



CARDINAL WISEMAN

CATHOLIC SECONDARY SCHOOL

Principal

Job and Person Specification



KEY STATISTICS AND FACTS

Type of School	Catholic Secondary School
Denomination	Roman Catholic
Age Range	11-19
Gender of Pupils	Mixed
Number of Children	1,203
Number of Teaching Staff	80 FTE (approx.)
School awards	Teaching Awards Winner 2009 - The DCSF Award for Sustainable Schools
Location	Coventry
% of Newly Qualified Teachers	Between 5 and 7 annually
% / Number of overseas pupils	43.20%
% of boys on roll	45.3%
% of girls on roll	54.7%
% English as an additional Language	31.9%
% of SEN pupils	1.1%
% of pupils eligible for Free school meals	39.2%

Recruiting in partnership with the
Archdiocese of Birmingham



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INTRODUCTION

Welcome to Cardinal Wiseman Catholic Secondary School and Language College. There have been Catholic schools on the site at Potters Green Road since 1958. The schools were built to serve the rapidly expanding Catholic community in the area after the Second World War.



We are a member of the Romero Partnership within our feeder primary schools which helps all young people to succeed in their learning from the age of 3-19.

Staff at the school work hard to provide a safe, happy learning environment for every young person so that they can develop a love of learning as they prepare for an active working life.

We want to provide every opportunity for your child to develop their talents. Everybody can be good at something, whether in lessons or in the the unique range of activities offered at Cardinal Wiseman. As our school badge says "Omnia pro Christo", everything we do has Christ place at the centre, whether in lessons, charity work or through the development of personal faith. By practising positive "habits of the heart" we can support the young people as they take on the challenges of living as a Christian in the 21st century.

WISEMAN VALUES

Cardinal Wiseman has a set of six values that we expect the school community to follow:

RESPECT, RECONCILIATION, COURAGE, SERVICE, WISDOM AND FAITH

When pupils demonstrate one of the values they are awarded with a point. Pupils are given postcards and badges in recognition of points awarded.

"Aspire not to have more, but to be more"
Archbishop Oscar Romero



CATHOLIC LIFE

We are proud of our Catholic school and its links with the Catholic community in the area. Christ is placed at the centre of all we do through the prayer life of the school, charity work and teaching Christian values.

Over 50 years of successful teaching and learning in Coventry our core values remain to support young people as they:

Grow in the knowledge of God and in their faith, achieve their academic potential, develop self discipline, establish positive relationships with other children and adults, develop a sense of responsibility within the local and wider community and have a clear understanding of the difference between right and wrong.

Mass is celebrated every week in the chapel by our school chaplain, Fr. George Bennett and staff and students are encouraged to attend. Each year group celebrates Mass regularly and the seasons of the Church are marked by liturgies led by our lay chaplain.

During Advent and Lent, students are offered the opportunity to receive the sacrament of reconciliation and during these seasons students are invited to participate in acts of charity.

Each term Cardinal Wiseman students lead Mass in one of the three parishes close to the school and prayers are said daily in tutor groups and assemblies. Students have the opportunity to lead worship by planning and delivering an assembly for their peers and through membership of the chaplaincy team.

Spiritual development of students is led by the RE department which enables students to learn in greater depth about the teachings of the Church in relation to philosophical and ethical questions alongside theological study. At least twice per half term, students take part in a short classroom based liturgy in RE lessons.



Catechesis is the responsibility of the whole staff and this is modelled in their support for the Malawi project, CAFOD and through their own witness to the faith. The music department leads a flourishing worship choir, whilst dance and drama offer students other opportunities to deepen their faith by leading worship in through creative expression.

Every year, the whole school celebrates Mass on Wiseman Day in which students come together in song, dance and drama to celebrate and praise God as a whole school community.



CHAPLAINCY

Our faith and relationship with God is at the centre of what we do at Cardinal Wiseman, whether in class work or outside of school, we always hold our faith at the forefront of our work.

This is supported by our chaplaincy team and department. Attached to the Religious Education Department, Chaplaincy is headed up by our Lay Chaplain Alex Hindmarsh and assisted by Phil Wilson the Youth Worker and the RE staff.

