



Blessed Holy Family Catholic Academy Trust

'Amor, ministerium et fidem'

Christ at our centre, inspiring our pursuit of excellence



Appointment of Headteacher,
The Sacred Heart Language College
Summer 2024

Information for Applicants



BLESSED HOLY FAMILY

CATHOLIC ACADEMY TRUST

'Amor, ministerium et fidem'

CHRIST AT OUR CENTRE, INSPIRING OUR PURSUIT OF EXCELLENCE

Dear Candidate,

Thank you for your interest in the post of Headteacher at The Sacred Heart Language College for September 2024 or January 2025. This is a wonderful school and a vibrant part of the Blessed Holy Family Catholic Academy Trust. Our current Executive Headteacher has been CEO of our Trust on a part time basis and will now be moving to take up this role full time as the Trust continues to evolve to serve the needs of our local families and our Head of School is retiring after her outstanding contribution to the success of our school. Therefore, we are looking for the right candidate to lead our school into the future.

The Trust Board, in partnership with the Local Governing Body seek to appoint a committed Catholic willing to uphold the Catholic ethos of the School and who has the experience, ability and ambition to maintain and further develop the high standards expected by the pupils, parents and staff.

We are hoping to appoint a team player who can enrich the development of our Trust as a centre of excellence in Catholic education serving the families of Harrow. We wish to appoint a Headteacher who is proactive and creative; a person who is able to inspire and lead colleagues and pupils to achieve the very best they can.

The Sacred Heart Language College is an outstanding school where all are challenged to achieve their very best. It is fully inclusive and offers a wide, traditional curriculum enabling all to flourish and find their route to success. This is evident in the success of pupils in their academic outcomes. Year on year, progress 8 scores are outstanding providing pupils with secure pathways for the future. This year saw the school placed in the top 1% in the country for its value added.

Our Faith is a lived Faith evident in all aspects of school life. We are fully committed to the broader development of the person. Our Faith underpins all aspects of our work and responds to the calling to ensure that all can grow and thrive secure in God's love for them.

The application pack contains a detailed job description, person specification for the post and application forms. All queries or completed applications should be emailed to our HR manager Roisin Boyer at HR@blessedhollyfamily.co.uk

Further details about our school community can be found on the school website. However, you are invited to visit the school prior to application. Please ring Mrs Lynn Lewis at the school office on 020 8863 9922 to arrange a convenient time slot or if you would like to discuss the post in more detail with our Executive Headteacher/CEO, Geraldine Higgins.

The closing date for applications is 12 noon on Monday 17th June 2024. Shortlisted candidates will be contacted later that day, with interviews provisionally planned for the 24th & 25th June 2024.

We look forward to hearing from you.

Yours sincerely,

Eva Fiorenzo
Chair of The Local Governing Body

James Coyle
Chair of the Blessed Holy Family Trust



The Blessed Holy Family Catholic Academy Trust

Introduction

The Blessed Holy Family Catholic Academy Trust was founded in May of 2019. It built upon the collegiality that existed across our family of schools. It was a result of the vision shown by our Headteachers and governing bodies to secure thriving Catholic schools for today and for the future. The founding schools were St John Fisher Catholic Primary, alongside St George's Catholic Primary School, St Joseph's Catholic Primary school and The Sacred Heart Language College, an 11-16 Girls' secondary school. All of the schools are located in the London Borough of Harrow.

Our aim is to provide a seamless quality Catholic education from nursery through to sixth form. We work closely together to fulfil this aim across whilst continuing to be full and active members of our broader Catholic community and the wider educational community.

Our shared mission

Our vision and mission were drawn from the ideas of our school communities. We felt there was a huge strength in partnership working to enrich the work of each school whilst also recognising the need to collaborate for the broader common good.

Our mission is simply to be examples of **LOVE** across our Catholic family of schools. Our emphasis is on:

Learning and Living

that we provide a rich experience of learning helping all to grow and thrive, living life to the full as God has called us to do.

Openness

that we are open to new ideas and experiences confident in God's love for us.

Vocation

that we respond to our calling to create a climate where all are enabled to grow.

Excellence

we collaborate to create a community where all are supported to develop their God given gifts and talents in their search for excellence.

Spirit of collaboration

This shared call to action provides us with a clear focus and direction. Our work across all partner schools is:

- Enhancing the Catholic life of our schools, providing all with a deeper understanding of their Faith and a real commitment to the Common Good.
- Providing financial stability so we can continue to innovate and offer a first-class education to all who we serve.
- Securing academic excellence for all young people, where all are challenged and supported to make outstanding progress whatever their starting point.

In short, it is valuing that we are not alone in the tasks of leading a school but that we have the support of others in delivering a high-class, quality Catholic education.

