



Principal Recruitment Information for Applicants



Diocese of Leeds
Office for Education and Schools



Principal Recruitment: Information for Applicants

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Chair of Governor's Letter

Dear Applicant,

Thank you for your interest in the post of Principal of All Saints Catholic College. I hope that you will be encouraged and excited by what you read to pursue your application further.

All Saints was rated Good at the last Ofsted report in June 2017 and has had continuous improvement in its Key Stage 4 results over the last few years. It was also rated Good in our last Section 48 Inspection in 2013. We were over-subscribed in the 2017 Year 7 intake and in September we moved into our brand new school. These are exciting times for All Saints and the Governing Body is looking to entrust the leadership of our Catholic College to a talented, visionary and aspirational leader, who will continue to develop on the good work that has been done over the last few years and ensure that our new school delivers to the highest standards.

All Saints is a College with students from diverse backgrounds from both the Kirklees and Calderdale areas. We have very high expectations of our students, both in terms of behaviour and academic performance. The school's values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are particularly proud of our College, where our students are happy and ambitious for their future; our staff are dedicated to providing the very best education and pastoral care for the benefit of our students; our leaders are experienced and established as a team; our Governors are hardworking and involved with the College and our parents are supportive.

The Governing Body is looking for someone with a high degree of visibility and accessibility whose commitment, resilience and wisdom will not only serve the interests of the school well, but also act as a strong and positive role model for staff and for our students as they continue their academic and spiritual journey towards adult and working life. The successful applicant will have the support, guidance and counsel of the Governors who have demonstrated their strong commitment to the school over many years.

I would very much encourage you to visit the College and find out more about us. If you think you have the right qualities, experience and knowledge to lead All Saints to the next level of success, then please apply. I very much look forward to receiving your application.

Yours Sincerely,

Mr C L 'Estrange
Chair of Governors



All Saints Catholic College

Bradley Bar, Huddersfield, HD2 2JT

Website: www.aschc.com email: office@aschc.com

Interim Principal: Ms K Colligan

PRINCIPAL to start September 2018

Salary: L24 (£70024) to L31 (£83116)

School Group Size: 5

The Governors are seeking to appoint an inspirational leader to take All Saints, rated Good by Ofsted in June 2017 to even further heights, It was also rated Good in our last Section 48 inspection in 2013. We were oversubscribed for the year 7 intake in September 2017, when we also moved into our new school. Significant progress has already been made under the leadership of the previous post holder and we are committed to build on that good work and continue to raise standards so that we can enable our students to get the opportunities they deserve, in order to become well-rounded individuals of whom we can feel proud.

You will be an ambitious, innovative and forward thinking leader with significant experience as a Head Teacher, Deputy Head Teacher or equivalent. You will have experience of the successful implementation of strategies for raising standards and ensuring teaching and assessment of all students to enable them to achieve their potential.

Relocation expenses considered.

A recruitment pack and application form can be downloaded via our website www.aschc.com.

Please contact Donna Letremy (PA to Principal and Personnel Manager) on 01484 426466 or email dletremy@aschc.com to arrange to visit the school.

Closing date: 12.00pm on 9th March 2018
Interviews will take place on 22nd March 2018

Completed Application Forms should be returned to Donna Letremy.

*All Saints is committed to safeguarding children and young people.
All applicants must be willing to undertake DBS check.*



Our School

All Saints Catholic College is a successful 11 – 16 voluntary aided comprehensive school with around 729 students. The College is located in the town of Huddersfield, close to the Pennines, midway between Leeds and Manchester. Students come from nine feeder Catholic primary schools and also from non-Catholic feeder schools across a wide geographical area. The College admission criteria are based on Catholic/Christian Faith and/or on students' attendance at feeder schools. A higher than average number of our students stay in education and training beyond age 16.

