Assistant Headteacher – Head of Religious Studies

St Mary's Catholic High School and Sixth Form College

This prospective applicant pack provides you all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the videos and content that we have created for you.

CLOSING DATE FOR APPLICATION: 9.00am MONDAY 17TH MAY 2021

INTERVIEW DATE: FRIDAY 21st MAY 2021





















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HEADTEACHER'S WELCOME



Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community, and we of course welcome visits (*Covid restrictions willing*) and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self belief so that they feel safe and happy, proud to be associated with St Mary's so that we are able to share God's love and thrive in our lives. To enable us to make this happen we have put a great emphasis on character education where we outline the virtues, we aspire to in order to fulfil the school's mission. These virtues are Christ centred and are used in all aspects of school. These are:



FIND OUT MORE ABOUT OUR SCHOOL'S CHARACTER VIRTUES HERE https://cutt.ly/yk8HcOQ

We expect every adult in school to embrace these virtues and act as role models for them at all times. The character virtues were introduced in 2020 and are becoming embedded within our school. They mark the latest phase of our school's development. In 2015 and 2016 the school was judged Requires Improvement by Ofsted and a significant amount of work went into improving the school. In 2019 the school was judged to be "Good" noting that, "This school has been transformed since the last inspection as a result of intelligent and determined leadership".

The only disagreement that we have is the tense, we believe the school *is being transformed*. Whilst Coronavirus has brought many challenges, it has also provided the opportunity for us to think about our provision in so many ways. We are ambitious to provide the best possible education for our students and constantly challenge ourselves to improve. Whilst we have been living and managing the myriad effects from Coronavirus, we still need to improve the school and, in 2020 to 21, our on-going school priorities are:

- Responding to the social, emotional and academic needs of children and young adults in response to the impact of Covid on the well-being and education of all those within our community.
- Implementing a coherent curriculum across all subjects with an absolute clarity of progression in terms of knowledge and skills from Year 7 to Year 13, which is reflected in well-resourced schemes of work to lead to strong outcomes for all. Focusing on the continuous improvement of teaching and learning within the curriculum through research informed practice to ensure that colleagues are professionally challenged and engaged in their own development.
- Implementing a Personal Development Curriculum from Year 7 to Year 13 with explicit Character Virtues rooted in the ethos of the school, taught as a discrete subject through form time, and reflected in every interaction.
- Improving the levels of literacy for all pupils with a focus on reading, an identified St Mary's literary canon, supported by dedicated form time. This will enhance the provision of all our pupils, but research indicates students with lower reading ages and hence those who struggle to access and be successful with the wider curriculum are disproportionally male, disadvantaged and those with SEND.
- Ensuring our most vulnerable learners; those with SEND and those who are disadvantaged, are supported by professionals who will act as their advocates whilst having the highest expectations of them.
- To enhance the quality of our provision by ensuring the highest quality support for staff wellbeing and outstanding professional development opportunities.

All of the above is underpinned by a Behaviour Policy rooted in the warm strict approach, which incorporates the highest expectations and absolute consistency delivered in a manner founded in love, which is at the core of Christ's examples and teachings.

The school originates from the post-war expansion of secondary education; it was originally a separate boys and girls school that merged. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astroturf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have well over 200 applications for sixth form next year. The catchment area of the school is very diverse in terms of socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates with an informal zoom call or to visit the school (*Covid restrictions permitting*) before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,

Andrew Dawson Headteacher

CHAIR OF GOVERNORS

Dear Applicant



Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, (with the exception of Headteacher, Deputy Headteacher and Head of Religious Education). We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us (either in person or virtually as conditions allow) and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive and application from you.

