



**Maria Fidelis**  
Catholic School FCJ



# Deputy Headteacher Application Pack

Growing together through Christ with courage, confidence and dignity

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# Letter from the Headteacher

Thank you for your interest in the role of Deputy Headteacher of Maria Fidelis Catholic School, FCJ.

The governors are looking for someone with vision and drive, to help guide the school through its next stage of development in line with the FCJ charism. The success of our school is based on the FCJ values of companionship, dignity, justice, hope, gentleness, and excellence; these are the foundation of strong relationships, where staff are trusted and supported, and students are cared for.

Maria Fidelis is a voluntary aided maintained secondary school located in Camden, Central London. It has a mixed student body across years 7-13 and was rated Good in its latest Ofsted inspection. At Maria Fidelis, we promote the development of the unique gifts and abilities of each person regardless of background, prior attainment or academic potential. Achievement that is measured by national assessments is important, but the education of young people must go far beyond grades, scores and statistics.

In 1820, Marie Madeleine d'Houët, founded the Faithful Companions of Jesus (FCJ) order in France. The FCJ sisters dedicated themselves to educating the underprivileged and marginalised and were soon called to expand their work abroad. Their first overseas location was in Somers Town, London and our current school traces its roots back to 1830, making it one of the oldest Catholic schools in the country. Maria Fidelis still serves a diverse multi-faith community in present-day Camden where needs remain high.

Much has changed in the two centuries since Marie Madeleine arrived in Somers Town. Nonetheless, her spirit of gentleness and faithfulness, along with her vision that all young people deserve the best chance in life, are timeless. The FCJ values remain just as relevant and important today as they were two centuries ago.

At Maria Fidelis, we want our students to know their own value, grow in faith and develop their gifts and talents so that when they leave us, they have a profound sense of their responsibility to play an active role in shaping society for the benefit of all.

The successful candidate will lead on pastoral support, behaviour and attitudes, the Catholic life of the school and safeguarding. Governors wish to recruit an excellent leader with strong values, who knows what drives school improvement, is reflective and driven, but is collaborative and empathetic. We want someone who can develop the talent of others and who sees staff development as a core part of their role. We want someone who can inspire others and who can demonstrate passion and integrity with a strong record of effective practice.

I look forward to hearing from you and hopefully meeting you soon.

**Mr M. Anthony, Headteacher**

# Vision and Values

Our vision is that FCJ schools are communities of personal academic excellence. Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace, working in us all, each young person grows into their best self, with a zest for life and the generosity and confidence to use their talents and gifts in the service of others. Our school is underpinned by our mission - growing together through Christ with courage, confidence and dignity.

## Strategic objectives

### Quality of Education

- Improve children's literacy levels and encourage a love of reading at all levels
- Close the gaps for targeted groups' achievement (SEND, MAPP and boys)
- Ensure a more consistent approach to adaptive teaching

### Personal Development and Welfare

- Increase the opportunities for staff and pupils to develop their faith and the Catholic life of the school
- Ensure that the pastoral support systems track students' progress in both curricular and extracurricular activities and that tutor support develops effectively
- Continue to develop the focus on Mental Health and Wellbeing for students and staff alike
- Continue to review the PSHE, Careers and Citizenship curriculum

### Behaviour and Attitudes

- Continue to focus on improving attendance and punctuality (already at or above national levels, but we aspire for more)
- Develop initiatives which foster student motivation and positive attitudes
- Ensure that routines and procedures are implemented consistently

### Leadership and Management

- Development of leadership at all levels throughout the school to ensure that our school continues to grow and develop
- Increase the number of students in the sixth form
- Keep workload and staff wellbeing under constant review
- Work closely with the Governing Body and Trustees to deliver on the school's strategic objectives and to identify new areas for continued improvement always in a spirit of openness and shared purpose



# About the School

Our school began serving the local community in 1830 under the direction of Marie Madeleine d'Houët, founder of the religious order, the Faithful Companions of Jesus.

We believe we provide a truly special experience for our students and staff – not only of academic excellence, but also an environment that is caring, supportive and focused on the uniqueness of every person.



***“ There is a balance between strictness and tolerance which is what makes this school so enjoyable. Everyone can learn in their own way and at their own speed and the teachers adapt to that. ”***

- Year 8 pupil

Maria Fidelis Catholic School FCJ has a long and interesting history. Its origin dates back to the French Revolution when the Abbé Carron came to England to minister to the French exiles who had settled in Somers Town, in present day Camden. He opened schools in the area and named them after St. Aloysius, the young Jesuit scholastic, who had recently been canonized and who was declared the patron saint of Catholic youth. Maria Fidelis is descended from one of these schools.