All Saints has a climate of high expectations where students make good progress in a diverse learning community and was judged to be a good school at the most recent inspection by Ofsted in June 2017. Ofsted reported that the school continues to be Good as a result of the targeted action we have taken, our willingness to learn from other providers and our shared vision for the school community. It was also judged Good with outstanding features in the Section 48 Inspection in March 2013. Since then, leaders and Governors have had a keen focus upon the key areas identified for development, and these have now been addressed. RE results have continued to improve and are above national average. Standards in English remain strong whilst standards in Mathematics have improved consistently with national averages. Students know how to improve their skills and learn independently.

The College mission is to include all students and ensure that they progress with qualifications and aspirations to lead a successful life whilst developing talents to serve others. College improvement has consistently focussed on improving outcomes for disadvantaged students. This resulted in the achievement of a DfE Pupil Premium Regional Award in February 2015. Teachers and support staff raise aspirations and encourage students to continue their education and training post 16. The NEET figure is consistently below national average and the College achieved the Quality Standard Careers Mark in 2015. Students benefit from being part of the Pennine School Sports Partnership and compete at regional level in basketball and athletics. There are opportunities to study academic subjects including the English Baccalaureate as well as GCSEs in creative arts, PE, ICT and Technology.

The 2017 cohort entered school with prior attainment of -0.9 points which is Sig-, and provisional data shows that they achieved the national average range in KS4 outcomes with Progress 8 at -0.06. Since 2012 and the introduction of the Behaviour for Learning Policy and the Steps to Success tracking system, students have made good progress. This is evidenced by cohorts entering with levels of attainment that are below average and leaving with levels which are at least average and better than average in some subjects. Predictions have become more and more accurate over the last three years through a robust system of regular assessment and standardisation. SISRA analytics is utilised as a managerial aid in the monitoring of progress. In 2016, validated data showed levels of progress were above average in most subjects. Value-added was positive in EBACC subjects. RE progress was above average. In 2017, many subjects achieved above FFT 50 estimates and some achieved above FFT 20 estimates (RE, Science, Geography, French and Spanish).

The Senior Leadership Team of All Saints is well-established and comprises six senior leaders as well as the Business Manager. The roles of the team are well defined and linked into the Whole School Improving Pupil Progress Plan (WSIPPP). Senior leaders meet weekly on Wednesdays and the Principal's PA also attends those meetings.

In September 2017 the College moved into a new building and sports centre. It has purpose-built facilities for all faculties including technology suites, a dance studio, a sports hall and innovative information technology services.



Spiritual Life of our School

The Mission Statement for All Saints Catholic College begins: '.....our mission is to put Christ at the centre of our community, to lead everyone on their personal journey based on the teachings and values of Jesus Christ. We aim to provide opportunities to nurture and develop the Faith handed down to us by the Catholic Church. In serving God, and one another, we encourage everyone to fulfil their potential and realise their aspirations.'

The spiritual life of All Saints is directed by the Head of RE who also is Head of the Catholic life of the College and Chaplaincy. Fr Tony Rosso from Holy Redeemer Huddersfield Parish, is our priest chaplain and we have a lay chaplain four days a week. All students follow GCSE RS and all students are entered for the qualification. Our results in this area are excellent.

There are themes set for each week of the academic year. Form prayers and assemblies are based on these themes. The themes are also in the student planner with an appropriate Scripture passage. At 11.30am during Tutorial, a prayer bell goes at which time, everyone in school stops to pray. Learning Tutors are expected to pray daily with their forms using a PowerPoint sent out by the Chaplain. All assemblies have the religious theme integral to the assembly. Staff briefing prayers also follow these themes.

The religious life of the school follows the liturgical calendar. Whole school masses take place at the start of the year, Christmas, Easter and the end of the school year. Special services take place at other appropriate points in the year.

There is a full programme of retreats for Year groups 7, 8, 9 and 11. The focus for Year 10 is the Diocesan Pilgrimage to Lourdes. All of these events are popular with our students and staff.

