



**Our Lady
and All Saints**
Catholic Multi Academy Company

Vacancy Application Pack

Deputy Headteacher St Peter's Catholic School



St Peter's
Catholic School



Strong in Faith

Message from the Chair of the Board of Directors

Dear Applicant,

Thank you for your interest in the post at St Peter's Catholic School, part of Our Lady and All Saints Catholic Multi Academy Company ("the MAC").

Our leaders share our vision of the MAC as an outstanding provider of education, but education that is not only excellent academically, but also offers every child the opportunity to develop as an individual in mind, body and spirit.

The MAC works in partnership with the Birmingham Diocesan Education Service.

As part of the teaching team, you will be bringing your educational expertise and experience to this role with an approach rooted in excellence, best able to meet the needs of every child within the MAC.

The candidate appointed will play a pivotal part in the development of the MAC both as an outstanding educational provider and delivering its Catholic mission to ensure that we provide the opportunity for every child and member of staff to experience being 'Strong in faith' together as a family of schools, parishes and communities.

We look forward to receiving your application.

Yours faithfully



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



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Introduction

Our Lady and All Saints Catholic Multi Academy Company (“the MAC”) was formed in April 2021 and comprises of 12 Catholic Primary Schools and 1 Catholic Secondary School across the Birmingham, Solihull, and Warwickshire areas.

With 85% of our schools already being ‘Good or Outstanding’, we have even higher expectations within our family of schools that each provide a fully inclusive and comprehensive Catholic Education offering in a diverse society. We are dedicated to developing all our children into successful, ambitious, and compassionate future leaders by securing the absolute best outcomes for all both in terms of their qualifications, as well as providing wider opportunities for them to develop as rounded and confident young people.

A sense of community is at the forefront of all that we do to ensure our children, our families and our parishes and communities can flourish. We are proud to serve our communities that include the full range of social demographics, each having their own challenges and unique opportunities. Christ is at the centre of all that we do.

Each school benefits educationally from the expertise within the MAC as a whole and practically from the services procured and provided centrally. For us it is a fantastic opportunity, and a privilege, to work with a team of over 700 staff to shape the future of Catholic education for over 4,500 children and young people across the Birmingham, Solihull, and Warwickshire areas.

Being an ‘employer of choice’ is important to us too. We need to retain and attract staff that are only of the highest quality. We are passionate to create a staff team reflective of our diversity and we actively welcome applications from all backgrounds.

We invite you to visit St Peter's and learn about this exciting and challenging opportunity to work with our community.



Peter Davis
Catholic Senior Executive Leader
Our Lady and All Saints Catholic Multi Academy Company





Headteacher's Welcome



Thank you for your interest in the role of Deputy Headteacher

Welcome to St Peter's Catholic School. Serving Solihull's Catholic community, we are a popular, oversubscribed school with very strong links with our local community.

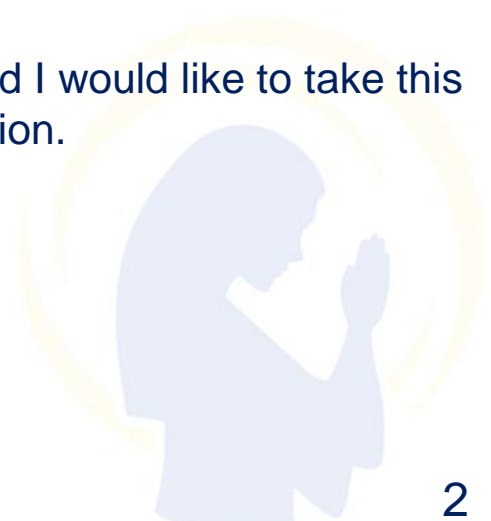
With faith as our foundation, the teachings of Christ underpin all that we do here at St Peter's.

A good education is the best possible preparation for adult life and at St Peter's, we aim to ensure that every student thrives and flourishes.