The foundress of the Faithful Companions of Jesus, Marie Madeleine Victoire d'Houët, came to England from France in 1830 with a note of introduction to Father Nerinckx, the priest in charge of the schools at that time. After preliminary talks, a school for poor girls in Camden Town was handed over to the congregation of FCJ sisters.

In 2018 we merged our separate lower and upper schools into a brand-new state-of-the-art school on a single site between Euston and Kings Cross stations. Our new building is light and airy – with fully equipped spaces for teaching and learning, new technology and systems to support 21st century learning. Our tranquil school building and grounds are a veritable oasis, sitting peacefully only a few streets away from busy London thoroughfares and mainline train stations. Over recent decades lay staff have taken over running the school and teaching. Nonetheless the FCJ sisters remain active members of the Maria Fidelis Governing Body and contribute to the spiritual life of the school.

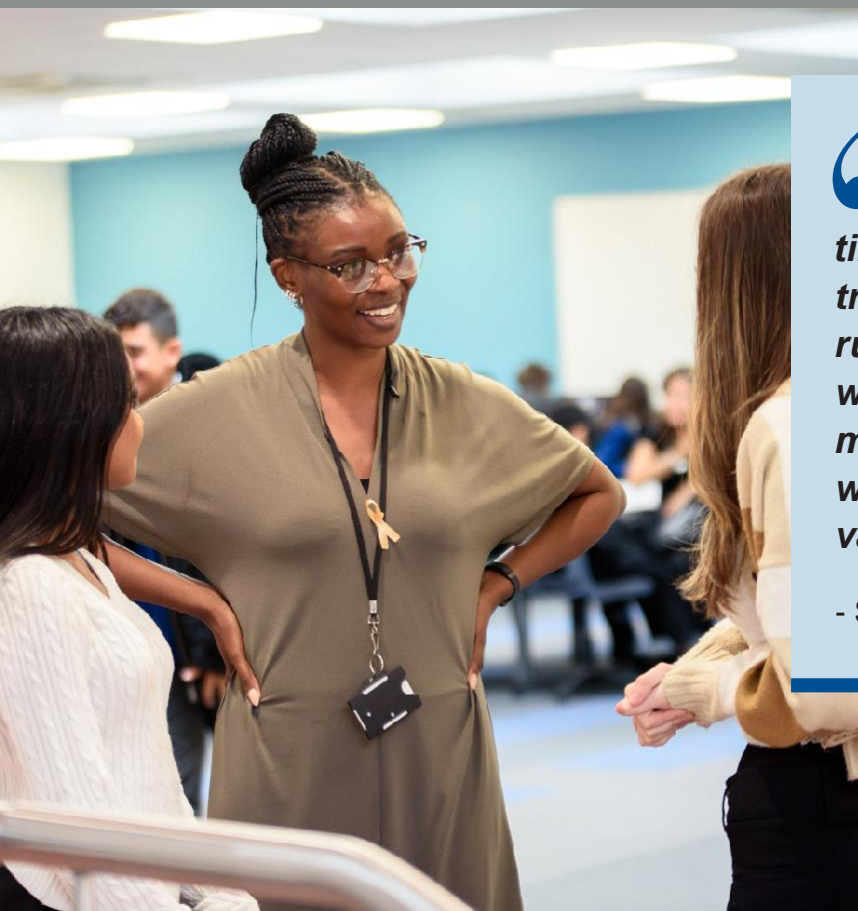
The school was an industrial school supported by charitable appeals organised by wealthy gentlemen in the area. Even in those days, parents and friends were thinking of ways to raise money and showing an interest in the work of the school. These 19th century parents and neighbours could be considered forerunners of the present governing body and community which is attached to the school.

From an industrial school, it evolved into a convent boarding school; then to a day school with pupils of mixed ability who were able to afford fees. Next it became a selective non-fee-paying grammar school and finally a comprehensive school. Throughout all these changes, the FCJ Sisters have taught in the school. In September 1974, Maria Fidelis Comprehensive School was formed by the merger of St. Aloysius Grammar School with St. Vincent's Secondary School which was run by the Sisters of Charity. Maria Fidelis became coeducational in 2013.