Yours faithfully,



Jack Farrimond
Chair of Governors



STUDENT LEADERS





Dear Applicant

Looking back on years at St Mary's, the joys, the highs, the challenges we pushed through, not only as students, but as staff, as a family, as one. This school we call a home, a place we get to sit and watch, talk and bond and find them qualities that the future begs for. I don't think that school is just for one person really, I don't think it's just about learning; it's character development, it's the bond you grow with the teachers who always have your back, it's the smiles, the laughter. We all have a first day, coming somewhere new. And it's anxious, what if I'm not this or that, or not loud enough or can't get through to them? We all grow that fear, and it can sometimes push us away from the places we need the most. As students at St Mary's, we've felt like that, but this place we needed. Just as I believe many do too. It's accepting, inclusive, freeing and it doesn't feel like a 9-3 wakeup call that you dread. There's always a friend around the corner at St Mary's, always someone there to listen. We hold composure, we hold love, for the friendships, the student bonds, the classrooms. Everyone is welcome here. And no list can say who is higher than who. At St Mary's we're all equals and it's so compelling to see, just because of the fact that you have a voice, a meaning, a purpose. This family is extended, it's unique, it's joyful, it's like a hug. And the days we fear; exams, presentations and teaching your new class for the first time, we see here at St Mary's as gifts, as growing opportunities. So why St Mary's? Well, I guess that is a thing only you yourself can discover, but we will say, that this school has been the biggest opportunity to our life ever. Without the staff, and newcomers, people who really care, we wouldn't be here today standing as we are.

Head Girls and Boys at St Mary's



STUDENT PARLIAMENT

Dear Applicant

If you were to ask me for a single reason as to why St Mary's is a truly amazing place for staff and students alike it would be very difficult to respond to as there are more answers to that question, then there are colours on Joseph's technicolour dream coat! For me, dragging myself out of bed on a miserable Monday morning is made all the more bearable by the sincere smiles that greet each student no matter how they are feeling. St Marys has helped in taking me from a shy and quiet year 7 to an assertive and slightly eccentric year 9 and there are still four years left of my journey. The opportunities for students here are endless, for me alone I have taken part in a school production, been part of the school choir, became a library monitor and now have shared leadership of the student parliament which allows students to speak their minds and make positive improvements to the school. If you want to be a scientist, script writer, secretary, surgeon, sales assistant or even a sailor I safely believe that St Mary's will get you there

Zachary W – CFL Student Parliament Team

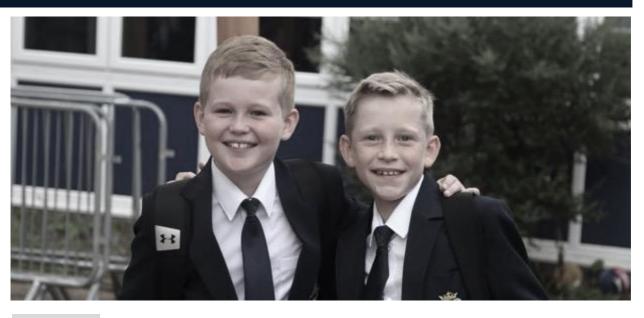
VIRTUAL TOUR OF OUR SCHOOL



Please click the follow link to see the virtual tour we have created for you. This will provide you a lens into our flourishing school community.

CLICK HERE https://www.youtube.com/watch?v=1dByhzIFu8U&feature=youtu.be

VIDEO FOR PROSPECTIVE PUPILS



CLICK HERE https://www.youtube.com/watch?v=gzaMYIW655g&feature=youtu.be

OUR OFFER TO STAFF

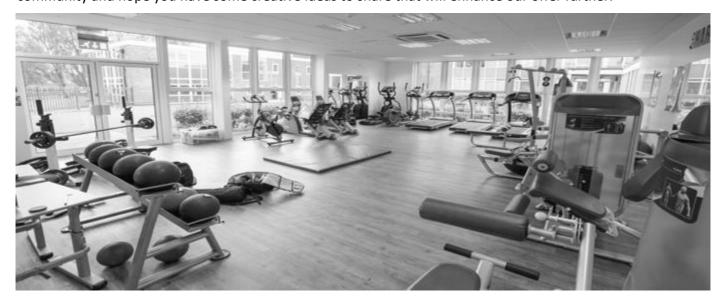


Staff wellbeing is important at St Mary's. Working in a school is a tough job. It can be immensely rewarding but also physically and emotionally draining. Therefore, it is vital that as a Catholic community we look after one another at all levels and in all posts so that we form a cohesive and effective workplace. Should you be successful in your application the school offers access to a wide range of facilities to support staff health and well-being including the following:

HEALTH AND WELLBEING

- An induction process that collates all information needed to become part of the community along with support from a designated wellbeing buddy for the first half term to help with any concerns. Mental health resources, such as the wellbeing employee service, reflection sessions with mental health professionals and 1-1 in house counselling.
- A Mental Health Lead that is responsible for wellbeing for both staff and students and an opportunity to join the staff wellbeing team that have been involved in both physical and virtual wellbeing weeks.
- Personal mentors for RQTs/NQTs/Trainees.
- SLT open door policy.
- Offer of a reflection session with mental health professionals.
- Regular staff surveys to allow for discussion around key priorities during the school year.
- Wellbeing work with students in Curriculum for Life to enable better behaviour, more focus etc.
- PPA/Frees are allowed to be taken off site providing the guidelines are followed.
- Duties happen once a week on a day you have a free and consist of one break and one bus duty.
- New appraisal process including the absence of numerical targets.
- Restructure of after school meetings so that these allow for departmental, whole school and personal development time (teaching staff).
- Discussion and changes of the assessment calendar to help with work-life balance.
- Updated marking policy created at a department level.
- Access to free refreshments (tea & coffee) for all staff.
- Access to an onsite fitness suite with dedicated time for staff usage along with exercise, Yoga and Mindfulness sessions all free of charge.

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and students at St Mary's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.







LEADERSHIP STRUCTURE & DEPARTMENT INFORMATION



		ST WAKY'S	LATHOLIC HIGI	Headteache		ADEKSHIP STRUCT	UKE		
Deputy Headteacher Quality of Education			Deputy Headteacher Personal Development		Deputy Headteacher Pastoral Care, Behaviour and Safeguarding				
Senior Assistant Headteacher Development of all aspects of T&L Literacy		Vulne	Senior Assistant Headteacher Vulnerable Pupils, Safeguarding, DSL SEND, LAC, DP MYA, High profile, SW			Senior Assistant Headteacher Behaviour and attitudes		Senior Assistant Headteacher Finance, Business and resources	
SENDCo	Maths	6 Assistant I	Headteachers RE	Science	Hea	d of Sixth Form		Appointed on a 1 school priority wh A significant teach	or 2 year contract to lead a who nich is identified from SDP. hing commitment will be kept be ole will be advertised internally a pportunity.

DEPARTMENTAL INFORMATION

Departmental vision

"I can do all things through Christ who strengthens me to be happy, safe and flourish in life." The R.E department are an incredibly passionate and committed team who are united in their mission to ensure that every learner receives a high-quality religious education and opportunity to develop spiritually. With Christ at the centre and as our role model we seek to nurture and develop the character of Christ through our young people.

The Team

We are an extremely dedicated and experienced team consisting of six full time members of staff. Leading the department with you will be Miss Claire Mc Loughlin, an exceptional lead teacher of R.E and from September Mr Isaac Harrison the lead for Catholic life who will as part of his role assume leadership of Curriculum for Life at Key Stage 5 and RSE. Miss Charlotte Hanrahan has wider leadership experience leading on our whole school disadvantaged advocate programme and Miss Beth Harvey leads our team of student R.E Ambassadors. Our chaplains – Miss Sarah Brookes and lay chaplain Brother John Dawson complement our team and are integral to the spiritual formation of our young people and the wider school community.

