



# St Mark's Catholic Primary School



A Community of Faith and Learning

# Headteacher Candidate Pack

# Welcome letter from our Chair of Governors

Dear Applicant,

We are delighted that you are interested in applying to become our headteacher at St Mark's Catholic Primary School, Ipswich. The successful applicant will be joining a happy and welcoming learning community, nurtured by a strong Catholic ethos with utmost regard for the well-being of pupils, family and staff.

St Marks is a highly successful school with results consistently in line with and frequently above the national averages, due to the excellent standards of teaching and learning throughout. The staff are highly motivated, dedicated and driven by a shared belief that Christ and our children are at the centre of all we do.

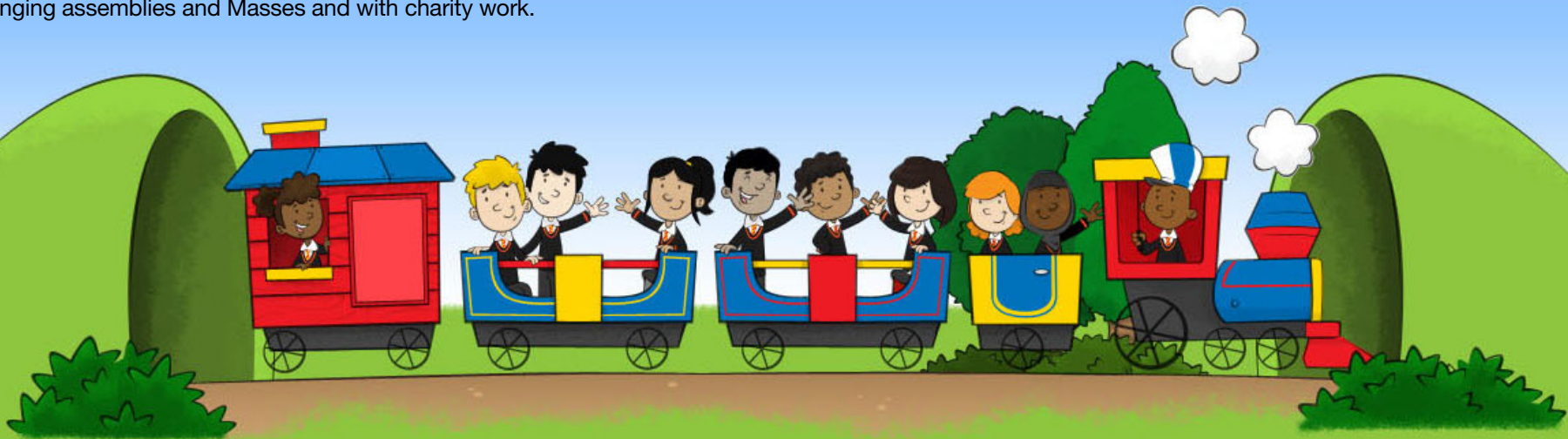
We are a popular school among our Parish families and the wider community and always oversubscribed, not just because of our excellent results each year, but because of our strong Christian values and loving ethos where every child is encouraged to achieve their full potential including those with additional needs. We are the proud receivers of awards for Games, Languages and P.E. with specialist staff to promote good practice. The school is well resourced with a library, music room and IT suite and children are encouraged in the use of technology as soon as they start. Our outside area includes sports field and activities for all children with a small, wooded area for Forest School. There are separate playgrounds for KS1, KS2 and Foundation stages. Our children feel valued and know they have a voice in the school council. Year 6 pupils are involved in arranging assemblies and Masses and with charity work.

We are aware that we can expect an Ofsted visit at any time as it is many years since our last formal inspection in which we were graded as outstanding. With the many curriculum changes over the years and Covid, the Governors along with the Local Authority and diocese would confidently expect to be Good in all areas with some outstanding features. A very firm foundation on which our new head can build, supported by our excellent team of teachers and support staff and a dedicated Governing Body.