Our distinctiveness rests on the Catholic character and ethos of our school and this lies at the heart of everything we do. We endeavour to educate pupils in a caring and nurturing atmosphere so that they are enabled to value lifelong learning and the Gospel values can be related to everyday life and work.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Stuart Shelton, Headteacher



St Peter's Ethos

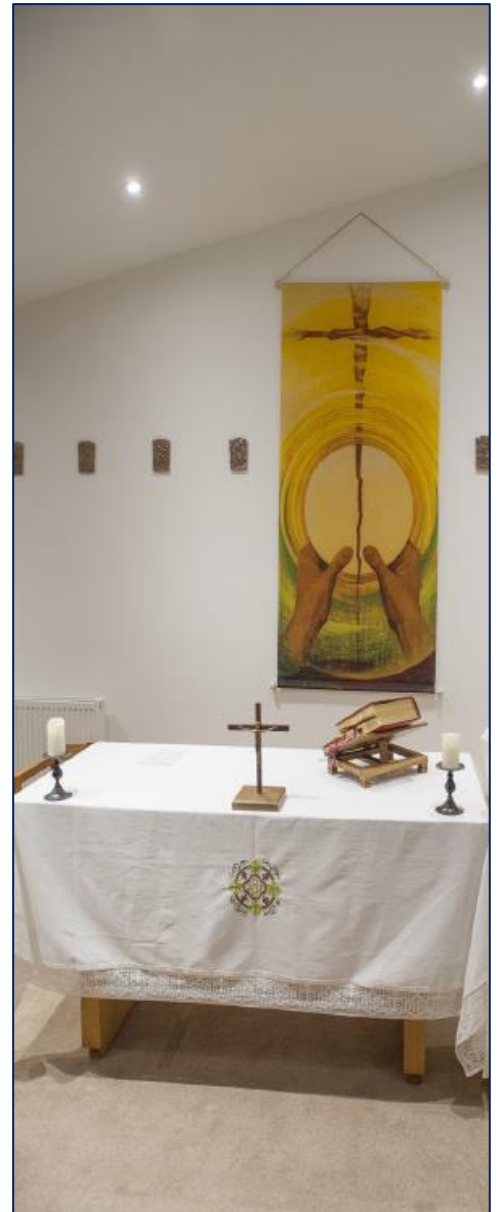
Selection and recruitment is a two-way process, and it is important that your own core values, whether you have a faith of your own, or you practice no faith at all, are in line with St Peter's core values and ethos.

As a Catholic school, our ethos is rooted in our school motto: Faith is our Foundation.

Above all, the Catholic faith teaches love and forgiveness. We believe that all members of our school community should be treated with compassion and respect. Our community is one of solidarity and kindness; where we aspire to look out for one another at all times. By coming to work here, we are hopeful that you will find a really unique and special place to work.

At St Peter's, we:

- offer all children equal access to the curriculum and school life in the community where individual differences are appreciated, celebrated, understood and accepted
- encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community
- value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image
- believe in high expectations and having a behaviour policy that is consistently used to allow all students to achieve their best
- encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others
- acknowledge that we all make mistakes
- believe that hard work is the key to success for staff and students
- strive to ensure that issues of equal opportunities are considered in all our work
- value generosity of spirit
- believe that we all have a professional obligation to improve as teachers
- believe teachers should engage in educational research to improve their practice
- have a T&L policy based around High Challenge Low Preparation, Rosenshine and Teach Like a Champion
- believe in consistently good teaching which improves student progress
- welcome diverse ideas to solve problems



School Context

St Peter's is a fully comprehensive, outstanding, 11 – 18 Catholic School where learners of all abilities enjoy and achieve. We have 1288 on roll including 252 in the Sixth Form.

School and Community

Serving the Catholic community in south and central Solihull, we have very close links with our local parishes, all of whose clergy are frequent visitors to the School.

The majority of our pupils come from our five partner primary schools: Our Lady of the Wayside (Shirley), Our Lady of Compassion (Olton), St Augustine's (Solihull), St George and St Teresa (Dorridge) and St Andrew's (Sheldon); the remainder come from some twenty other primary schools. Very positive partnerships exist between St Peter's and its five partner primary schools; our curriculum projects and transition activities are highly regarded.

At St Peter's we believe that 'Faith is our Foundation' and we live out our mission through the virtues and values of the Catholic Pupil Profile. We are very much a Catholic, family school. This is fostered by the tradition of Governors, staff and colleagues from our partner primary schools sending their own children to St Peter's. Parish and school communities are, therefore, cohesive; this nurtures the excellent relationships and family atmosphere that visitors regularly comment upon. The majority of our pupils benefit from stable families with parents who value education and support their children's learning. Very positive attitudes to learning are, therefore, evident in school.