The Curriculum

In line with the Catholic Curriculum Directory and underpinned by gospel values our Key Stage 3-5 curriculum has recently undergone a transformation to ensure that the learning journey for all learners is knowledge rich, well sequenced, and ably supports all students in accessing their religious education provision. Students in KS3 explore the foundations of Catholic Christianity within the People of God framework and are given the opportunities to develop their enquiring minds and explore what it means to be a young Catholic in 21st Century Britain. In addition, we pride ourselves on a fully inclusive and diverse curriculum embracing other world religions such as Judaism, Islam and Hinduism. At Key Stage 4 all students study the AQA GCSE R.E Specification B which consists of two papers – 1 Catholic Christianity of which there are six topics (Creation, Incarnation, Triune God, Redemption, Kingdom of God and Eschatology) and Paper 2 which covers Judaism beliefs and practices and two theme components – Relationships and Peace and Conflict. Results for G.C.S.E R.E are improving year on year which reflects the high standards , commitment and expertise of the team which can also be seen in the ever-increasing numbers at Key Stage 5 for our Philosophy and Ethics A Level course. As part of our curriculum offer and requirement as a Catholic 11-18 college all students receive a one hour a week Curriculum for Life lesson which provides our 6th formers with the platform to further their religious education and extend their learning from CFL at KS4 through a talk rich and exploratory way.

ASSISTANT HEADTEACHER Head of Religious Studies (Leadership Scale L8-L12)



Required for 1st September 2021

St Mary's is a good school which is rapidly improving, and we seek applications from highly motivated and inspirational leaders who are committed to ensuring every child and adult within our community have the self-belief to flourish in whatever they choose to do.

Our Mission places Christ at the centre and we expect every adult within our school to embrace, extol and model our character virtues of

- Hope
- Ambition
- Respect
- Action
- Compassion
- Truth
- Excellence
- Resilience

Following the appointment of the current post holder to a whole school Senior Assistant Headteacher role the governors would like to recruit an outstanding teacher to lead Religious Education. We firmly believe that RE is one of the core subjects within school, but it also has unique purpose within a Catholic high school nurturing and developing both academic and spiritual development of our pupils. As such, the Head of RE role is classed as Assistant Headteacher who will assist in the strategic development of the school and work closely with the Deputy Headteacher for Personal Development. The Head of RE is supported by a leadership team consisting of a Second in department, (with responsibility for curriculum RE), a whole school Lead for Catholic Life and the Chaplain. This is an exciting role and an excellent opportunity to make a real difference in leading the team to outstanding, whilst gaining senior leadership experience and taking a stride towards further career development.

Closing date for applications: 9.00am, Monday 17th May 2021

Interview Date: Friday 21st May 2021

Full details of this post including the CES Senior Leadership Application form and associated documents are available to download from the school's web site https://www.stmaryschs.org.uk

APPLICATION PROCESS



To apply for this, post your completed application must be submitted to include the following documents:

- CES Senior Leadership Application Form (current version December 2020) including a supporting statement
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mr A Dawson, Headteacher to recruitment@smchs.org.uk.

St Mary's is an equal opportunities employer and are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

OTHER REQUIREMENTS

- The application form and supplementary documents must be completed in full
- 2. The supporting statement must be clear and concise and no more than three sides of A4 (min font size 12) (not two sides as stated on the application form)
- 3. The supporting letter of application should be structured to show how the applicant meets the essential requirements outlined in sections 1, 2, 6, 7 and 8 of the Person Specification. It will be used as one way to assess communication skills.

CONFIDENTIAL REFERENCES AND REPORTS

- Only written references will be accepted
- One reference must be a supportive reference from a Catholic Priest in the Parish where you regularly worship
- Two professional referees who can comment and provide a positive recommendation on the suitability of the applicant for this post. One of the referees must be the applicant's current employer

JOB DESCRIPTION



POST TITLE: ASSISTANT HEADTEACHER HEAD OF RELIGIOUS STUDIES

1.3 JOB PURPOSE:

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Raise standards of student attainment and achievement within the whole curriculum area and monitor and support student progress.