We would strongly encourage and welcome you to visit St Marks so that you can see for yourself what makes us so special, please contact our recruitment partner **Tracy Laverack** at **Academicis** on **01223 907979, 07554 118997** or **tlaverack@academicis.co.uk** for more information.

With best wishes,

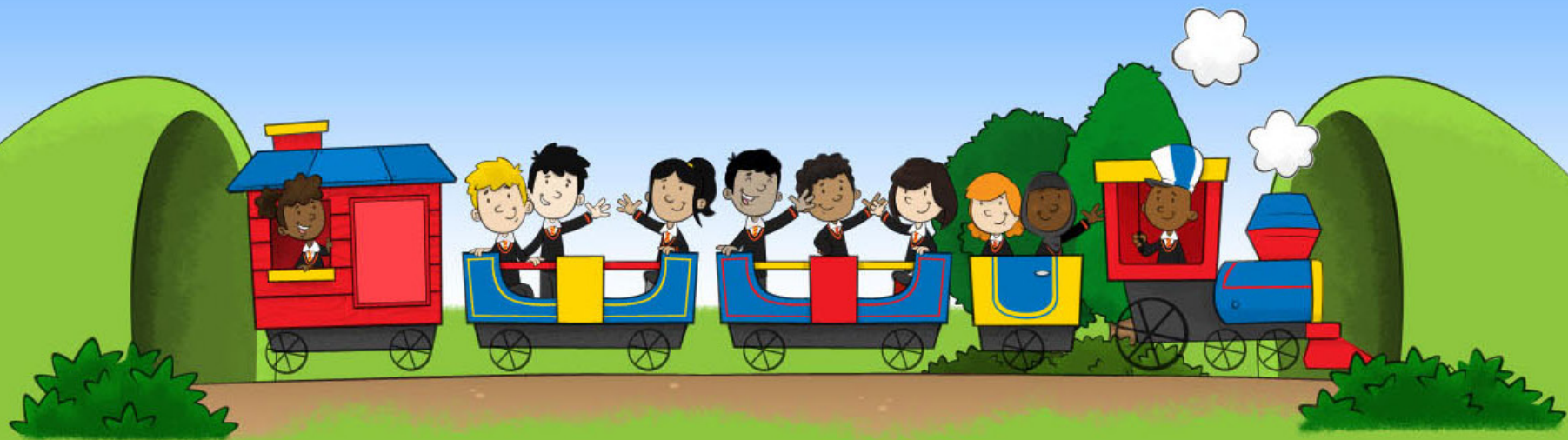
**Marion Filmer**  
Chair of Governors





# Our Vision

- To help the children to understand that they are uniquely created by God, and are loved and valued for who they are.
- To ensure that St Mark's is a community in which Christian values are firmly rooted in the spiritual, moral, social and cultural development of each child.
- To create an ethos of inclusivity where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- To secure an unrelenting focus on raising standards so that our pupils are academically ambitious, confident and successful achievers.
- To ensure the provision of a rich learning environment and a broad, creative curriculum, enabling our children to be happy, balanced and highly accomplished young people.
- To promote excellent learning behaviour through the creation of a calm, well-disciplined and stable environment, within which all children can maximise their learning potential.
- To be a place in which children are safe to try and to fail, in which mistakes are opportunities for growth, resilience and empowerment, and where success is aligned with effort and attitude rather than with outcome.
- To ensure that the safeguarding (including mental wellbeing) of each pupil receives the highest priority; that all children feel emotionally and physically safe and secure in a wholly supportive learning climate.
- To provide the children with the means to take ownership of their own learning; developing strong intra-personal and self-regulatory skills, and inspiring and encouraging the learning growth of their peers.
- To enable all members of the St Mark's community – pupils, parents, governors, staff and parish – to work in close partnership, ensuring operational transparency and a lasting alliance built on mutual trust and integrity.



