Form and supplementary forms in three ways:-
 - 1.1. Completion and submission electronically;
 - 1.2. Completion electronically, printing and submitting hardcopy via post, by fax or by scanning and emailing;
 - 1.3. Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.

2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.
3. Where applicants are completing the Application Form and supplementary forms electronically, applicants should press the TAB button to proceed to the next section of the Application Form and/or supplementary forms.
4. **Where applicants run out of space to provide answers to any particular section of the Application Form, they must continue on the additional pages at the back of the Application Form clearly citing the section number (and sub-section number, where applicable) to which their answer refers.** They should also complete their name, date of birth and the post applied for at the top of each of the additional pages used.

GENERAL INFORMATION

5. Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school/college where the position applied for is based, or the contact person mentioned in the details of the post.
6. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School/Catholic Voluntary Academy (if applicable) where the Governing Body/Academy Trust is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.
7. Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon the results of checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people).
8. Before signing this form, applicants must ensure that every section has been completed. Failure to complete all relevant sections may result in an application being rejected.
9. All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school/college where the position applied for is

based, or as instructed in the details of the post. Applicants should not return any Application Form and/or supplementary forms and/or any relevant documentary evidence to the CES. Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

Details of the Role Applied For

Please delete whichever of “VA School” and “Voluntary Academy” does not apply.

10. Section 1 all Application Forms – Applicant’s Personal Details

Please ensure that any former names are provided where appropriate, for example, a maiden name or change of name by deed.

1.6 and 1.8 - Senior Leadership and Teacher Application Forms only – where you have obtained qualified teacher status from a jurisdiction other than England (1.6) or Wales (1.8) please insert your membership number for the relevant teaching profession regulator at 1.8 and provide details of the specific regulator on the additional pages at the back of the Application Form.

1.9 and 1.10 – Senior Leadership and Teacher Application Forms and 1.4 and 1.5 – Support Staff and Lay Chaplain Application Forms – if you have undergone a Disclosure & Barring Service check in your current/previous employment, please provide your DBS number and date of last check.

11. Details of Applicant’s Present Employment

Section 2 all Application Forms

2.1 – if the applicant is not currently employed they should tick the box that says “no” and proceed to Section 3.

12. Applicant’s Employment History and Professional Experience (for Support Staff and Lay Chaplain this section is entitled “Applicant’s Employment History and Work Experience”)

Section 3 all Application Forms

Applicants should provide full and accurate details of relevant employment history and professional or work experience. They should not repeat the information provided at Section 2 (if applicable) relating to present employment. Where the applicant is a student seeking a first time appointment they should provide details of teaching practice to date (if applicable).

13. Other Employment/Work Experience

Section 4 Senior Leadership and Teacher Application Forms and Section 3 Support Staff and Lay Chaplain Application Forms

4.1 - Applicants should provide details of all other employment and paid or unpaid experience after the age of 16 (e.g. employment unrelated to the teaching profession, voluntary work etc).

4.2 – Applicants must ensure that there are no gaps in the chronology of their education and/or employment history from the age of 16 to the present day. Section 4.2 should be used to account for any gaps, for example, for time spent raising a family or travelling etc. Failure to provide a full account may lead to an application being rejected. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.2).

4.3 – Applicants must declare whether they have ever been ordained and/or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.3)

14. Post-11 Education and Training

Section 5 Senior Leadership and Teacher Application Forms and Section 4 Support Staff and Lay Chaplain Application Forms

Applicants should provide details of education received in this country and/or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and Certificate in Religious Education.

Teacher post Application Forms only - require the Applicant to state which subjects they are qualified to teach, other subjects for which they may have experience to teach, and give details of any other specialisms and special areas of teaching interest.

Section 5.1 – Senior Leadership posts only - the CES recognises that NPQH is no longer a mandatory requirement in England but applicants should still provide details of NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of NPQH as this remains a mandatory requirement for first Headship appointments.

15. Supporting Statement

Section 8 Senior Leadership and Teacher Application Forms and Section 6 Support Staff and Lay Chaplain Application Forms

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is word-processed.

16. References

Section 9 Senior Leadership and Teacher Application Forms and Section 7 Support Staff and Lay Chaplain Application Forms

All applicants are required to provide details of at least two, and up to three, referees. A referee who is a current or former employer must have full access to the applicant’s personnel records. This is in order to ensure that the information provided is accurate.

However, there may be situations where the referee does not have full access to an applicant’s records for data protection and privacy reasons. If that is the case, the referee will need to be in a position to complete the reference to an acceptable standard with information relating to the applicant’s dates of employment. All posts are subject to satisfactory references.