There are various other activities and events that take place throughout the year and the Chaplaincy team also responds to events happening locally, nationally and globally. We support many different charities through our fundraising and in particular CAFOD (supporting the two Family Fast days) and the Diocesan Good Shepherd Appeal during Lent.

Our Chapel is used regularly for weekly form masses and for other services. We are privileged to have the Blessed Sacrament reserved in the Chapel.

In March 2013, the Diocesan Section 48 inspection stated the following:
"This is a Good school with outstanding features"

The school is expecting a Section 48 Inspection in 2018.





Exciting New Development at All Saints

The most exciting development for us here at All Saints has been the move into our new school on our site which opened in September 2017. The school has been built for education in the 21st century.

There are new classrooms for RE, English, Math's, Humanities, as well as four new Science labs and two Science studios. For practical subjects there are new work-shops for Design Technology, Music and Art. The main hall is linked to the new Drama studio. The Learning Resource Centre has ICT facilities for 30 students as well as a reading area with books and other resources. There are three other ICT-rich teaching spaces. In the Sports Center there are four court sports hall and a Dance/Fitness studio. The dining room links out onto an outdoor social space with room for both relaxation and sports such as basketball or football. Our students also have lockers available to them.

There is also a lift in the new building to enable access to all areas for anyone with a disability.

As a Catholic School the chapel is close to the entrance and is visible to those arriving at the school. A small sacristy is also incorporated.

We want our students to thrive in our new school environment and build on the great GCSE results we have achieved so far.





Whole School Improving Pupil Progress Plan 2017-2018

Priority 1: Outcomes for Children and Learners

- 1.1 To achieve FFT 20 % Grade 5 Basics English and Maths 38% and %4 Basics English and Maths 75% in line/above National Average (NA).
- 1.2 To narrow Progress 8 gaps for sub-groups of students.
- 1.3 To ensure that the curriculum delivers the best outcome for learners.
- 1.4 To ensure that the curriculum delivers the best outcome for learners.
- 1.5 To ensure that students have literacy and mathematic skills required to access the curriculum.

Priority 2: Teaching, Learning and Assessment

- 2.1 To further enhance quality assurance procedures.
- 2.2 To further develop continuous professional development through a structured coaching programme .
- 2.3 To further develop Learning to Learn and Mindfulness across the curriculum to support students.
- 2.4 To embed consistency of CAR marking and the quality of student response.
- 2.5 To embed effective use of ICT provision in the new build in order to enhance learning .
- 2.6 To embed and implement the use of assessment grades 1-9 across all subjects at KS4 Years 9-11.
- 2.7 To introduce new assessment grades for KS3 in order to track progress more precisely Years 7 and 8.

Priority 3: Personal Development, Behaviour and Welfare

- 3.1 To increase student rewards.
- 3.2 To coach all students and new students in order to better understand our ethos through TEAM All Saints values/expectations.
- 3.3 To coach KS3 students and new students in order to better meet our expectations.
- 3.4 To reduce the number of students who repeatedly build up sanctions and reduce the number of exclusions.
- 3.5 To further improve attendance above national average.
- 3.6 To improve student leadership and produce a structure showing the All Saints model.
- 3.7 To improve the monitoring and impact of the STAR Centre.
- 3.8 To include further relevant safeguarding links on the college website to increase parental awareness of relevant safeguarding information and where to get support if necessary.



Whole School Improving Pupil Progress Plan 2017-2018

Priority 4: Effectiveness and Leadership and Management

- 4.1 To embed a revised version of Year Toolkits.
- 4.2 To implement and continue to develop new schemes of work in all faculties for the new KS3 and KS4 curriculum .
- 4.3 To further develop extra-curricular activities.
- 4.4 To oversee arrangements for the smooth and efficient running of the new school ,working on any Snags/issues.
- 4.5 To improve Parental Engagement.
- 4.6 To support the induction of any new governors.
- 4.7 To further develop governors' understanding of the work of the school, and continue engagement between governors, school, students, parents/ carers building on the progress made in this area so far.