St Peter's pupil numbers are always buoyant; we are oversubscribed at 11 and 16 and waiting lists are held for all years. Almost all are Catholic: 98% Year 7 -11 and 87% at Sixth Form. Approximately one third of staff are Catholic with a number of these former students of the school. The percentage of pupils eligible for the extra funding for the 'Disadvantaged' is 15%, with those in receipt of FSM 10% and the percentage with a Statement of Special Needs or an EHCP is 0.8%, this is well below the national average. The number of pupils at K SEN Support is 12.4% of the school population.

In social and economic terms, the majority of our pupils are relatively advantaged; our school is situated in an area of affluence. However, many of our pupils travel some distance from South Solihull and East Birmingham; well over a third of our pupils reside in Birmingham. This gives us a more socially inclusive intake than similarly situated schools serving their neighbourhood communities. The vast majority of our pupils have English as a first language, with Polish and Cantonese being the highest proportion for our EAL pupils.

Parents in this community have real choice as many live within walking distance of the country's highest attaining schools. Maintaining the confidence of parents, parish communities, Headteachers and staff of partner primary schools, is an ongoing priority for the leaders of St Peter's in our continued work as a beacon of outstanding Catholic Education in the area.

Staffing

St Peter's benefits from an exceptionally well qualified, committed and loyal staff. Mature and harmonious relationships contribute to a happy learning community where morale is high and adults are expected to model the courteous behaviour we nurture in children.

Almost all lessons are taught by good graduates in their first specialism. Currently, governors employ 95 teachers and 40 support staff (full time equivalent). Our Leadership Team is relatively small and very efficient: Headteacher, one Deputy, one Senior Assistant Headteacher and four Assistant Headteachers. In addition we have one Associate Assistant Headteacher, who is also the school⁷

SENDCo. Our structure facilitates leadership development, at all levels, and staff readily embrace challenge and are willing to 'step up'.

With the retirement of several long serving teachers over the years, the age profile of the teaching staff has decreased. Retaining this rich talent and fostering its development, during a period of financial stringency and greater flexibility in pay, is of paramount importance to the school.

Finance

St Peter's current budget is just approximately £6 million. Our reserves are at the lower end of national and local guidance. In the current financial climate, exploring sources of income generation and budgeting "on the margin" is perhaps the greatest challenge facing St Peter's. Further challenges for the school include our 'tired' buildings which are struggling to meet the needs of our school community.

Curriculum

Our curriculum is underpinned by a clear focus on literacy, numeracy and communication skills. We provide courses which ensure that there are clear progression routes and pathways from KS3 through to KS4 and to KS5. We set all academic subjects by ability in KS3 and KS4. All KS4 students can access an EBacc curriculum if they wish to.

Pupil Outcomes

St Peter's has a long track record of high attainment with no significant dips in any cohort's results at GCSE or A Levels. This, together with their many and varied leadership, cultural and sporting activities, prepares our pupils well for further education and fulfilling careers. We have virtually no recorded 'NEETS'.

We are aspirational for all our pupils, encouraging the study of languages and humanities at Key Stage 4 and rigorous academic subjects at A Level. This policy has served our pupils well as their actual destinations show. Last year, the study of facilitating subjects post 16 enabled over a third of pupils access to Russell Group Universities with others progressing to their university of choice and virtually every student successfully placed on his/her preferred pathway.

Section 48

In November 2019 we had our latest Section 48 inspection. We were delighted that under the framework at the time, to be awarded the judgement of 'GOOD' overall, with outstanding for Collective Worship and Catholic Life. One of our priorities is to sustain our position as an excellent Catholic school, building on our current high standards in the teaching and learning of RE, Collective Worship and the overarching Catholic Life of the school.

OFSTED

At our most recent inspection in November 2014, St Peter's was judged 'OUTSTANDING' across all areas. We agreed with this judgement which mirrored our own self-evaluation at that time. We fully acknowledge that outstanding is not perfect and we strive to both sustain and build upon our current high standards at all levels. We continue to be outward facing in ensuring our high expectations and high standards of achievement, progress and behaviour bring about outstanding outcomes for our pupils.

Curriculum

The curriculum at St Peter's has been designed to ensure all pupils develop academically, spiritually, morally, socially and physically. As part of the curriculum the government expects schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As a Catholic school, St Peter's embeds those values through its ethos and mission statement, which extends to all activities in school, within and outside the taught curriculum.