It is the applicant’s responsibility to ensure that they have obtained their nominated referees’ explicit consent to pass on their contact details to the school. Not only is this a matter of courtesy but ensures that the General Data Protection Regulation is being complied with.

Applicants are advised that schools/colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics. In certain specific circumstances, it is possible that a temporary post may be filled by a person who is not a practising Catholic and there is no intention to deter suitable applicants from expressing their interest.

Senior Leadership posts – Applicants are advised that the ‘Memorandum on Appointment in Teachers To Catholic Schools’ (amended September 2014), provides that ‘the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics’. The Memorandum may be viewed by visiting the CES’s website at: <http://www.catholiceducation.org.uk/employment-documents/recruitment-process/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

Teacher posts – Applicants are advised that schools/colleges are entitled to give priority to Catholic applicants. A higher degree of priority may be given to practising Catholic applicants but applications from all Catholic applicants (whether practising or not) are eligible to be given priority over applicants who are not Catholic. Nevertheless, applicants who are not Catholics are welcome to apply.

Support Staff posts – Applicants are advised that schools/colleges (in England only) are entitled to give priority to Catholic applicants where it can be demonstrated that attaching this requirement to a particular post is a proportionate means of achieving a legitimate aim (commonly known as a “genuine occupational requirement”). The recruitment documentation should make clear whether this requirement applies to the post.

Definition of “practising Catholic” – Schools/colleges may provide guidance to the applicant regarding the definition of a “practising Catholic” with the application pack and/or in the event that the applicant is shortlisted for interview.

In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants applying for permanent Senior Leadership posts referenced in the Memorandum must provide such details.

For other teaching posts, Catholics who do not consider themselves to be “practising” may provide a copy of their baptism certificate with their application form, instead of providing a Priest’s reference. Alternatively, they should provide details of the name and address of the Parish where they were baptised and the date of their baptism. For support staff posts, the recruitment documentation should make clear whether being a Catholic is a requirement for the post.

Notes (i) – Applicants must advise the school/college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school/college to contact their employer until such time that they have given notice to terminate their employment.

Section 9.2 Senior Leadership and Teacher Application Forms and Section 7.2. Support Staff and Lay Chaplain Application Forms – In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse/civil partner/partner with a member, or an employee, of the Governing Body of the school/college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

17. Immigration, Asylum and Nationality Act 2006

Section 13 Senior Leadership and Teacher Application Forms and Section 11 Support Staff and Lay Chaplain Application Forms

In accordance with the legal requirements of the Immigration, Asylum & Nationality Act 2006 (“the 2006 Act”) (as amended) the Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK. Generally speaking, the provision of one of the documents listed below will be sufficient proof but applicants are advised to consider the UK Visas and Immigration requirements for preventing illegal working in the UK for a full list of documents that may prove such entitlement which can be found on the Home Office’s website.

The most common proof of entitlement documents are:

- (a) A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- (b) A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- (c) A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- (d) A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
- (e) A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- (f) A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- (g) A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

The above list is non-exhaustive.

18. IMMIGRATION ACT 2016

Section 14 Senior Leadership and Teacher Application Forms and Section 12 Support Staff and Lay Chaplain Application Forms

Part 7 of the above Act places a legal duty on those recruiting staff to work in public facing roles within the public sector. Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in state schools. The said duty is to ensure that the applicant is fluent in English or Welsh, as applicable.

The government has produced a code of practice to guide employers on how to implement the requirement without breaching the provisions of the Equality Act 2010.¹

It is important not to discriminate on the basis of accents and dialects, as this could amount to discrimination on the grounds of race. Note that there is no requirement to test existing staff who are already employed at the school and the code of practice should be considered when recruiting new applicants.

19. Declaration

Section 15 Senior Leadership and Teacher Application Forms and Section 13 Support Staff and Lay Chaplain Application Forms

The Governing Body has a duty to make a report where the applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

SUPPLEMENTARY FORMS

20. Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school/college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form they should return it *with* their completed application but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

21. Rehabilitation of Offenders Act 1974 – Disclosure Form

¹ See:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573013/english_language_requirement_public_sector_workers_code_of_practice_2016.pdf

We require all applicants that fall outside of the exemptions contained in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) to provide details of their criminal record at an early stage in the application process by completing the Rehabilitation of Offenders Act 1974 – Disclosure Form. The Disclosure Form should be sent *with* their completed application but in a *separate* sealed envelope clearly marked “Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form”.

The Disclosure Form will only be seen by those persons within the school/college and/or Governing Body who are required to see it as part of the recruitment process.