# Job Description

## Headteacher

### Key areas of responsibility:

1. Catholic purpose, ethos and identity of the school
2. Leadership in Catholic education
3. Strategic leadership
4. Educational excellence
5. Managing the organisation

### 1. Catholic purpose and identity of the school

#### Key area of responsibility:

*The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church.*

He or she must ensure that this Catholic identity is reflected in every aspect of the life of the school, in particular to the curriculum, the day-to-day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, Diocese, local community, other schools, the LA and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities.

### 2. Leadership in Catholic Education

#### Key area of responsibility:

The Headteacher is a leader of a Catholic educating community and the discharge of this vital role requires a significant theological insight and vision of the development of a Catholic school.

Each Catholic Headteacher has responsibility to develop his or her understanding of this leadership role through regular reading and participation in appropriate courses, together with frequent personal reflection. The Headteacher must provide professional leadership and management for the 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 Headteacher must establish high quality education by effectively managing teaching and learning, and using personalised learning to realise the potential of pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils.



# Job Description *continued*

## 3. Strategic leadership

### Key area of responsibility:

The strategic vision and development of the Catholic school stems from the educational mission of the Church, which is reflected in the school's mission statement. The Headteacher, working with the Governing Body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision uses Gospel values, core educational values and is inclusive of stakeholders' values and beliefs.

### *The new Headteacher must:*

- Understand and communicate the mission of the Catholic school and promote Gospel values in policy, practice and relationships, and ensure that the Religious Education programme is given full regard both in terms of classroom religious education and in the whole Catholic life of the school.
- Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- To uphold the Department for Education's Headteacher standards and seven principles of public life.

- Be aware of their own strengths, weaknesses and areas for their own professional development and how their leadership behaviours impact others, so that they can maximise their impact as a leader.
- Have a focus on improvement, setting tough objectives and taking on challenges to achieve and be accountable for high performance throughout the school.
- Demonstrate resilience and emotional maturity when faced with the demands of the job, especially when faced with adversity and setbacks, so that they do not lose sight of their personal and organisational values.
- Draw upon their experience in education and their own lives to make sense of issues as they occur, and to create strategic solutions and be able to explain them to others.
- Recognise opportunities and manage change so that the school continues to improve in both the short and long term and have the ability to bring about such change with the minimum of disruption.
- Inspire, influence and consult with pupils, colleagues, governors and the community, articulating a compelling vision to create an energising learning environment for all, and to be able to modify their approach to create the desired impact and outcomes.
- Protect and Safeguard children.



# Job Description *continued*

## 4. Educational excellence

### Key area of responsibility:

In a Catholic school, the search for excellence is expressed in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Headteacher, supported by the Governing Body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations, and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to lifelong learning.

### *This requires the Headteacher:*

- To develop their vision in the light of Gospel values and the teachings of the Catholic Church so as to identify the priorities which lead to improvements in teaching and learning, leading in turn to improved outcomes for all pupils.
- To determine and organise a broad, structured and coherent curriculum so there are real, relevant and planned opportunities to embed purposeful links and connections with religious education, collective worship, liturgy, prayer and provision for pupils' spiritual, moral, social and cultural development.
- To be able, as the leading professional in the school, to identify excellence in teaching and use evidence-based practice to demonstrate how teaching can be improved and sustained so that learning and achievement for all pupils is maximised.
- To ensure teaching is underpinned by subject expertise.
- To ensure strategies for inclusion, diversity and access to a diverse, flexible and relevant curriculum that are based on our equality as children of God, which compels us to care for each other's wellbeing, including those with Special Educational Needs and disabilities, with English as an additional language, and more able pupils, drawing on the Gospel values of truth, justice, tolerance and service.
- To ensure the school fulfils statutory duties regarding the SEND code of practice
- To have a passion for learning and to communicate this to others so establishing a climate of learning and high-quality teaching throughout the school and ensuring that every pupil has the opportunity to succeed.
- To recognise the need to build partnerships locally, regionally and nationally, in order to achieve goals, raise standards and improve the education system.
- To be aware of their impact on the Governing Body, local parishes and the local community, and to use this influence wisely to improve outcomes in the school.
- To promote the notion of 'vocation' in your work, articulating and demonstrating your headship as a calling to do God's work.
- To encourage high standards of behaviour built on rules and routines that are understood by staff and pupils and clearly modelled by all adults in the school
- To ensure staff and pupil safety and welfare through effective approaches to Safeguarding as part of our Duty of Care.