Be accountable for student progress and development within the subject area.

Develop and enhance the teaching practice of others.

Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the school's catholic ethos, aims and curricular policies.

Be accountable for leading, managing and developing the subject/curriculum area.

Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

1.4 Line Management: Reporting to - Deputy Head, Personal Development

Responsible for – 2nd in Department, teaching staff and specified support

staff within the department.

1.5 Liaising With: Headteacher, senior leadership team, other Heads of Department, Student

Support Services and relevant staff with cross-school responsibilities, relevant support staff, LEA representatives, external agencies and parents.

1.6 Salary Scale: Leadership L8 – L12

1.7 Working Time: Full time as specified within the STPCD

1.8 DBS Disclosure Enhanced

Level:

2. TEACHING

2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

3. STRATEGIC/OPERATIONAL PLANNING

- 3.1 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- 3.2 Be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- 3.3 Monitor actively and follow up student progress
- 3.4 Implement school policies and procedures, e.g., equal opportunities, health and safety, COSHH, accommodation strategy, etc.
- 3.5 Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. Ensuring such aims support the Church's social and moral teaching.
- 3.6 Lead and manage the planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SDP/DDP and the aims and objectives of the school.
- 3.7 Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.

4. CURRICULUM PROVISION

- 4.1 Liaise with the Deputy Head Curriculum to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self evaluation and the School Improvement Plan.
- 4.2 Be accountable for the development and delivery of Religious Education.

5. CURRICULUM DEVELOPMENT

- 5.1 Lead curriculum development for the whole department.
- 5.2 Keep up to date with national developments in the subject area and teaching practice and methodology.
- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 Liaise with the Deputy Head Teaching & Learning to maintain accreditation with the relevant examination and validating bodies.
- 5.5 Be responsible for the development of key skills in science and health subjects.
- 5.6 Ensure that the development of science and health subjects is in line with national developments.

- 5.7 Develop learners' skills in ICT, Literacy and Numeracy.
- 5.8 Ensure appropriate differentiation of the curriculum to meet the needs of all learners.

6. STAFFING

- 6.1 Work with the Deputy Head- Personal Development to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with line managers.
- 6.3 Be responsible for the efficient and effective deployment of the Department's technicians/support staff.
- 6.4 Undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Promote teamwork and to motivate staff to ensure effective working relations.
- 6.8 Participate in the school's ITT & CSD programmes.
- 6.9 Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- 6.10 Ensure new staff are properly inducted.

7. QUALITY ASSURANCE

- 7.1 Ensure the effective operation of quality control systems.
- 7.2 Establish the process of the setting of targets within the department and to work towards their achievement.
- 7.3 Establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- 7.4 Contribute to the school procedures for lesson observation.
- 7.5 Implement school quality procedures and to ensure adherence to those within the department.
- 7.6 Monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.

- 7.7 Seek/implement modification and improvement where required.
- 7.8 Ensure that the department's quality procedures meet the requirements of self evaluation and the Strategic Plan.

8. MANAGEMENT INFORMATION

- 8.1 Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- 8.2 Make use of analysis and evaluate performance data provided.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle for the department.
- 8.5 Produce reports on examination performance, including the use of value-added data.
- 8.6 In conjunction with the relevant Deputy, manage the department's collection of data.
- 8.7 Provide the Governing Body with relevant information relating to the departmental performance and development.
- 8.8 Liaise with the Learning Support team to ensure appropriate records are kept up-to-date.