Our schools

All of our schools are dynamic learning communities, blessed with a high-quality staff who respond to the call to service. All of our schools are judged to be good and Outstanding in The Catholic Inspection framework and Ofsted inspections.

Our school leaders are highly skilled Headteachers who are responsible for the success of their own school community. They offer support to one another to enable every child to be the success that God called them to be. They are committed to their own professional development and to supporting the development of their own staff. They are outward looking, mindful of the need to lead their community now but to also secure the success of the school for the future.

The Sacred Heart Language College

The Sacred Heart Language College is an outstanding school. One of its greatest strengths is in its rejection of complacency, recognising that is that it cannot stand still leading it to always strive for excellence. Our new Headteacher will be leading a dynamic, creative learning community building upon the foundations already established as the current post holder moves to take on the CEO role of the Trust full time from her current part-time role. The successful candidate will be confident as an autonomous leader with a clear strategic vision for the future of Catholic education. They will be a key member of the Blessed Holy Family Academy Trust.

The new Headteacher will celebrate, enrich and live the vision statement of the School:

“Confident in God’s Love for us, we commit ourselves to His service”





THE SACRED HEART LANGUAGE COLLEGE JOB DESCRIPTION

**Accountable to the Blessed Holy Family Trust Board and the Local Governing Body
Responsible for all staff within the school**

The Trust Board and the Roman Catholic Diocese of Westminster are committed to safeguarding and promoting the welfare of children and young persons. The Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The Trust Board and Local Governing Body expect the Headteacher to be guided by the following:

- **The Catholic purpose and identity of the school.** The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church.
- **Leadership in Catholic Education.** The Headteacher is the leader of a Catholic educating community and the discharge of this vital role requires a significant theological insight and vision of the development of a Catholic school.
- **Strategic leadership.** The strategic vision and development of the Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement. The Headteacher, working with the CEO, 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 uses Gospel values, core educational values and is inclusive of stakeholders' values and beliefs.
- **Educational excellence.** In a Catholic school the search for excellence is expressed in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Headteacher, supported by the CEO and governing body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning. To this end the Trust Board and Local Governing Body expect the Headteacher to facilitate the development of the whole person within the educational environment.
- **Efficient and effective management of the organization.** The Headteacher needs to provide effective organisation and management of the school and seek ways of improving the efficiency of 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. The Headteacher should also seek to build a successful organisation through team-work and effective collaborations with the CEO and in partnership with schools across the Trust.

In particular the Trust Board and Local Governing Body expect the Headteacher:

- to work closely with the CEO and Local Governing Body to ensure the school's Catholic ethos and commitment to Catholic values is demonstrated in all aspects of school life and in particular in teaching and learning;
- to provide professional leadership and management for the school community in accordance with the strategic aims of the Trust Board;
- to promote a secure foundation for the achievement of high standards, excellence, equality and high expectations for staff and pupils;
- to effectively manage teaching and learning by providing a safe and productive learning environment which is engaging and fulfilling for all pupils;
- to ensure the professional development and welfare of all staff in the school community;
- to foster appropriate links with the parish, parents, the Catholic Family of Schools and the wider community.

The Headteacher is the lead professional in shaping the future of the school in partnership with the CEO. Working with the Local Governing Body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. The vision should express core educational values and be inclusive. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

As the leading professional in the school, the Headteacher:

- is accountable to the local governing body and attend meetings of the governing body, provide regular reports on school developments and activities and consult with the local governing body wherever appropriate;
- liaises with the CEO to ensure the Trust Board are kept fully informed about the strengths and priorities for the school;
- work collaboratively with fellow Headteachers across the Trust and the CEO to develop and nurture a collegial, outward looking Catholic learning community;
- inspires trust and confidence and provides vision, innovative leadership and direction;
- ensure the school is managed and organised to meet the aims and targets that are set;
- values teamwork at all levels of the school's management;
- thinks analytically when evaluating the school's performance so as to identify the priorities for continuous improvement, raising standards and ensuring equality of opportunity for all;
- challenges, engages and motivates staff and pupils to do their best;
- develops policies and practices;
- ensures that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management;
- organises the administration of the school;
- through partnership with other stakeholders, plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally;
- carries out the duties of the Headteacher as set out in the current School Teachers' Pay and Conditions Documents according to the guidelines of the RC Diocese of Westminster.

The Headteacher will undertake the following duties and responsibilities:

1. Leadership

- provide professional leadership for the school to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils;
- lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around them;
- play a leading role in the preparation and delivery of Collective Worship;
- communicate compellingly the school's vision working in partnership with the Senior Leadership Team to develop effective communication channels in the school;
- Keep abreast of changes in government policy and wider educational practices and lead the formulation, implementation and review of school policy and practice;

- 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.