# Job Description *continued*

## 5. Managing the organisation

### Key area of responsibility:

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school, and the people and resources within it, are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisation through effective collaborations with others.

### *This requires the Headteacher:*

- To work with the Chair of Governors to enable the Governing Body to meet its responsibilities in relation to specific requirements of governance in a Catholic school in terms of the trust deed, admissions, personnel and financial matters.
- To monitor, evaluate and review the policies and procedures of the school to determine its effectiveness as a Catholic school.
- To deploy the resources available to ensure the school's goals are achieved and to ensure that the systems and processes used to achieve this are subject to regular review and evaluation.
- To take responsibility for the school's performance and present that performance in a form appropriate to a range of audiences, including governors, the Diocese of East Anglia Education Service, the Local Authority, the local community, Ofsted and others, to enable them to play their part effectively.
- To effectively analyse and use data, and break down problems and challenges in a systematic way in order to provide clear direction and management.
- To be able to make interventions where needed, and hold others to account in order that expectations are met and school improvement is sustained.
- To demonstrate a genuine commitment to developing others in a way that helps them achieve their potential and motivates them to perform at their best.
- To ensure rigorous approaches to identifying, managing and mitigating risks.



# Person Specification



	Qualifications	Evidence
<b>Essential Requirements</b>	<ul style="list-style-type: none"> <li>• Practising Catholic</li> <li>• QTS</li> <li>• Recent professional development relevant to senior management</li> <li>• Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree)</li> <li>• Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it, or be willing to undertake it</li> </ul>	<ul style="list-style-type: none"> <li>• Reference from parish priest</li> <li>• Relevant certificates</li> <li>• References from Headteachers and other education professionals</li> </ul>
<b>Catholic Purpose and Identity of the School</b>	<ul style="list-style-type: none"> <li>• Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the Catholic curriculum</li> <li>• Curriculum development responsibility in a core subject</li> <li>• Successful and relevant experience of teaching</li> <li>• Senior or whole-school management at Headteacher or Deputy Headteacher level in a school rated as Good or Outstanding</li> <li>• Successful leadership of a team</li> <li>• Awareness of the requirements of the RE Curriculum Directory</li> <li>• Experience of leading Acts of Worship</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>	
<b>Key Areas of Headship</b>	<b>Educational Excellence</b>	<b>Professional Qualities</b>
<b>Delivering Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards</li> <li>• Can identify the priorities which will effect changes in order to bring about improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Has set and managed targets for others</li> <li>• Has experience in managing change within a school</li> <li>• Has worked with a Governing Body and other agencies to bring about change</li> </ul>
<b>Modelling Excellence in Teaching</b>	<ul style="list-style-type: none"> <li>• Can both propound and analyse excellent teaching</li> <li>• Can recognise where performance is poor and has the confidence and proven ability to insist on and encourage higher standards</li> </ul>	<ul style="list-style-type: none"> <li>• Has used performance management to enable other members of staff and brought about improvement across all abilities</li> </ul>
<b>Learning Focus</b>	<ul style="list-style-type: none"> <li>• Can demonstrate a passion for learning in pupils and other members of the school community</li> <li>• Can demonstrate the importance of equal access in achieving excellence for all</li> </ul>	<ul style="list-style-type: none"> <li>• Successful and relevant experience of outstanding teaching</li> <li>• Experience of curriculum development to enable children of all abilities to be able to access the curriculum</li> </ul>
<b>Partnership and Collaboration</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that they are able to work with other agencies to bring about change</li> </ul>	<ul style="list-style-type: none"> <li>• Has evidence of effective team working</li> <li>• Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change</li> </ul>
<b>Organisation and Community Understanding</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that they understand the power of relationships within the organisation and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Has successful experience of working with Governing Bodies and the Local Authority, the Diocese and other agencies in an effective way to bring about improvement</li> </ul>