The name Maria Fidelis was chosen because of the devotion of both the FCJ and Sisters of Charity to Our Lady. Mary was faithful to her son Jesus right to the foot of the cross. The name of our school celebrates that in just one word; 'Fidelity'

## Key Information

<b>Status</b>	Voluntary Aided Maintained Catholic School
<b>Last Ofsted</b>	December 2021
<b>Ofsted Judgement</b>	Good
<b>Last Section 48 Inspection</b>	November 2019
<b>Section 48 Judgement</b>	Good; Catholic Life of the School - Outstanding
<b>Forms of Entry</b>	5 forms of entry -150 students
<b>Type of School</b>	Catholic Secondary Mixed
<b>Age Range</b>	11 - 18
<b>Number of Students on Roll</b>	832
<b>Number of Students in Sixth Form</b>	139
<b>% of SEND Students</b>	12.5%
<b>% of EAL Students</b>	51.6%
<b>% FSM Students</b>	51.3%
<b>% of Pupil Premium Students</b>	48.3%
<b>School Website</b>	<a href="http://www.mariafidelis.camden.sch.uk">www.mariafidelis.camden.sch.uk</a>



“ *My 5 years at Maria Fidelis have been the happiest time of my teaching career. I'm trusted to make decisions and run my department in my own way and the freedom given to me is very special. I feel lucky to work here and always feel valued and appreciated.* ”

- Staff view

## What Ofsted, Staff and Pupils Say About Maria Fidelis School

### Staff Views

"When I joined, I was welcomed by a friendly department who have helped me better myself as a teacher. I have had opportunities for career progression as this school strives to acknowledge the strengths of all staff members."

"The community spirit at Maria Fidelis makes it a privilege to work here. When I first started teaching here 3 years ago, I was struck by the kindness and compassion of staff and students. As a teacher and middle manager, I feel valued and respected."







**“ There are loads of after-school clubs, which are great fun. They deal with bullying really well here and if you do good work it gets noticed. ”**

- Year 7 pupil

## Ofsted

"Leaders have designed a curriculum to inspire pupils. The curriculum is ambitious for all including those pupils with special educational needs and/ or disabilities. Staff have high expectations of pupils' behaviour."

## Pupils' views

"Teachers at Maria Fidelis are passionate about seeing their students succeed and understand the importance of getting parents involved. Maria Fidelis is not only a place where you learn but also grow as an individual."  
(Year 13 pupil)





# Deputy Headteacher Job Description

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 Faithful Companions of Jesus. 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.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation including that of the Department for Education.

The governing body and the FCJ sisters are committed to safeguarding and promoting the welfare of children and young persons, and the Deputy Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## Key Areas of Responsibility

1. Catholic Purpose and Identity of the School
2. Leadership in Catholic Education
3. Strategic Leadership: Inclusion and Personalised Learning
4. Educational Excellence
5. Managing the Organisation

### 1. Catholic Purpose and Identity of the School

**Key Area of Responsibility:** *The Deputy Headteacher must understand the nature and purpose of Catholic education and know that a significant responsibility of this role is to establish and sustain the Catholic identity of the school within the context of the FCJ ethos and be guided by the teaching of the Church.*

The Deputy Headteacher must understand thoroughly the nature and purpose of Catholic education and know that her or his first responsibility is to assist the Headteacher to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. S/he must ensure that this Catholic identity is reflected in every aspect of the life of the school, in particular in the curriculum, the day-to-day organisation, staff development, staff and pupil relationships and the partnership between school, home, parish, local community, other schools, the LA and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities.

Under the direction of the Headteacher, the Deputy must seek to develop an overall perspective concerning the Catholic school community as a whole. In particular, this relates to:

- Ensuring that the Diocesan policy on Religious Education is fulfilled;
- Leading the Catholic ethos of the school;
- Acting as a role model of best practice to colleagues; undertaking duties, attending school events and representing the school in a professional capacity across the Diocese and other partnerships;
- Being fully conversant with the framework of the Catholic Schools Inspectorate (CSI);
- Developing all curriculum areas to embrace the Catholic teaching and ethos of the school;
- Ensuring arrangements for the daily act of collective worship and the spiritual life of the school;
- Providing a curriculum for the spiritual, moral, social and cultural development of all pupils in line with the distinctive Catholic nature, purpose and aims of the school;

## 2. Leadership in Catholic Education

**Key Area of Responsibility:** *The Deputy Headteacher is a key 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, especially in our multi-cultural, multi-faith community located in the heart of Camden. The successful candidate will be expected*

- To work closely with the Headteacher and Governors in co-ordinating all stages of the process including communication with primary schools, parishes and the local community;
- To work closely with the Head of RE to support staff in developing the necessary skills to ensure progress and attainment for all groups of children;
- To lead pastoral staff in developing appropriate approaches to inclusion, particularly in relation groups of children who underachieve.
- To provide high quality personal, social, health education (PSHE) and citizenship instruction in accordance with the teachings and doctrines of the Catholic Church;
- To promote extra-curricular activities in accordance with the educational aims and Catholic ethos of the school

The Deputy Headteacher is expected to show Christian leadership that seeks to serve the community and provide a role model for staff and pupils.