Priority 5: Catholic Life

- 5.1 To revise the school Mission Statement.
- 5.2 To organise a liturgical/social event(s) to mark the move into the new build.
- 5.3 To further develop the chaplaincy calendar and extend involvement in the religious life of school.
- 5.4 To further improve the quality of assemblies and collective worship.
- 5.5 To ensure quality assurance procedures are in place for the chaplaincy work of the school.
- 5.6 To ensure readiness for the Canonical Review/Section 48 inspection.
- 5.7 To ensure British Values are embedded in the curriculum.
- 5.8 Create extended student leadership opportunities.

Priority 6: New Build

- 6.1 To embed the appropriate use of ICT in the new build.
- 6.2 To improve marketing and recruitment.

Priority 7: Business Development

- 7.1 To Improve staff communication.
- 7.2 To improve parent communication.



Our School Data

Measure	2016	Difference (2016-2015)
% 5+ A* - C (inc. En and Ma)	66	+8
Progress 8 Score	0.06	-
Attainment 8 Score	50.4	-0.5
% 3LP English (4LP)	80 (45)	-1 (+6)
% 3LP Maths (4LP)	72 (28)	+2 (+1)
% Students Entered for EBACC	30	+1
% Students Achieving the EBACC	23	+4
% 5+ A* - G	98	+1
% 5+ A* - G (inc. En and Ma)	93	-3
% 1+ A* - C	93	-4
% 1+ A* - G	99	0
Average Point Score	396	+10
Average Capped Point Score	334	+2
Average Point Score per Entry	42	+1



Diocese of Leeds
Principal Job Description



INTRODUCTION

All Saints Catholic College has been designated a voluntary aided school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Leeds. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

The core purpose of the Principal of any school is to provide professional leadership, direction and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic Faith recognising a joint responsibility across all schools. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education. The Governing body and the Diocese acknowledge the importance of the role of the Catholic Principal and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its students and acknowledges their individual worth as made in the image and likeness of God. The Principal shares responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, priests, parishioners, diocesan officers and colleague Principals and agencies such as CAFOD, Family Life and Youth Ministry as and when appropriate. In a Catholic school, the role of the Principal is one of leadership of a learning community rooted in faith. The Principal's leadership must 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. The discharge of this role requires a significant theological insight and vision of the development of this Catholic school.

National Standards of Excellence for Headteachers

The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all Headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in Headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession. Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and students' achievements in the nation's classrooms. 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. They secure a climate for the exemplary behaviour of students. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

National Standards of Excellence for Headteachers,

DfE Jan 2015

Job Description continued

This appointment is with the Governing body of the school under the terms of the Catholic Education Service contract to be signed. The Governing body will appoint a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects. The appointment is subject to the current conditions of service for Principals contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Principal shall consult, when appropriate: the Diocese, the Local Authority, the staff of the school, the parents of its students, the parishes served by the school and other local Catholic schools where necessary.

Excellent Principals: Qualities and Knowledge

Principals:

- Hold and articulate clear values and moral purpose based on Christian values, focused on providing a world class education for the students they serve modelled on the school's mission statement.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own faith, scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of Catholic education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's mission, ably translating local and national policy into the school's Catholic context.
- Communicate compellingly the school's mission and drive the strategic leadership, empowering all students and staff to excel.

Excellent Principals: Students and Staff

Principals:

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes and the need for all to live life to the full through their faith.
- Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being following the requirements of the Bishop.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. Create a strong Catholic ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning and high quality Catholic leadership.
- Hold all staff to account for their professional conduct and practice.