9. COMMUNICATIONS AND LIAISON

- 9.1 Ensure that all members of the department are familiar with its aims and objectives.
- 9.2 Ensure effective communication/consultation as appropriate with the parents of students, contributing to events designed to advise students about the curriculum and future career paths.
- 9.3 Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- 9.4 Represent the department's views and interests.
- 9.5 Contribute to the planning and delivery of school liaison activities.
- 9.6 Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.7 Promote actively the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- 10.2 Work with the Deputy Head Quality & Education in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

11. PASTORAL SYSTEM

- 11.1 Monitor and support the overall progress and development of students within the department.
- 11.2 Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
- 11.4 Contribute to PHSE, citizenship and enterprise according to school policy.
- 11.5 Ensure the behaviour management system is implemented in the department so that effective learning can take place.
- 11.6 Engender, by example and practice, enthusiasm for the subject.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, working with School Chaplains to lead its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
- 12.2 Help to lead the school in meeting its requirements for collective worship and liturgy.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

PERSON SPECIFICATION



Applicants must meet all of the essential requirements for this post.

1. FAITH COMMITMENT	Requirement	Assessed by
To support and contribute to the Catholic Ethos of the School.	Essential	Letter of ApplicationInterview
 Practising Catholic with a supportive reference from a priest in the parish of regular worship. 	Essential	

2. CATHOLIC DIMENSION	Essential	Assessed by
Demonstrate an understanding of the distinctive nature of Catholic schools and the role of the Senior Leader in a Secondary school serving a Catholic Community.	V	Letter of ApplicationInterview
Articulate a clear vision of Catholic education.	V	

3. EDUCATION AND QUALIFICATIONS	Essential	Assessed by
Qualified Teacher Status	$\sqrt{}$	Application Form
Evidence of relevant professional development in leadership ready for this post.	Desirable	
Experience of teaching to A Level standard in RE	Desirable	

4. SAFEGUARDING REQUIREMENTS	Essential	Assessed by
Understanding and commitment to pupil welfare and safeguarding.	V	• Interview

5. EQUAL OPPORTUNITIES	Essential	Assessed by
Understanding and commitment to the implementation of equal opportunities throughout	V	• Interview
the school community.		

6. LEADERSHIP AND MANAGEMENT	Essential	Assessed by
 Demonstrate a sustained positive impact within their current role. Proven ability to successfully lead evidence informed change in an aspect of RE. 	√ √	Letter of ApplicationInterviewProfessional References

Demonstrate the ability which is fully evidenced to raise, secure and sustain high standards within an	√	
 aspect of RE. Demonstrate an understanding of effective curricular planning and sequencing of the RE curriculum. 	√	
 Demonstrates an understanding of the importance of monitoring and evaluating teaching and learning to improve standards. 	√	
 Uses evidenced informed practice to improve the quality of Teaching and Learning in their own practice. 	√	
 Demonstrates a good understanding of the Religious Education Curriculum Directory (RECD). 	√	
 Demonstrates a good understanding of the Section 48 Framework. 	√	
 Demonstrate an understanding of current issues and challenges of in education. 	√	
 Clear evidence of supporting members of staff that motivates, challenges, supports and develops them. 	√	
 Is adept at using a variety of sources of information to determine action. Can articulate clear examples of this. 	√	

7. SCHOOL COMMUNITY	Essential	Assessed by
 Have the ability to communicate effectively across the school community. Show understanding of developing partnerships with other schools and the wider community. 	√ √	Letter of ApplicationInterview

8. PERSONAL QUALITIES	Essential	Assessed by
To have excellent communication and interpersonal skills.	$\sqrt{}$	Letter of ApplicationInterview
The ability to work collaboratively with other adults.	$\sqrt{}$	 Professional References
To be able to gain the confidence of colleagues and students.	$\sqrt{}$	
To be self-reflective, with the ability and desire to improve own performance.	$\sqrt{}$	
To be able to lead and work effectively in a team.	$\sqrt{}$	
To have an excellent record of personal attendance and punctuality.	$\sqrt{}$	
To have high personal standards – dress, conduct and presentation.	V	