

Applicant Pack

Executive Headteacher

ISR L21-27



ST. MARY'S
RC. PRIMARY SCHOOL



Let us feel the presence of
Christ's love in the warmth
of our welcome as we

*open our doors,
our hearts,
our minds,*

to **serve, strengthen and encourage**
all who enter here



St. Cuthbert's
RC. Primary School

AS GOD'S UNIQUE FAMILY

WE LOVE,
WE LEARN,
WE GROW,

JOYFULLY FULFILLING OUR DREAMS
INSPIRED TO DO OUR BEST!

Recruitment Timeline

Visits to the schools	By appointment on 12th December Please contact Mrs. Duffy at St Mary's on 0161 224 5995 if you would like a guided visit that day
Closing date	4th January 2024 @ noon
Shortlisting	8th January Applications should be sent to: recruitment@stmaryslevenshulme.org.uk
Interviews	18th and 19th January 2024
Appointment to commence	01/09/2024

Documents included within this recruitment pack

- Letter of introduction from the Chair of Governors
- Copy of the advertisement
- Job Description
- Person Specification
- Information about the federation
- National Standards of Excellence for Headteachers

You can also obtain further useful information by visiting the following websites:

www.stmaryslevenshulme.org.uk

www.st-cuthberts.manchester.sch.uk

<https://reports.ofsted.gov.uk/>

<https://www.dioceseofsalford.org.uk/education/inspection-of-catholic-schools/>

<https://manchesterschoolsalliance.co.uk/>



Letter From the Chair of Governors

Dear applicant,

On behalf of the Board of Governors, I would like to thank you for your interest in the position of Executive Headteacher at the Federation of St Cuthbert's RC & St Mary's RC Primary Schools.

Our federation was formed in January 2021 following a successful period of the two schools working closely together to improve the outcomes for children in our communities.

The vacancy has arisen following the decision of the current Executive Headteacher deciding to take early retirement having successfully and inspirationally led St Mary's since September 2011 and St Cuthbert's since April 2017.

Both schools fully embrace and live very much their mission statements of "Love One Another as I Have Loved You" and "We Love, We Learn, We Grow".

Our schools are welcoming, safe, inclusive and vibrant environments where we celebrate the uniqueness of every individual and strive in every possible way for each child to achieve their potential. You can get an insight into the two schools from our websites and from the information we have included in this pack.

Additionally, there will be an opportunity to visit both schools on the 12th December.

The person who is appointed to the role of Executive Headteacher will have the vision and leadership to build on the existing strengths of the schools. They will be committed to providing all pupils with teaching and pastoral support of the highest possible quality, within a safe and welcoming environment along with the strong Catholic ethos that encompasses the Federation community.

We are keen to appoint a new Executive Headteacher to start in September 2024. The closing date for applications will be 31st December 2023 and interviews will be held during late January 2024.

Thank you once again for your interest in our school. We hope you will be able to visit our schools to see what special places they are for the children, the staff and the parents. We look forward to meeting you and discussing how we can build on the currently excellent while embracing the opportunities and challenges in the future.

Sean Brennan – Chair of Governors

The Federation of St Cuthbert's RC & St Mary's RC Primary Schools

Executive Headteacher ISR: L21-L27

Full time -Permanent

Required from: September 1st 2024

The governors of the Federation of St Cuthbert's and St Mary's RC Primary Schools wish to appoint an inspirational leader with the values, knowledge and skills to lead our two lovely schools.

Following the imminent retirement of our Executive Headteacher this coming summer this is an exciting opportunity to lead and develop two strong schools which are situated in South Manchester. The schools are within easy travelling distance from each other and share many characteristics, such as our inclusive ethos, a close working relationship and similarity in both opportunity and challenges. Governors, children, staff, and parents are very proud of our two schools which are welcoming and happy places to grow and learn. We are committed to the belief that everyone is treated with fairness, justice, compassion and love, and ensure all pupils have the opportunity for a high-quality education in a spiritual environment.

A requirement of the post is that applicants must be practising Catholics.

We are looking for someone who has:

- A proven background of inspiring others through high quality leadership
- Proven expertise in securing a highly inclusive culture so that every child succeeds
- A passionate belief that every single child can achieve their full potential when they receive an excellent education
- Commitment to continual school improvement
- Commitment to close partnership with governors, our children, families and the wider community
- Excellent communication and interpersonal skills with the ability to engage dynamically and effectively with all stakeholders

Visits to the schools	12 th December If you would like to visit prior to applying please contact Mrs. Sharon Duffy at St Mary's on 0161 445 6079 to arrange
Closing date	4 th January 2024@ noon
Interviews	18 th and 19 th January 2024

The Federation of St Cuthbert's RC Primary and St Mary's RC Primary Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers and visitors to share this commitment. An enhanced Disclosure & Barring Service (DBS) check is required, with Children's Barred List check, for all successful applicants. The Federation of St Cuthbert's RC Primary and St Mary's RC Primary Schools are committed to Equality of Opportunity.