Job Description continued

Excellent Principals: Systems and Process

Principals:

- Ensure that the school's systems, organisation and processes are well considered, efficient and support the mission of the school, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Principal to account for pupil, staff and financial performance but importantly to promote high quality Catholic education.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Excellent Principals: The self-improving School System

Principals:

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students. Supporting others without being judgemental and welcoming support where necessary
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Excellent Principals: Child Protection

Principals :

- Ensure that the child protection policies and procedures adopted by the Governing Body are fully implemented and followed by all staff
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively

Job Description continued

Securing Accountability

In a Catholic school the Principal fulfils his or her responsibilities in accordance with the Instrument of Government. The Principal supports the Governing Body in fulfilling its responsibilities under Canon Law to the Diocese and in accordance with national legislation. The Principal accounts for the efficiency and effectiveness of the school to the Governing Body and the wider community of the school.

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

Strengthening Community

In a Catholic school the Principal shares responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, priests, parishioners, diocesan officers and colleague Principals and agencies such as CAFOD, Family Life and Youth Ministry as and when appropriate.

- To build a school culture and curriculum which takes account of the richness and diversity of the school's communities rooted in the Catholic Christian faith.
- To create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment.
- To ensure learning experiences for students are linked into and integrated with the wider community.
- To ensure a range of community based learning experiences.
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- To create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community,
- To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives, especially with other diocesan schools.
- To co-operate and work with relevant agencies to protect children.

Diocese of Leeds

Principal Person Specification



This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for Principals of Catholic schools in ensuring that they meet the same expectations of Principals of all schools while serving the mission of the Church in education.

The core purpose of the Principal of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

The Governing body and the Diocese acknowledge the importance of the role of the Catholic Principal and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governing body acknowledges that the criteria reflect the evolving role of headship in the early 21st Century and that they apply as much to experienced Principals as they do to aspirant Principals. The successful candidate will be encouraged to participate in the diocesan induction programme and will be offered an appropriate and experienced Catholic Principal as mentor.

If the successful applicant has not completed the CCRS course in Catholic Education or equivalent, an undertaking to successfully complete the course will be expected.

JOB SPECIFICATION

Please note source of evidence of fulfilled criteria: Application Form - A : Letter – L : References – R : Interview - I

QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practicing Catholic	E	R
Qualified Teaching Status	E	I
Degree	E	I
NPQH or similar	E	I
CCRS (Catholic Certificate in Religious Studies)	D	I
Recent Senior Leadership experience in a Catholic secondary school	E	A/I
Lead by example and be a positive role model with excellent communication skills	E	A/I
Ability to articulate a clear vision and purpose for Catholic education	E	A/I
Personal impact and presence	E	I
Participation in a Parish Community	D	I
Ability to lead the spiritual development of staff and pupils	E	I
Understanding of current educational provision and the wider school systems	E	I
Political and financial astuteness	D	I

PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupil's	E	I
Excellent understanding of high quality teaching and learning	E	I
Promote the development of the whole child	E	I
Use data analysis to effectively drive whole school improvement	E	I
Encourage all staff to develop their unique potential	E	I
Identify emerging talent, develop excellence and clear succession planning	E	I

SYSTEMS AND PROCESS	Essential or Desirable	Evidence
Efficient strategic leadership and prudent financial planning	E	I
Ensure the safety of all staff and pupils at all times	E	I
Promote excellent behaviour and positive attitudes to school life	E	I
Systems for performance management to hold staff to account	E	I
Ability to challenge under –performance	E	I
Understanding of strong governance to hold the school to account	E	I
Ensure budgets and resources are deployed in the best interests of pupils	E	I
Promote distributed leadership throughout the organisation	E	I

CHILD PROTECTION	Essential or Desirable	Evidence
Ensure child protection policies and procedures are fully implemented and followed	E	I

SECURING ACCOUNTABILITY	Essential or Desirable	Evidence
Fulfil commitments arising from contractual accountability to the Governing body	E	I
Develop a Catholic school ethos	E	I
Clearly define individual staff accountabilities	E	I