With over 50 students signed up for the Chaplaincy Team it is one of the most popular teams in school. The Chaplaincy Team are very proud of the school's newly renovated chapel and very proud to hold Masses, prayer services and to use it as a special place to reflect.

As part of chaplaincy, there are opportunities to go on residential retreats at Alton Castle and the new Soli House, chances to work with our feeder primary schools, to take part in retreat days and to make new friends. There will also be a chance to learn about counselling and become anti-bully ambassadors for the school.

"The world promises you comfort, but you were not made for comfort. You were made for greatness".

Pope Emeritus Benedict XVI

RURAL DIMENSION

Cardinal Wiseman was one of four schools to be awarded Rural Dimension Status.

In 2009 Cardinal Wiseman was awarded the prestigious DCFS Sustainable Schools Award.

Sustainability is not new to Cardinal Wiseman; we started this journey as long ago as 1977 when we took an expedition to the Shetlands to monitor pollution before the oil terminals were built.

Our pupils feel very strongly that they will inherit the world we leave them and they want a future that is sustainable and ethical.

Stewardship and sustainability link very closely with our aims as a Catholic School. These values are important in our purpose as a faith school. Both are embedded solidly in our curriculum. We were one of the first four schools in the country to gain Rural Dimension status. Since then our school has gained a national reputation for sustainability which resulted in a visit from H.R.H. The Prince of Wales to the school farm and gardens.

"When we struggle for human rights, for freedom, for dignity, when we feel that it is a ministry of the church to concern itself for those who are hungry, for those who have no schools, for those who are deprived, we are not departing from God's promise. He comes to free us from sin, and the church knows that sin's consequences are all such injustices and abuses. The church knows it is saving the world when it undertakes to speak also of such things."

Oscar A. Romero, The Violence of Love

WHAT'S SO SPECIAL ABOUT US?

Here are just a few reasons why we stand out from the crowd.

All pupils in Year 7, up until Year 9, learn French, German, Spanish or Chinese. We offer experiences of all world languages, including those spoken by our Coventry community, along with exciting international events and lots of cross curricular activities. As they get older, our pupils have the chance to take GCSE exams in French, German, Spanish and Polish.



"Let us not forget: we are a pilgrim church, subject to misunderstanding, to persecution, but a church that walks serene, because it bears the force of love."

Oscar A. Romero, The Violence of Love



OUR CURRICULUM

We don't just work from textbooks, you'd be amazed at what we cover here, from family traditions, school life, food and drink and a healthy lifestyle, to the environment, poverty and child labour, all delivered in the context of French, German and Spanish speaking countries and all in a way that will really make students think about their world and the people in it!



RESULTS

Our expertise and the range of examination pathways on offer mean we can provide our students with useful qualifications for life and the workplace. Many of our students go on to study Languages at A Level and beyond at University.

LANGUAGE ASSISTANTS

Our students are very lucky as they get the chance to work with our four Foreign Language Assistants from France, Germany, Spain and China. We learn all about the traditions, history, people and culture of countries, not just the language!

EDUCATIONAL VISITS

We travel regularly to France, Germany, Spain and Poland with our pupils. We are also planning trips to Italy and maybe even China in future years.



A FUTURE NOT OUR OWN

A prayer / poem by Archbishop Oscar Romero

It helps, now and then, to step back
and take the long view.
The kingdom is not only beyond our efforts,
it is beyond our vision.

We accomplish in our lifetime only a tiny fraction of
the magnificent enterprise that is God's work.
Nothing we do is complete,
which is another way of saying
that the kingdom always lies beyond us.

No statement says all that could be said.
No prayer fully expresses our faith.
No confession brings perfection.
No pastoral visit brings wholeness.
No programme accomplishes the church's mission.
No set of goals and objectives includes everything.

This is what we are about:
We plant seeds that one day will grow.
We water seeds already planted, knowing that they hold future promise.
We lay foundations that will need further development.
We provide yeast that produces effects beyond our capabilities.

We cannot do everything
and there is a sense of liberation in realizing that.
This enables us to do something,
and to do it very well.
It may be incomplete, but it is a beginning, a step along the way,
an opportunity for God's grace to enter and do the rest.