PLEASE NOTE: For shortlisted candidates an online search will be carried out. This will assist the panel should there be any issues they feel need to be explored in more depth at interview.

Applications should be sent to: recruitment@stmaryslevenshulme.org.uk

Information for applicants

Our two Catholic schools serve the south of the City of Manchester in Withington and Levenshulme.

Our Mission is to strengthen the quality of education in both our schools and to bring two communities closer together in faith and hope - hope for our children and faith in their futures.

The two schools share a governing board and an Executive Headteacher. We have two strong leadership teams who work very closely together to share quality practice, plan exciting initiatives, support one another and also provide outreach support to other schools.

The professional expertise and strong relationships we have fostered across our schools have directly impacted on the quality of learning and teaching that the children receive each and every day. Academic standards are high and our expectations are too.

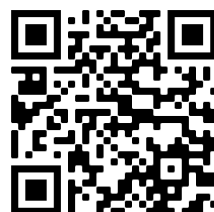


We know each one of our children are unique

and the range of experiences we provide for them on their school journey helps them to find their own special talents and grow in confidence. Our curriculum is built around our belief in 'Laudator Si' living simply and protecting our world for future generations.

It is carefully sequenced and planned, blends academic spiritual and personal development for all our children and provides rich and exciting first-hand experiences both in the classroom and outdoors.

Take a look for yourself....





Executive Headteacher Job Description

Catholic Voluntary Aided Schools

The Federation of St Cuthbert's RC and St Mary's RC Primary Schools

Introduction

The school has been designated by the Secretary of State as a 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 Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for 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 its aspects.

This appointment is made by the Governing Board of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for Executive Headteacher contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards of Excellence for Executive Headteacher (2015) and National Headteacher standards (2020). These standards are in turn built upon the Teaching Standards (2011) which apply to all teachers, including Executive Headteacher.

The Governing Board and the diocese acknowledge the importance of the role of the Catholic Executive Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governing Board is committed to safeguarding and promoting the welfare of children and young people. The Executive Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

A. The Core Purpose of the Executive Headteacher

The core purpose of the Executive Headteacher is to provide professional leadership and management of the schools. 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 Executive Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Executive Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

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

The Executive Headteacher, working with the Governing Board and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Executive Headteacher is the leading professional in the school. Accountable to the Governing Board, the Executive Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Executive Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Executive Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, the Executive Headteacher play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

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

B. The Headteacher Standards 2020

1. Culture and Ethos

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that their leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of this work.

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Executive Headteacher will:

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the schools and parish communities to create and promote an educational vision and values for the schools which take account of the school's Catholic mission and of the diversity, values and experiences of the schools and the communities they serve.
2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the schools.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel thus ensuring a culture of high staff professionalism.



2. Curriculum and Teaching

In a Catholic school the Headteacher leads a learning community rooted in Catholic 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 will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

In accordance with the school's Catholic ethos, the Executive Headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.
3. 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.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

3. Organisational effectiveness

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher 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.

The Headteacher should manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Headteacher should be committed to their own continuing professional development.

The Headteacher should work in partnership with others. In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. They will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. They will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

In accordance with the school's Catholic ethos, the Executive Headteacher will:

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the schools and in the wider society.
3. 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.

4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. 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.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Executive Headteacher will:

7. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
8. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
9. 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.
10. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
11. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
12. 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 especially within a Catholic context.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to a Headteacher.

DIOCESE OF SALFORD

Person Specification/Selection Criteria for Executive Headteacher

at

The Federation of St Cuthbert's and St Mary's RC Primary Schools



The school's 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 Salford. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires 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 its aspects.

The Federation of St Cuthbert's and St Mary's RC Primary Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The applicant will be required to safeguard and promote the welfare of children and young people.

