



APPLICANT PACK

Headteacher

*St Francis Xavier Roman Catholic and Church of England
Secondary School, Richmond*

Letter to Applicants

Dear applicant,

We are delighted you have shown an interest in the role of Headteacher at St Francis Xavier which celebrates both Catholic and Church of England faiths being a shared denominational Secondary School.

The Trust is looking to attract a Headteacher of the highest calibre to lead an outstanding school.

This is an exciting role for exceptional candidates with the drive to lead and to sustain the highest standards within St Francis Xavier.



The school is consistently amongst the highest performing in the country. The last Ofsted Inspection highlighted the following:

- The exemplary behaviour of students makes an exceptional contribution to learning and is supportive of all. Behaviour is outstanding and reflects the school's values.
- SFX is an aspirational school where attainment is well above the national average. Pupils in all groups make outstanding progress from their various starting points.

St Francis Xavier School is a joint Catholic and Church of England 11-16 mixed comprehensive serving the picturesque market town of Richmond and the surrounding rural area. We are located close to the A1 and A66 and in commutable distance from York, Durham and Teesside. The school has an excellent reputation in the local community.

St Francis Xavier is part of Nicholas Postgate Catholic Academy Trust.

NPCAT is now one of the largest Multi Academy Trusts in the UK with a rich pool of school leaders, lead practitioners, curriculum directors and a standards team who really know our schools and the steps required to lead and maintain outstanding provision. You will join this dynamic group of school leaders to ensure the education we offer is the best it can be and help to change the lives of the young people we serve.

We are looking for a leader who can inspire others and demonstrate a record of delivering high pupil outcomes and demonstrate an ongoing commitment to faith education. You must have experience and a strong background in successful school leadership. We are also looking for a leader who can adapt and be flexible with any challenges they may face.

In this role, you will be able to demonstrate your experience of implementing a range of effective improvement strategies. This is a wonderful opportunity for individuals with the expertise to lead and influence change in a positive, collaborative way and the flexibility to model good practice in schools. You will benefit from access to nationally leading CPD programmes through the Trust.

How will your role benefit the Trust?

As Headteacher at St Francis Xavier, you will play a vital part in determining, leading and refining the quality of education. As well as playing a part in leading the strategic direction, you will ensure all pupils have access to the highest level of teaching and access learning environments that both motivate and challenge, you will also support the work of the Trust by providing direct and active support in addressing specific challenges in school. This combination of strategy and practice makes for a role which is both rewarding and diverse. If your experience, energy, personal qualities and values support ours, then we look forward to receiving your application.

Hugh Hegarty CEO, NPQH | MSc | PGCCGC | BEd Hons | CTC

Job Advert

Required:	April 2024, or sooner if possible
Salary:	Leadership L22 - L28 (commencement point dependent on experience)
Hours:	1.0 FTE
Contract Type:	Permanent
Location:	St Francis Xavier RC & CofE Secondary School, Darlington Road, Richmond, North Yorkshire DL10 7DA

St Francis Xavier School is part of the Nicholas Postgate Catholic Academy Trust, a family of 38 schools, and two vibrant Sixth Form Colleges. With 12,300 students and 1,500 staff, NPCAT is now one of the largest multi-academy Trusts in the UK.

The Headteacher will promote and support the vision and direction of the school and the Trust by providing the day-to-day leadership that will enable the school to build success and provide high quality education for its children. The Headteacher leads and manages the school on a day-to-day basis and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Headteacher will be an ambassador for the school and will promote and raise its profile in the local and wider community.

Ongoing professional development from within the Trust provides our Teachers and Leaders with great opportunities for development and progression. These opportunities will be offered to the successful candidate.

The successful candidate must:

- Be fully committed to upholding and promoting the values of both the Church of England and Catholic faiths and ethos of the Trust.
- Demonstrate the highest standards of teaching and learning.
- Inspire, motivate and empower pupils to make the best possible progress.
- Show a commitment to innovation, creativity and inclusion.
- Be able to make a significant contribution to the wider school context.

The Trust offers:

- A strong, supportive ethos.

- Happy, enthusiastic and friendly pupils.
- Highly experienced and talented colleagues.
- Excellent professional development and progression opportunities across our 38 schools and Sixth Forms.
- Supportive Trust board, governors and parents.

Closing Date: Monday 9th October 2023, 9am

Shortlisting Date: Thursday 12th October 2023

Interview Date: Monday 23rd October/Tuesday 24th October 2023

Candidates who would like to be Headteacher at St Francis Xavier School please contact Assistant Chief Executive, Angela White at white.a@npcat.org.uk

Please refer to the back cover of the application pack for details of how to apply for this position.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.

Job Description

Headteachers Standards (2020)

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils.

Parents and the wider public rightly hold high expectations of Headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The Headteachers' standards set out how Headteachers meet these high expectations.