We may never see the end results,
but that is the difference between the master builder and the worker.
We are workers, not master builders, ministers, not messiahs.
We are prophets of a future not our own.



PRINCIPAL JOB DESCRIPTION

Indicative Salary Range (ISR): 33-39

Responsible to: The Board of Directors

Responsible for: All staff within the school

1 Introduction

- 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2 The appointment is subject to the current conditions of service for Principals contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the principal shall consult, where appropriate, the governing body, the diocese, the local authority, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3 This job description may be amended at any time, following consultation between the principal and the governing body and will be reviewed annually.

2 Core Purpose of the Principal

- 2.1 The core purpose of the principal is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
 - the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
 - **religious education is in accordance with the teachings, doctrines, discipline** and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God.
 - all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.
- 2.2 The principal is the leading professional in the school. Accountable to the governing body, the principal provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; 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.
- 2.3 The principal, 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, the local authority, higher education institutions and employers.



Through such partnerships and other activities, Principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.

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

3 General Duties and Responsibilities

- 3.1 To carry out the duties of the principal as set out in the current School Teachers' Pay & Conditions Document.
- #### **Key Areas of Responsibility**

4 Creating the Vision

- 4.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

- 4.2 The principal, 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, moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and a self-improving schoolsystem.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Teaching and Learning

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



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

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education 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, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

6 The Self Improving School System and Working with Others

- 6.1 In a Catholic school the role of principal is one of leadership of a learning community rooted in faith. The Principal's leadership should take Christ as its inspiration. The Principal's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The principal must manage themselves and their relationships well. Headship is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the principal should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Principals should be committed to their own continuing professional development.



Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

7 Creating Systems and Processes to Manage the Organisation

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

Actions

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



8 Ensuring accountability

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

8.2 With Gospel values at the heart of his/her leadership, the principal has a responsibility to the whole school community. In carrying out this responsibility, the principal is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The principal is legally and contractually accountable to the governing body for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

9 Building Community

9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

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

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.



- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.
Safeguarding Children & Safer Recruitment

9.3 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The principal should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

“A church that does not provoke any crisis, preach a gospel that does not unsettle, proclaim a word of God that does not get under anyone's skin or a word of God that does not touch the real sin of the society in which it is being proclaimed: what kind of gospel is that?”

Oscar A. Romero



PERSON SPECIFICATION - SECONDARY PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • Catholic Certificate of Religious Studies or equivalent • NPQH award
3. Experience	<ul style="list-style-type: none"> • Experience as an effective deputy or assistant headteacher • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or academy • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs



Category	Essential	Desirable
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and governors⁶ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management



Category	Essential	Desirable
6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
7. Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working in and leading staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of performance management and supporting the continuing professional development of colleagues Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> Experience of working with governors to enable them to fulfil whole-school responsibilities Successful involvement in staff recruitment, /induction, understanding needs of a Catholic school Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy Experience of effective whole-school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and ‘governors’ Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> Experience of presenting reports to ‘governors’ Understanding the criteria for the evaluation of a Catholic school Leading sessions to inform parents Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> High quality teaching skills Strong commitment to the mission of a Catholic school Commitment to their own spiritual formation and that of pupils High expectations of pupils’ learning and attainment Strong commitment to school improvement and raising achievement for all Ability to build and maintain good relationships Ability to remain positive and enthusiastic when working under pressure 	



Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships 	<ul style="list-style-type: none"> • Faith reference without reservation
	<ul style="list-style-type: none"> • Positive recommendation in professional references 	<ul style="list-style-type: none"> • Professional reference without reservation
	<ul style="list-style-type: none"> • Satisfactory health and attendance record 	



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If you would like further information or to arrange a School visit, please contact Robert Cattermole at Academicis: Tel: 01223 90-79-71 / 07825 346 535
Email: rcattermole@academicis.co.uk

All applications to be emailed to Robert Cattermole before closing on Monday 25th April at 12 Noon.

Recruiting in partnership with the Archdiocese of Birmingham



THE ARCHDIOCESE of BIRMINGHAM

ACADEMICIS