STRENGTHENING COMMUNITY	Essential or Desirable	Evidence
Build a school culture and curriculum which takes account of the diversity of the school's communities rooted in the Catholic Christian	E	I
Create and promote positive strategies	E	I
Ensure learning experiences for students are linked into and integrated with the wider community	E	I
Collaboration with other agencies	E	I
Contribute to development of the education system	D	I

SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	D	I
Effective partnerships with a range of professionals	D	I
Use well evidenced research to achieve excellence	D	I
Provide high quality opportunities for staff development	E	I
Confident, entrepreneurial, and innovative approach to school improvement	D	I
Source of inspiration and encouragement for all in the school community.	E	I

APPLICATION FORM AND LETTER	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L

CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R



Working in Leeds Diocese

Dear Applicant,

Thank you for taking the time to find out more about the leadership role at All Saints Catholic College, Huddersfield, in the Diocese of Leeds.

All Saints is a lead school within the partnership of Catholic schools in Kirklees. In that respect, the Governors are looking for someone who has the vision to lead the school and support its partners through the opportunities and challenges over the next few years. The existing partnership is ambitious to see all schools achieve well, be judged good or better and become examples of best practice in serving the needs of their families and communities. The successful candidate is assured of a warm welcome from colleagues and will have every assistance in getting to know the local community of schools as well as the immediate school and parish community.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 80 primary schools, 13 high schools, a sixth form College in Leeds and a residential non-maintained school for the deaf. Our smallest school is 20 students whilst the largest is 2,300 students serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. Also within the Diocesan educational provision is our Catholic University of Leeds Trinity that is also the higher education partner to the teaching school alliance. The primary Principals from across the Diocese meet regularly and organise retreats both local and to Rome. The Bradford partnership offers another opportunity for joint working with similar events bringing the leadership of the schools together.

The Diocese offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme. In future years it is hoped that the teaching schools in the Diocese will also take a role in delivering the programme.

I hope that you will take this opportunity to apply to be the new Principal of All Saints Catholic College

Kind regards

Angela Cox

Principal Officer for Education

Diocese of Leeds

<http://www.dioceseofleeds.org.uk/education/>

Working in Leeds Diocese

HEADTEACHER WELLBEING SERVICE

What is the Headteacher Wellbeing Service?

The Service:

- Was requested by Headteachers for Headteachers
- Is designed to meet the specific needs of Headteachers in the Leeds Diocese
- Is a confidential service for all Headteachers in Diocesan primary, secondary and special schools
- Offers an opportunity to talk confidentially on a personal and professional basis
- Facilitates links with other professionals

What does the Service Aim to Do?

The Service:

- Promotes the well being of the Catholic Headteachers in the Leeds Diocese
- Provides personal support for individual Headteachers
- Assists Headteachers in resolving issues
- Facilitates support networks
- Enhances relationships between Headteachers, Governors, Diocesan and Local Authority personnel

What is the Role of the Diocese?

- The Diocese is committed to supporting Headteachers in their task and to working in partnership with schools
- The Diocesan *Office for Education & Schools* acts as the agent in the employment of the Co-ordinator for Headteacher Wellbeing

How is the Service Funded?

- The Headteacher Wellbeing Service is funded through the School Contribution Scheme, which is an annual donation whereby schools support the work of the Diocese in relation to education and school property.

A confidential mobile line is available Monday to Friday during term time. There is a voicemail facility and response will be made within 24 hours.

Headteachers and Acting Headteachers can use this service at any time as required.

CES MODEL APPLICATION FORMS

AND SUPPLEMENTARY FORMS

NOTES TO APPLICANTS

These Notes accompany the relevant CES model Application Forms for each category of employee, and the model Recruitment Monitoring Form and the model Rehabilitation of Offenders Act 1974 – Disclosure Form, together referred to as the “supplementary forms”. Where there is a distinction between categories of employee to which these Notes apply, it will be clearly highlighted herein.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School/College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust/Company and/or its Governing Body/Board of Directors/Local Governing Body.