# Person Specification *continued*

Key Areas of Headship	Strategic Leadership	Professional Qualities
<b>Self-awareness and Self-management</b>	<ul style="list-style-type: none"> <li>Explains clearly their personal strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of performance management procedures</li> <li>Is able to seek out appropriate personal development courses</li> </ul>
<b>Personal Drive and Accountability</b>	<ul style="list-style-type: none"> <li>Can explain the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards</li> <li>Understands the need to regularly account for their performance to governors and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of managing and implementing a school improvement plan</li> <li>Regularly presents accurate and detailed reports to Governors' meetings</li> </ul>
<b>Resilience and Emotional Maturity</b>	<ul style="list-style-type: none"> <li>Can explain convincingly how they react when faced with continual challenges</li> <li>Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change</li> <li>Is able to understand and use education initiatives to further the success of the school</li> </ul>
<b>Conceptual Thinking</b>	<ul style="list-style-type: none"> <li>Can show a wider understanding of educational issues based on their experience</li> <li>Can use innovative ways to solve complex issues and explain their solutions simply to others</li> </ul>	<ul style="list-style-type: none"> <li>Keeps up to date with the latest educational thinking</li> </ul>
<b>Future Focus</b>	<ul style="list-style-type: none"> <li>Is able to look ahead and recognise the challenges and have the ability to identify the opportunities for change</li> <li>Can put the arguments in favour of change with confidence, and negotiate with others to bring change about</li> </ul>	<ul style="list-style-type: none"> <li>Has worked with others to develop strategies to use the opportunities created by change</li> </ul>
<b>Impact and Influence</b>	<ul style="list-style-type: none"> <li>Can demonstrate that they understand other points of view, and can persuade others to their perspective by articulating a compelling vision</li> </ul>	<ul style="list-style-type: none"> <li>Has detailed a clarity of vision and communicated this well in their letter of application</li> </ul>
Key Areas of Headship	Operational Management	Professional Qualities
<b>Efficient and Effective</b>	<ul style="list-style-type: none"> <li>Understands how the school's human, financial and environmental resources can be used to achieve the school's goals and secure value for money</li> <li>Can explain clearly how developments in IT and presentation can help the school to achieve its goals</li> <li>Understands the need to take responsibility for the performance of the school</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of managing or contributing to a school improvement plan</li> <li>Has experience of school management and financial software</li> </ul>
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>Understands how data collection can, through systematic analysis, influence outcomes</li> <li>Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Has had experience of data-led resources for improving pupil performance e.g. Analyse School Performance Fischer Family Trust</li> </ul>
<b>Relationship Management</b>	<ul style="list-style-type: none"> <li>Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school's goals</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of successfully managing a team and can demonstrate how change was effected</li> </ul>
<b>Holding others to Account</b>	<ul style="list-style-type: none"> <li>Can explain the importance of clearly communicated expectations</li> <li>Understands the importance of making interventions even if they have to make unpopular decisions in order to achieve the agreed goals</li> </ul>	<ul style="list-style-type: none"> <li>Experience of performance management and knowledge of current government legislation in this area</li> </ul>
<b>Developing Others</b>	<ul style="list-style-type: none"> <li>Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all</li> <li>Understands the need to delegate responsibility and how to hold others to account for this</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of CPD management and can demonstrate their own professional development</li> </ul>

# ACADEMICIS

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion, please contact Tracy Laverack at Academicis, our recruitment partner, on [tlaverack@academicis.co.uk](mailto:tlaverack@academicis.co.uk) or by phone on 07554 118 997/01223 907979

Please email your application to: [tlaverack@academicis.co.uk](mailto:tlaverack@academicis.co.uk)

Closing date: Noon, Monday 21st November 2022 • Shortlisting: Thursday 24th November 2022 • Interviews: Thursday 1st and Friday 2nd December 2022



## St Mark's Catholic Primary School

Stone Lodge Lane West • Ipswich • Suffolk • IP2 9HN