2. Safeguarding Children and Safer Recruitment

- 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;
- take the role of designated lead for Safeguarding and 'Looked After' Children dependent on staffing structure at any particular time;
- play a leading role in the school's arrangements for the pastoral care of all its pupils;
- be responsible for the management of the sanctions and rewards programmes laid down in the school's policies on behaviour and control of bullying;
- provide sufficient resources and time for the designated person to discharge their responsibilities and ensure staff and volunteers feel able to raise concerns about poor or unsafe practices in regard to children;
- implement the policies and procedures of the governing body on safeguarding including the recruitment of staff.

3. Curriculum Management

- ensure that learning is at the centre of strategic planning and resource management;
- have an overview of the curriculum and co-ordinate programmes of study, ensure that curriculum policies are understood, implemented and monitored;
- ensure a consistent and continuous school-wide focus on and measurement of individual pupil achievement, behaviour and attendance;
- support and develop curriculum co-ordinators in the leadership of their curriculum areas;
- initiate new ideas, encourage the development of curriculum content and emerging technologies;
- demand ambitious standards 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;
- 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;
- ensure a culture and ethos where all pupils are supported to achieve success and become engaged in their own learning;
- monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

4. Managing the Organization and Resources

- Create an organisational structure with a strong leadership team which reflects school values and enables the management systems, structures and processes to work effectively in line with legal requirements;
- exercise strategic, curriculum-led financial planning to ensure the appropriate deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability;
- recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- establish rigorous, fair, transparent and successful systems and measures for performance management of all staff, regularly review job descriptions, address any underperformance, support staff to improve and value excellent practice;
- identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning,
- shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;
- manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities and liaise effectively with the school's building consultant;

- ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils, create a secure and attractive learning environment for learning and provide value for money.

5. Accountability

- fulfil commitments and delegations arising from contractual accountability to the Trust Board and Local Governing Body;
- advise and assist the Local Governing Body in its task of sustaining and developing the Catholic School community and provide relevant information, as required, to enable the Governing Body to effectively discharge its duties and responsibilities;
- work with the CEO to ensure the Trust Board can effectively discharge its duties and responsibilities;
- develop a school ethos fully in accordance with the principles and teachings of the Catholic Church which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- 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;
- lead the process of school self-evaluation;
- hold all staff to account for their professional conduct and practice;
- develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, the CEO, parents and carers;
- take responsibility for one's own professional development, reflect on the personal contribution to school achievements, take account of feedback from others and complete the annual Headteacher appraisal review.

6. The Wider Community

- work in close collaboration with local parishes by having active links and activities as appropriate;
- collaborate with the Diocese in its mission to safeguard and improve Catholic education;
- work closely with the local Catholic family of schools that makes up the Trust and the wider family of Catholic schools to improve the performance of Catholic education, enhance professional development and enrich the learning experience of pupils;
- create an outward-facing school which works with others beyond the Catholic community and which champions best practice and secure excellent achievements for all pupils;
- develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils;
- seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

7. The Blessed Holy Family Catholic Academy Trust

- undertake role in line with the agreed scheme of delegation;
- work in close collaboration with the CEO and the Trust Headteachers for the benefit of The Sacred Heart Language College community and the wider Catholic learning community;
- provide clear information to the CEO and Trust Board to enable them to effectively discharge their duties and responsibilities;
- be outward looking in creating a secure Catholic education for the families of today and for the future.

This job description takes into account the key areas identified in the National Standards for Headship and the guidance of the Diocese of Westminster. It will be reviewed annually to reflect changes in the needs of the School.



THE SACRED HEART LANGUAGE COLLEGE PERSON SPECIFICATION – HEADTEACHER

Applicants should show evidence of the essential criteria and use the remaining sections as prompts for inclusion in their application.

ESSENTIAL CRITERIA	QUALIFICATIONS	EVIDENCE AND EXPERIENCE
REQUIREMENTS	<ul style="list-style-type: none">• Practising Catholic• First degree/teaching certificate and QTS• Recent professional development relevant to senior leadership• Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree)	<ul style="list-style-type: none">• Reference from their Parish Priest• Relevant certificates• References from headteachers and other education professionals
CATHOLIC PURPOSE AND IDENTITY OF THE SCHOOL	<ul style="list-style-type: none">• Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school	<ul style="list-style-type: none">• Understanding of the Catholic curriculum• Curriculum development responsibility in a core subject• Successful and relevant experience of teaching• Senior or whole-school leadership at Headteacher or Deputy Headteacher level• Successful leadership of a team• Be aware of the requirements of the RE Curriculum Directory• Has experience in leading Acts of Worship and be comfortable talking about their personal faith
DESIRABLE REQUIREMENT	<ul style="list-style-type: none">• NPQH	<ul style="list-style-type: none">• Background in Catholic education