TECHNICAL INSTRUCTIONS

1. Depending on the recruiting school/Colleges own requirements applicants may complete the Application Form and supplementary forms in three ways:
 - 1.1 Completion and submission electronically;
 - 1.2 Completion electronically, printing and submitting hardcopy via post, by fax or by scanning and emailing;
 - 1.3 Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.
3. Where applicants are completing the Application Form and supplementary forms electronically, applicants should press the TAB button to proceed to the next section of the Application Form and/or supplementary forms.
4. **Where applicants run out of space to provide answers to any particular section of the Application Form, they must continue on the additional pages at the back of the Application Form clearly citing the section number (and sub-section number, where applicable) to which their answer refers.** They should also complete their name, date of birth and the post applied for at the top of each of the additional pages used.

GENERAL INFORMATION

5. Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school/College where the position applied for is based, or the contact person mentioned in the details of the post.
6. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School/ Catholic Voluntary Academy (if applicable) where the Governing Body/Academy Trust is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.
7. Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon the results of checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people).
8. Before signing this form, applicants must ensure that every section has been completed. Failure to complete all relevant sections may result in an application being rejected.
9. All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school/College where the position applied for is based, or as instructed in the details of the post. Applicants should not return any Application Form and/or supplementary forms and/or any relevant documentary evidence to the CES. Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

Details of the Role Applied For

Please delete whichever of "VA School" and "Voluntary Academy" does not apply.

10. Section 1 all Application Forms – Applicant’s Personal Details

Please ensure that any former names are provided where appropriate, for example, a maiden name or change of name by deed.

1.6 and 1.8 - Senior Leadership and Teacher Application Forms only – where you have obtained qualified teacher status from a jurisdiction other than England (1.6) or Wales (1.8) please insert your membership number for the relevant teaching profession regulator at 1.8 and provide details of the specific regulator on the additional pages at the back of the Application Form.

1.9 and 1.10 – Senior Leadership and Teacher Application Forms and 1.4 and 1.5 – Support Staff and Lay Chaplain Application Forms – if you have undergone a Disclosure & Barring Service check in your current/previous employment, please provide your DBS number and date of last check.

11. Details of Applicant’s Present Employment

Section 2 all Application Forms

2.1 – if the applicant is not currently employed they should tick the box that says “no” and proceed to Section 3.

12. Applicant’s Employment History and Professional Experience (for Support Staff and Lay Chaplain this section is entitled “Applicant’s Employment History and Work Experience”)

Section 3 all Application Forms

Applicants should provide full and accurate details of relevant employment history and professional or work experience. They should not repeat the information provided at Section 2 (if applicable) relating to present employment. Where the applicant is a student seeking a first time appointment they should provide details of teaching practice to date (if applicable).

13. Other Employment/Work Experience

Section 4 Senior Leadership and Teacher Application Forms and Section 3 Support Staff and Lay Chaplain Application Forms

4.1 - Applicants should provide details of all other employment and paid or unpaid experience after the age of 16 (e.g. employment unrelated to the teaching profession, voluntary work etc).

4.2 – Applicants must ensure that there are no gaps in the chronology of their education and/or employment history from the age of 16 to the present day. Section 4.2 should be used to account for any gaps, for example, for time spent raising a family or travelling etc. Failure to provide a full account may lead to an application being rejected. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.2).

4.3 – Applicants must declare whether they have ever been ordained and/or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.3)

14. Post-11 Education and Training

Section 5 Senior Leadership and Teacher Application Forms and Section 4 Support Staff and Lay Chaplain Application Forms

Applicants should provide details of education received in this country and/or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and Certificate in Religious Education.

Teacher post Application Forms only - require the Applicant to state which subjects they are qualified to teach, other subjects for which they may have experience to teach, and give details of any other specialisms and special areas of teaching interest.