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

Note: **Candidates failing to meet any of the essential criteria will automatically be excluded**

[A] Faith Commitment

		Essential	Desirable	Source
1.	Practising Catholic	E		A/I/R
2.	Involvement in parish community		D	A/I/R

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

		Essential	Desirable	Source
3.	To think strategically and develop a vision for the schools that is underpinned by a strong Catholic ethos and values	E		
4.	Commitment to a leadership role in spiritual development of pupils and staff	E		A/I/R
5.	Ways of developing religious education and worship	E		A/I/R
6.	Able to articulate a clear philosophy for Catholic education	E		A/I/R
7.	How relationships should be fostered and developed between the schools, parishes and their communities, CMATs and the Diocese of Salford	E		A/I/R
8.	Understanding the importance of sensitivity in working with other denominations and faiths in the local community	E		A/I/R

[B] Qualifications

		Essential	Desirable	Source
9.	Qualified teacher status	E		A/CC
10.	Degree	E		A/CC

[C] Professional Development

		Essential	Desirable	Source
11.	Evidence of an appropriate professional development for the role of executive headteacher (For example: National Professional Qualification for Headship or National Professional Qualification for Executive Leadership (NPQEL))		D	A/CC
12.	Evidence of commitment to continuing professional and personal development of self and others	E		A
13.	Up to date safeguarding training and knowledge of legislation for the protection of young people	E		A/I/CC
14.	Has successfully undertaken Designated Safeguarding Lead training	E		A/I/CC

[D] School leadership and management experience

		Essential	Desirable	Source
15.	Recent successful leadership as either a headteacher/ exec headteacher / head of school	E		A/I/R
16.	Evidence of successfully leading school improvement across more than one school leading to rapid and sustained improvement	E		A/I/
17.	Demonstrable use of successful strategies for raising pupil achievement and advancing effective teaching and learning	E		A/I/R
18.	Experience of successfully leading and managing whole school initiatives	E		
19.	Experience of effective budget management and financial analysis	E		A/I/R
20.	The ability to provide advice and support to the Governing Body to enable it to meet its responsibilities	E		A/I/R
21.	Experience of collaboration with others to improve performance (e.g. teaching schools, MATs, Research schools, Hubs etc)	E		A/I/R
22.	To have experience of guiding, coaching, mentoring or training individuals or teams	E		A/I/R
23.	Is able to demonstrate a good awareness of current national education policy and strategy and best practice	E		A/I/R

[E] Professional Experience and understanding

		Essential	Desirable	Source
24.	Successful teaching of pupils in the primary phase	E		A/I/R
25.	Experience of teaching in more than one school	E		A/I/R
26.	To have a working and current knowledge and understanding of the Key Stages in the primary phase	E		A/I/R
27.	To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I/R
28.	Experience of providing professional challenge and support to others through the performance management process, raising standards and promoting a team ethos (particularly with regard to a multi- site organisation) and building leadership capacity	E		A/I/R
29.	Understanding of equal opportunities and diversity and the ability to put this into practice, including the need to prepare pupils for life in a multi-faith, multi- cultural society	E		A/I/R
30.	Sound up-to-date knowledge of developments in education, teaching and learning, assessment and best practice	E		A/I/R
31.	Displays commitment to the protection and safeguarding of children and young people, showing an awareness of legislation and working with other agencies where appropriate	E		A/I/R

[F] Professional competencies and attributes

		Essential	Desirable	Source
32.	Ability to build a positive organisational culture, encourage reflection, delegate responsibility, build teams, strive for continuous improvement and inspire staff to reach their full potential	E		I/R
33.	To think analytically, making informed use of inspection, benchmarking, KPIs and research findings	E		I/R
34.	To investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes	E		I/R
35.	To work within policies and procedures	E		A/I/R
36.	Show a vision, ambition and commitment for the needs of pupils with SEND and how these can be met	E		A/I/R

37.	Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I/R
38.	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
39.	To be a inspiring leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
40.	Show an excellent commitment to sustained attendance at work	E		A/I/R

[G] Professional Skills

(Based on the National Standards for Headteachers 2020)

The headteacher is expected to have a good knowledge of the domains of the National Standards for Headteachers (2020) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including (Governance and Accountability)

Candidates are therefore asked to structure their supporting statement under the above headings.

[H] Personal Qualities

All of the following are considered essential for the post and will be assessed through interview and reference:

- Continue to promote the school's strong educational philosophy and values.
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
- Build and maintain quality relationships through interpersonal skills and effective communication.
- Demonstrate personal and professional integrity, including modelling values and vision.
- Manage and resolve conflict.
- Prioritise, plan and organise themselves and others.
- Think analytically and creatively and demonstrate initiative in solving problems.
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.
- Demonstrate a capacity for sustained hard work with energy and vigour.
- Uphold the 7 Nolan principles of public life.

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

The governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

[J] Application Form and Supporting Statement

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, ***following the guidance outlined in section G above.***

The CESEW Leadership Application Form must be fully completed. The supporting statement should not exceed 1500 words in length, be clear, concise and related to the post and setting applied for.