The Role of the Headteacher

The Headteacher occupies an influential position in society and shapes the teaching profession. They are lead professionals and significant role models within the communities they serve. Their values and ambitions determine the achievements of schools. The Headteacher is accountable for the education of current and future generations of children. The strategic direction and development of the school stem from the educational mission of both Churches (Catholic and Anglican). The Headteacher will ensure that his / her leadership demonstrates commitment to promoting and developing the school's distinctive identity through the search for excellence in all areas of its work.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. In a Catholic and Church of England school the Headteacher leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher leads the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. The Headteacher secures a climate for the exemplary behaviour of pupils. The Headteacher's leadership should take Christ as its inspiration. His/her relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

The management of a Catholic and Church of England school should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of

its life and work. The Headteacher is responsible for ensuring that such principles are priorities for the school and are evident in its organisation and management.

The Headteacher is responsible for setting standards and expectations for high academic standards within and beyond their own school, recognising differences and respecting cultural diversity within contemporary Britain. The Headteacher is responsible for the mission of the school to the local and wider community and beyond. He/she will collaborate with the relevant Catholic and Anglican Parishes and other stakeholders, as well as with the wider educational system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

Headteachers together with those responsible for governance, are guardians of the nation's schools. The Headteacher fulfils his or her responsibilities in accordance with the Instrument of Government/ Articles of Association. The Headteacher, Board of Directors and Local Governing Body are responsible to the Diocese of Middlesbrough and the Anglican Diocese of Leeds as well as in accordance with national legislation. The Headteacher is accountable to the Board of Directors, Local Governing Body, parents/carers and the school community for the fulfilment of the school's mission and its educational success.

The Vision for Christian Education

Ethics and professional conduct

Christian Headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Christian tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers embody the abundant hope the Church has placed in education. Headteachers are entrusted with the task of human formation in conformity with Christ and both the Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Headteachers:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always oriented to the service of others in light of the Gospel.

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further both the Catholic and the Anglican church's mission in education
- make a positive contribution to the wider education system.

Headteachers' standards

1. School culture

- establish and sustain a Christ centred vision embodied in the school's mission, ethos and strategic direction in partnership with the Parish and Trust, those responsible for governance and through consultation with the school community and Diocese

- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic and Church of England education and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic and Christian education which sets out the knowledge, skills, values and virtues that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and diocesan networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic and Christian teachings
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic and Christian education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, Parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's joint Catholic and Christian mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic and Christian context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers, the Parish, Trust, Dioceses and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
- understand the school is part of a multi academy trust. Therefore, the Headteacher must work within the parameters of Trust processes, policies and key decision making.

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation

- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards but reflecting the ethos of the joint nature of a Catholic and Church of England school.

These duties are neither exclusive nor exhaustive. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY TRUST POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Person Specification

Criteria	Essential		Desirable	
Special Requirements	E1	Practising Catholic or practising Church of England	D1	Participation in a Parish community of the Catholic or Church of England
	E2	A commitment to the joint nature of a Catholic and Church of England school		
Training and Qualifications	E3	Qualified Teacher Status	D2	Degree
	E4	Professional development or experience undertaken in preparation for leadership	D3	Professional development or training undertaken in preparation for leadership in a Catholic or Church of England School
			D4	CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain if appointed
Experience	E5	Experience of being at minimum at deputy Headteacher or equivalent for at least five years in a good or outstanding secondary school		
	E6	Other relevant school leadership and management experience in a church led school		
Knowledge and Understanding	E7	Involvement in opportunities for high quality staff development		
	E8	Understanding of current educational provision and the wider school systems		
	E9	Have excellent understanding of high quality teaching and learning		
	E10	Demonstrate effective strategic leadership		
	E11	Demonstrate an understanding of the importance of forging		

		good relationships with parents/carers		
	E12	Demonstrate an understanding of strong governance		
	E13	Demonstrate an understanding of working in a large Multi Academy Trust.		
	E14	Demonstrate an understanding of how resources are deployed in the best interest of pupils		
	E15	Understand systems for performance management to hold staff to account		
	E16	Demonstrate an understanding of financial management		
Personal Attributes	E17	Ability to lead by example and be a positive role model with excellent communication skills		
	E18	Have ambitious standards and high expectations for all staff and pupils		
	E19	Ability to articulate a clear vision and purpose for education in a Catholic and Church of England school.		
	E20	Personal impact and presence		
	E21	Ability to lead the spiritual development of staff and pupils		
	E22	Ability to use well evidenced research to achieve excellence		
	E23	Confident and innovative approach to school improvement		
	E24	Effective partnerships with a range of professionals		
	E25	Promote excellent behaviour and positive attitudes to school life		

	E26	Promote distributed leadership throughout the schools		
	E27	Promote the development of the whole child		
	E28	Use data analysis to effectively drive whole school improvement		
	E29	Encourage all staff to develop their unique potential		
	E30	Identify emerging talent, develop excellence and clear succession planning		
	E31	Ensure the safety of all staff and pupils at all times		



Forming lives ready to face the future

Why work for us?