KEY AREAS OF HEADSHIP	EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES
Delivering continuous improvement	<ul style="list-style-type: none"> • Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards • Can identify the priorities which will effect changes in order to bring about improvement 	<ul style="list-style-type: none"> • Has set and managed targets for others • Has experience in managing change within a school • Has worked with a governing body and/or trust board and other agencies to bring about change
Modelling Excellence in Teaching	<ul style="list-style-type: none"> • Can both propound and analyse excellent teaching • Can recognise where performance is poor and has the confidence and proven ability to insist on and to encourage higher standards 	<ul style="list-style-type: none"> • Has had successful outcomes from OFSTED inspections • Has used performance management to enable other members of staff and brought about improvement across all abilities
Learning Focus	<ul style="list-style-type: none"> • Can demonstrate a passion for learning in pupils and other members of the school community • Can demonstrate the importance of equal access in achieving excellence for all 	<ul style="list-style-type: none"> • Successful and relevant experience of outstanding teaching • Experience of curriculum development to enable all children of all abilities to be able to access the curriculum.
Partnership and collaboration	<ul style="list-style-type: none"> • Can demonstrate that they are able to work with other agencies to bring about change • Willingness to work with the CEO and colleague headteachers across the Trust to bring about change 	<ul style="list-style-type: none"> • Has evidence of effective team working • Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change
Organisation and community understanding	<ul style="list-style-type: none"> • Can demonstrate that they understand the power of relationships within the organisation and the wider community 	<ul style="list-style-type: none"> • Has successful experience of working with governing bodies and the Local Authority and other agencies in an effective way to bring about improvement • Knows who the key players are in these organisations
Self-awareness and self-management	<ul style="list-style-type: none"> • Explains clearly their personal strengths and areas for improvement 	<ul style="list-style-type: none"> • Has experience of performance management procedures • Is able to seek out appropriate personal development courses
Personal drive and accountability	<ul style="list-style-type: none"> • Can explain the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards • Understands the needs to regularly account for their performance to governors and other stakeholders 	<ul style="list-style-type: none"> • Has experience of managing and implementing a school improvement plan • Regularly presents accurate and detailed reports to governors' meetings
Resilience and emotional maturity	<ul style="list-style-type: none"> • Can explain convincingly how they react when faced with continual challenges • Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity 	<ul style="list-style-type: none"> • Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change • Is able to understand and use education initiatives to further the success of the school

KEY AREAS OF HEADSHIP	EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES
Conceptual thinking	<ul style="list-style-type: none"> • Can show a wider understanding of educational issues based on their experience • Can use innovative ways to solve complex issues and explain their solutions simply to others 	<ul style="list-style-type: none"> • Has attended management and other school-related courses • Keeps up to date with the latest educational thinking
Future focus	<ul style="list-style-type: none"> • Is able to look ahead and recognise the opportunities for change • Can put the arguments in favour of change with confidence and negotiate with others to bring about change 	<ul style="list-style-type: none"> • Has worked with others to develop strategies to use the opportunities created by change
Impact and influence	<ul style="list-style-type: none"> • Can demonstrate that they understand other points of views and can persuade others to their perspective by articulating a compelling vision 	<ul style="list-style-type: none"> • Has detailed a clarity of vision and communicated this well in their letter of application
Efficient and effective	<ul style="list-style-type: none"> • Understands how the school's human, financial and environmental resources can be used to achieve the school's goals and secure value for money • Can explain clearly how modern developments in computing and presentation can help the school to achieve its goals • Understand the need to take responsibility for the performance of the school 	<ul style="list-style-type: none"> • Has experience of managing or contributing to a school improvement plan • Has experience of school management and financial software
Analytical thinking	<ul style="list-style-type: none"> • Understands how data collection can, through systematic analysis, influence outcomes • Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes 	<ul style="list-style-type: none"> • Has had experience of 'Analyse School Performance' or other data-led resources for improving pupil performance
Relationship management	<ul style="list-style-type: none"> • Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school's goals 	<ul style="list-style-type: none"> • Has experience of successfully managing a team and can demonstrate how change was affected
Holding others to account	<ul style="list-style-type: none"> • Can explain the importance of clearly communicated expectations • Understands the importance of making interventions even they have to make unpopular decisions in order to achieve the agreed goals 	<ul style="list-style-type: none"> • Experience of performance management and knowledge of current Government legislation in this area
Developing others	<ul style="list-style-type: none"> • Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all 	<ul style="list-style-type: none"> • Has experience of CPD management and can demonstrate their own professional development