Independent Advice and Guidance (IAG) meetings are provided to all pupils in Y8-13 appropriate to the stage and age of pupils. These interviews are to ensure that pupils make informed choices at every stage and are in a position to make the next step into further or higher education, apprenticeships or employment. Careers education is delivered holistically as part of the Citizenship curriculum, during form times and by individual subject areas.

Further information about the curriculum will be made available to pupils when they make their subject choices for KS4 and KS5.

KS3
In years 7, 8 and 9, all pupils study the statutory National Curriculum subjects; Mathematics, English, Science, MFL, Geography, History, Art and Design, Design Technology, Music and Citizenship in addition to the non-statutory subjects Drama, Religious Education, Personal Development and Computing. In the Spring Term of Year 9 pupils select which optional subjects they will study in Years 10 and 11.

KS4

In years 10 and 11, all pupils continue to follow a core programme of Mathematics, English Language and English Literature, Religious Education, Science, PE and Personal Development and Citizenship. At KS4 Science GCSEs are offered in Biology, Chemistry and Physics, as well as Combined Science.

The majority of pupils will study the core curriculum plus:

- A Modern Foreign Language (French, German or Spanish)
- A humanities subject (History or Geography)

The following optional subjects are available:

- A second humanities subject (History or Geography)
- A second Modern Foreign Language (French, German or Spanish)
- Art and Design
- Business Studies
- Catering
- Computer Science
- Dance
- Drama
- Health and Social Care
- Music
- PE/Sport
- Product Design (Resistant Materials or Textiles)
- Sociology



Work experience is a vital part of Key Stage 4. It gives pupils an insight into the world of work and can help to influence post –16 choices and career plans. All Year 10 pupils spend a week taking part in Work Experience. Placements vary a great deal and have included experiences in the Army, offices, nurseries and schools, theatres, engineering companies, catering, journalism, archaeology, the RAF, banking, travel agencies and so on.

KS5

A wide range of pupils are offered at St. Peter's Sixth Form. Pupils select three subjects to study over two years. All pupils have the option to study AS Level Core Maths in Y12. Pupils studying Mathematics may wish to study Further Mathematics as a fourth subject.

All pupils will study the Extended Project Qualification (EPQ) or Christian Living as part of their religious and vocational education. Pupils can choose from a range of enrichment activities, such as supporting in KS3 lessons, paired reading, peer mentoring/mediation or PE.

Wellbeing Charter

Professional Development

We have a non-hierarchical approach to professional development; staff are given opportunities to lead training sessions

- We develop leadership positions at all levels e.g. NPQSL, NPQML, SLE, NPQH
- We have a comprehensive training programme and support for trainees and NQTs
- We have a CPD programme for experienced staff
- Observations are developmental and not graded



To Reduce Workload, we have:

A staff workload group to guide and develop policy

- Teaching resources shared centrally by every department
- A cover team to help reduce cover for teaching staff
- A whole school marking policy to ensure any homework set is meaningful, manageable and motivating
- Reduced the number of data entries
- Replaced lengthy written subject re-ports, with concise TIPs (To improve)
- SLT Open Door Policy at all times
- Implemented fewer meetings, with those that do take place doing so when they are needed
- Employed external invigilators for Year 11 mocks
- Established a Communications Policy which protects time outside of school day



At St Peter's we have:

- Laptop for all teaching staff
- Supportive staff, with cake, laughter and friendship in the staffroom
- A culture of peer-to-peer praise (Star of the Month)
- A buddy system for new staff
- A staff room with facility to eat lunch, relax, work and support colleagues
- Regular staff social events out-of-school
- A flexible and generous approach to family appointments, children's events, sports days etc.
- Free on-site parking
- Frequent consultations on aspects of school such as the annual calendar
- Celebrations of successes, e.g. staff marathon runners, Star of the Month
- A range of after school fitness/ wellbeing clubs and creative classes
- Seasonal events for everyone to show their less serious sides
- Countless opportunities to get involved with the wider life of the school including trips and visits, e.g. Year 7 Bushcraft
- A counselling service free to all staff both in-house and externally
- Staff who are Mental Health Ambassadors
- Staff 'treats' such as pancakes on Shrove Tuesday and an Advent raffle



Employment Benefits include:

- Yearly flu-jab vaccinations
- Cycle2work scheme
- Birmingham Hospital Saturday Fund – access to a corporate health cash plan that allows you to claim back cash payments towards everyday healthcare costs www.bhsf.co.uk
- Credit Union – A facility to save monthly through your SMBC salary deductions
- Childcare vouchers scheme



Deputy Headteacher

ISR Range Leadership Pay Scale L20-L24 (£67,364--£74,295)

Full-time, permanent post - Required for 1st January 2023

Applications are invited for the role of Deputy Headteacher. This is an exciting opportunity for the successful candidate to continue to drive and maintain standards in teaching and learning, behaviour and attitudes, and academic outcomes. We are seeking an enthusiastic, inspirational, and outstanding leader to join our vibrant Senior Leadership Team to support our continued drive for excellence in every aspect of school life.

This post provides an exciting opportunity for experienced staff looking to further their experience in a well-established faculty.

St. Peter's Catholic School is a popular, oversubscribed and successful school. We pride ourselves on the high academic standards that we achieve across all key stages; the pastoral care that we provide and the enrichment opportunities that we offer.

An Application Form and further details are available from the MAC Website <https://www.olaas.co.uk/current-vacancies/>. Please note CV's are not accepted. Prospective candidates are welcome to contact the school for more information, to organise a tour or an informal chat about this post. Please contact Mrs J Pate, Headteacher's PA on 0121 703 8304 or patej@st-peters.solihull.sch.uk

St Peter's Catholic School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, contractors and volunteers to share this commitment. The successful applicant will be expected to undertake an enhanced DBS check and other relevant checks as appropriate.

Please return your completed application form and a formal letter of application to recruitment@olaas.co.uk

Closing date: Monday 19th September 2022 at 9.00am

Interview date: Thursday 29th and Friday 30th September 2022



Job Description

1. Introduction

1.1. This appointment is with the directors of the academy under the terms of the Catholic Education Service contract signed with the directors as employers. The directors 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 Deputy Head Teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

1.3. This job description may be amended at any time, following consultation between the Head Teacher and the Deputy Head Teacher and will be reviewed annually.

2. Core Purpose of the Deputy Head Teacher

2.1. To set the context, the core purpose of the Head Teacher 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 Head Teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Head Teachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

2.2. The core purpose of the Deputy Head Teacher is to support the Head Teacher in 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: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; 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.

3. General Duties and Responsibilities

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

Key Areas of Responsibility

4. Shaping the Future

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.

Actions

The Deputy Head Teacher supports the Head Teacher in:

- Ensuring 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.
- Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Establishing a commitment amongst pupils, staff and parents to the school's mission in partnership with the governors⁴ and through the example of personal conviction.
- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.
- Creating 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.
- Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5. Leading Learning and Teaching

5.1. 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.

Actions

The Deputy Head Teacher supports the Head Teacher in:

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensuring that learning is at the centre of strategic planning and resource management.
- Securing high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.

5. Leading Learning and Teaching (Contd.)

- Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
- Creating and maintaining an effective partnership with parents to support and improving pupils' achievement and personal development and furthering the distinctive Catholic nature, purposes and aims of the school.
- Developing effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing effective assessment framework.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

6. Developing Self 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.

Actions

The Deputy Head Teacher supports the principal in:

- Treating 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.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.
- Developing and maintaining effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.

6. Developing Self and Working with Others (Contd.)

- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

7. Managing 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 Deputy Head Teacher helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The Deputy Head Teacher also helps deploy people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

The Deputy Head Teacher supports the principal in:

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensuring 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.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

8. Securing 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 governors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

Actions

The Deputy Head Teacher supports the principal in:

- Fulfilling commitments arising from contractual accountability to the principal.

8. Securing Accountability (Contd.)

- Developing 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.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governors (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including directors, parents and carers.
- Reflecting on personal contribution to school achievements and take account of feedback from others.

9. Strengthening 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.

Actions

The Deputy Head Teacher supports the principal in:

Building 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.

Building 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.

Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.

Ensuring 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.

Ensuring a range of community-based learning experiences.

Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

Creating and maintaining 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.

Seeking 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.

Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

Co-operating and working with relevant agencies to protect children.