The Nicholas Postgate Catholic Academy Trust family of 32 primary schools, six secondary schools, promotes the dignity, self-esteem and development of every one of our pupils and staff.

Situated in Teesside, North Yorkshire and the City of York within the northern area of the our schools offer high-quality education, with a curriculum that meets requirements of our young people and gives them every opportunity to succeed in adult life.

We are dedicated to academic excellence and the spiritual, physical and moral development of all our 12,300 pupils, as well as the ongoing development and fulfilment of every one of our 1,500 staff.

Our Trust is a faith-based community. We provide modern facilities and a safe and secure environment that reflects and supports family values, where standards of behaviour are excellent and parental engagement and collaboration is central to our success.

Learning takes place in an atmosphere inspired by the spirit of Jesus Christ, in which his commandment to love God and neighbour nurtures a caring ethos that is expressed in relationships within and beyond our schools.

We are inclusive and are respectful of and engage with people of all beliefs, encouraging a culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished.

We seek to make a difference to the lives of all groups of children, working to ensure especially that the most vulnerable in our society are not disadvantaged.

Each school aspires for excellence and is on a journey of continual year-on-year improvement. They work in partnership with families and Parishes to promote strong, positive links and have clear strategic aims built on our mission and values.

We:

- Celebrate and share the practice of our outstanding schools, leaders and teachers
- Are committed to excellent governance that challenges, supports and holds to account
- Have strong leadership at all levels
- Ensure our pupils receive outstanding teaching
- Offer a wide range of curricular and extracurricular experiences
- Develop parents and carers as active partners in their child's progress.

We are a Trust where every child is at the heart of everything we do, where every child is valued, where every family is supported and where every aspiration and every dream can be realised.

“True education enables us to love life and opens us to the fullness of life”

Employee Benefits and Wellbeing



NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our colleagues.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

We offer:

- Competitive pay
- Defined benefit pensions
- Performance-related pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

Additional benefits include access to:

- Tusker Car Salary Sacrifice Scheme
- Everybody Benefits discount and reward platform
- Health Cash Plan
- Cycle2Work scheme

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.

We encourage staff to undertake training and development and to explore new challenges within the Trust wherever appropriate.

Training, Development and Progression



We offer a comprehensive training package that caters for all staff from future Initial Teacher Training pupils through to chief executive officer, as well as non-teaching staff.

This is delivered via our partnerships with national continuous professional development (CPD) trainers such as Best Practice Network.

Our evolving team of standards officers support school leaders in providing individually tailored coaching and mentoring.

We also offer a range of appropriate courses for staff in a variety of roles, including business and school administrators, teaching assistants and pastoral support staff.

Early career teachers benefit from a comprehensive professional development programme delivered in collaboration with Best Practice Network.

A combination of face to face and remote sessions involving online training videos and materials cover the range of competencies in the Early Career Framework.

Teachers with between two and four years' experience currently have access to the Accelerate Programme, a Department for Education sponsored development course covering key aspects of pedagogy.

Aspiring middle leaders and aspiring senior leaders engage in National Professional Qualification for Middle Leadership (NPQML) and National Professional Qualification for Senior Leadership (NPQSL) courses through Inspiring Leader.

Leaders currently in post engage with Best Practice Network on, for example, Excellent Middle Leaders Courses or School Curriculum Leadership.

Aspiring Headteachers undertake National Professional Qualification for Headship (NPQH) and existing Headteachers can continue to progress through their National Professional Qualification for Executive Leadership (NPQEL) qualification.

All staff can access training relevant to current needs, through partnerships with organisations such as the Research School's Network and Leeds Carnegie Centre of Excellence for Mental Health.

In addition to face to face sessions, staff at all levels can undertake accredited courses from Level 1 upwards covering bespoke topics specific to their roles, such as Understanding Autism and Managing Challenging Behaviour.

Central Services and business and administrative staff receive training on key aspects of their roles identified in conjunction with their team leaders.



How to Apply

Application form and further information is available from:

npcat.org.uk/current-vacancies

Applicants should complete and return a **Leadership Application Form** and a **Recruitment Monitoring Form** to: recruitment@npcat.org.uk

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

Job Description: This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification: This specification sets out which criteria will be used to shortlist candidates for interview.

References: As part of the pre employment checks references will be sought by the appropriate Priest/Vicar.

If you require any additional information about this post or if you would like to arrange an informal discussion, please contact Angela White, Assistant Chief Executive, at white.a@npcat.org.uk

Thank you for your interest in NPCAT. We look forward to receiving your application.

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