Section 5.1 – Senior Leadership posts only - the CES recognises that NPQH is no longer a mandatory requirement in England but applicants should still provide details of NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of NPQH as this remains a mandatory requirement for first Headship appointments.

15. Supporting Statement

Section 8 Senior Leadership and Teacher Application Forms and Section 6 Support Staff and Lay Chaplain Application Forms

Applicants should provide a supporting statement addressing the standards for “Excellent Principals” in Job Description. The statement should illustrate the skills and experience of applicants under each heading drawn from examples, achievements and their impact on the school. Responses to each of the “Excellent Principals” headings should be limited to a maximum of 350 words.

16. References

Section 9 Senior Leadership and Teacher Application Forms and Section 7 Support Staff and Lay Chaplain Application Forms

All applicants are required to provide details of at least two, and up to three, referees.

Applicants are advised that schools/Colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics.

Senior Leadership posts – Applicants are advised that the ‘Memorandum on Appointment in Teachers To Catholic Schools’ (amended September 2014), provides that ‘the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics’. The Memorandum may be viewed by visiting the CES’s website at: <http://www.catholiceducation.org.uk/employment-documents/recruitment-process/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

Teacher posts – Applicants are advised that schools/Colleges are entitled to give priority to practising Catholic applicants.

Support Staff posts – Applicants are advised that schools/Colleges (in England only) are entitled to give priority to practising Catholic applicants where it can be demonstrated that it is a proportionate means of achieving a legitimate aim (commonly known as a “genuine occupational requirement”).

Schools/Colleges may provide guidance to the applicant regarding the definition of a “practising Catholic” with the application pack and/or in the event that the applicant is shortlisted for interview.

In summary, all practising Catholic applicants, regardless of the post for which they are applying, are advised to provide referee details for their Parish Priest so that the school/College may give priority in accordance with the remit of the law (where applicable). Those applicants applying for Senior Leadership posts referenced in the Memorandum must provide such details.

Notes (i) – Applicants must advise the school/College if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school/College to contact their employer until such time that they have given notice to terminate their employment.

Section 9.2 Senior Leadership and Teacher Application Forms and Section 7.2. Support Staff and Lay Chaplain Application Forms – In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse/civil partner/partner with a member, or an employee, of the Governing Body of the school/College where the post is situated may be considered a disciplinary offence warranting summary dismissal.

17. Immigration, Asylum and Nationality Act 2006

Section 13 Senior Leadership and Teacher Application Forms and Section 11 Support Staff and Lay Chaplain Application Forms

In accordance with the legal requirements of the Immigration, Asylum & Nationality Act 2006 ("the 2006 Act") (as amended) the Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK. Generally speaking, the provision of one of the documents listed below will be sufficient proof but applicants are advised to consider the UK Visas and Immigration requirements for preventing illegal working in the UK for a full list of documents that may prove such entitlement which can be found on the Home Office's website.

The most common proof of entitlement documents are:

- a) A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- b) A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- c) A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- d) A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
- e) A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- f) A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- g) A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

The above list is non-exhaustive.

18. Declaration

Section 14 Senior Leadership and Teacher Application Forms and Section 12 Support Staff and Lay Chaplain Application Forms

The Governing Body has a duty to make a report where the applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

SUPPLEMENTARY FORMS

19. Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school/College to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form they should return it *with* their completed application but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

20. Rehabilitation of Offenders Act 1974 – Disclosure Form

We require all applicants that fall outside of the exemptions contained in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) to provide details of their criminal record at an early stage in the application process by completing the Rehabilitation of Offenders Act 1974 – Disclosure Form. The Disclosure Form should be sent *with* their completed application but in a *separate* sealed envelope clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form".

Gove The Disclosure Form will only be seen by those persons within the school/College and/or governing Body who are required to see it as part of the recruitment process.