10. Safeguarding Children & Safer Recruitment

10.1. 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 Deputy Head Teacher should support the principal in ensuring that:

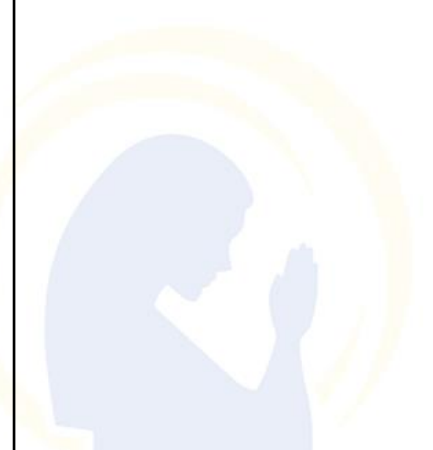
- The policies and procedures adopted by the governors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency 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.



Person Specification

	Essential Criteria	Desired Criteria
Faith Commitment	<p>A practising and committed Catholic</p> <p>Secure understanding of the distinctive nature of the Catholic school and Catholic education</p> <p>Understanding of leadership role in spiritual development of pupils and staff</p> <p>Understanding of the school's role in the parish and wider community and in promoting community cohesion</p>	<p>Evidence of participation in faith life of the community</p> <p>Experience in leading acts of worship in Catholic schools</p>
Education & Qualifications	<p>Qualified teacher status (11-18)</p> <p>Excellent academic record</p>	<p>Postgraduate level qualification</p> <p>NPQH award or Leadership Pathways certification</p> <p>CCRS or equivalent</p>
Experience	<p>Successful experience of leading one or more subject areas</p> <p>Substantial, successful teaching experience</p>	<p>Recent experience in a Catholic voluntary aided school or academy</p> <p>Experience as assistant Head Teacher</p> <p>Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16</p> <p>Curriculum leadership in one or more core subjects</p> <p>Experience of teaching in more than one school</p>
Professional Development	<p>Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning</p>	<p>Evidence of continuing professional development relating to Catholic ethos, mission and religious education</p> <p>Experience of working with other schools/organisations /agencies</p> <p>Experience of leading/co-ordinating professional development opportunities</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs</p>

	Essential Criteria	Desired Criteria
Strategic Leadership	<p>Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school</p> <p>Ability to inspire and motivate staff, pupils, parents and 'governors' to achieve the aims of Catholic education</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</p> <p>Understanding of and commitment to promoting and safeguarding the welfare of pupils'</p>	<p>Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy</p> <p>Evidence of having successfully translated vision into reality at whole-school level</p>
Teaching and Learning	<p>A secure understanding of the requirements of the National Curriculum</p> <p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>Experience of effective monitoring and evaluation of teaching and learning</p> <p>Secure knowledge of statutory requirements relating to the curriculum and assessment</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>A secure understanding of the requirements of the Curriculum Directory for Religious Education</p> <p>Understanding of successful teaching and learning in religious education across the key stages</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</p>

	Essential Criteria	Desired Criteria
Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management and supporting the continuing professional development of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with 'governors' to enable them to fulfil whole-school responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
Accountability	<p>Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy</p> <p>Experience of effective whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information and advice to staff and 'governors'</p> <p>Secure understanding of strategies for performance management</p>	<p>Experience of presenting reports to 'governors'</p> <p>Understanding the criteria for the evaluation of a Catholic school</p> <p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance</p>
Skills, Qualities & Abilities	<p>High quality teaching skills</p> <p>Strong commitment to the mission of a Catholic school</p> <p>Commitment to their own spiritual formation and that of pupils</p> <p>High expectations of pupils' learning and attainment</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p>	



	Essential Criteria	Desired Criteria
Skills, Qualities & Abilities (contd.)	<p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	
References	<p>Positive and supportive faith reference from priest where applicant regularly worships</p> <p>Positive recommendation in professional references</p> <p>Satisfactory health and attendance record</p>	<p>Faith reference without reservation</p> <p>Professional reference without reservation</p>

Requirements of the Post

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two good references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)



Notes to Applicants

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms.

Interviews will be offered to those applicants who best demonstrate how their skills, abilities and experience match the person specification and job description.

Closing date for applications: Monday 19th September 2022 at 9.00am

Interview date: Thursday 29th and Friday 30th September 2022

Applying

If you decide to apply for this position, please return your completed application form and formal letter of application by email to recruitment@olaas.co.uk.

For more information about the school, please visit www.st-peters.solihull.sch.uk.