*"You have to see yourselves as apostolic leaders and not merely as professionals."*  
Marie Madeleine

### 3. Strategic Leadership: Inclusion and Personalised Learning

**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 FCJ Vision and Values and the school's mission statement. The Deputy Headteacher, working with other staff, 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 our diverse community. The vision uses Gospel values, core educational values and is inclusive of stakeholders' values, cultures and beliefs. The successful candidate will be expected*

- To have lead responsibility for inclusion and safeguarding;
- To be a visible presence in the school supporting students and colleagues throughout the day;
- To provide training and support which ensures that the Positive Behaviour Policy is embedded and consistent across the school, with a focus on seeing behaviour as communication;
- To empower staff to understand and support students through the development and updating of Positive Behaviour Support Plans with a focus on de-escalation strategies and reflective practice;
- To participate in all aspects of school improvement planning;
- To ensure continuity and progression for all pupils as they move through the school;
- To assist in the identification of the particular needs of pupils, staff and parents;
- To develop personalised learning;
- Collaboratively to shape and lead the Pastoral Team (including form tutors and TAs) to refine and develop their roles as they relate to pastoral care of the students;
- To be responsible for co-ordinating student support, including the St Ignatius Centre;
- To write the annual Pupil Premium report to share with Governors and ensure that it is shared on the website;
- To be the champion for children in receipt of the Pupil Premium, including adopted children and other vulnerable categories of learners.

### 4. Educational Excellence

**Key Area of Responsibility:** *FCJ schools seek to be communities of personal and academic excellence, which is understood to be an inclusive value, incorporated in every aspect of school life and living. It 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 Deputy Headteacher, supported by the Headteacher, 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 life-long learning. The successful candidate will be expected*

- To make a significant contribution to the school's self-evaluation systems;



- To assist in the formulation of the school's aims and objectives;
- To ensure that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school;
- To establish the policies through which those aims and objectives might be realised;
- To manage staff resources to that end;
- To monitor and evaluating progress towards their achievement.

## 5. Managing the Organisation

**Key Area of Responsibility:** *The Deputy Headteacher needs to provide effective organisation and management of the school and seek to strengthen the organisational structures and functions based on rigorous self-evaluation. The Deputy Headteacher should ensure that the school and its people and resources are organised and managed to provide an efficient, effective and safe learning environment. This includes:*

- Upholding and following the Staff Code of Conduct;
- Operating at all times within all stated policies and practices of the school and annually review policy and procedure updates;
- Maintaining high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues;
- Day-to-day arrangements;
- Overseeing school events, including but not limited to: Sports Day, Founder's Day, Themed Days and charitable events;
- Behaviour management;
- Compliance with Health & Safety legislation;
- Receiving and responding to complaints;
- Monitoring of premises and environment.

## Line Management

- To manage Assistant Heads, RE Dept and Chaplaincy, the Pastoral and Safeguarding Team

## Governors

- To report to Governors' Committees where appropriate

## Generic Responsibilities of the Leadership Team

- To support and promote the aims of the school;
- To participate in school monitoring and self-evaluation procedures;
- To work within the leadership team to help plan, organise, develop, monitor, evaluate and review the school development plan;

- To contribute to action planning and target planning as appropriate;
- To participate in the day-to-day organisation of the school including school assemblies, duty rota, Saturday/holiday revision sessions and cover;
- To line manage designated staff;
- To develop school systems as designated;
- To implement and review school policies as appropriate;
- To take financial responsibility for the designated areas of management;
- To lead on, and take an active role in, managing behaviour of students;
- To be a team leader in the Performance Management programme;
- To lead INSET for staff within the school as appropriate;
- To use ICT to apply and organise procedures consistently, with deadlines established and achieved;
- To support whole school events e.g. musical concerts, parents' events.
- To attend leadership team meetings out of hours, as required including Development Planning weekend;
- To attend Governors Committee meetings and full Governors meeting as required to provide reports to the Governing Body.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of staff. This job description may be amended at any time, after consultation with you.

# Person Specification

The Governors wish to appoint a candidate who has the qualifications, experience, knowledge and skills described in this specification. The successful candidate will meet all the essential criteria listed below and at least some of the desirable criteria, as indicated below.

**Key: A = Application Form L = Letter/Statement R = References I = Interview**

SELECTION CRITERIA	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
<b>Training and Qualifications</b>			
A practising Catholic	E		R, I
Qualified teacher status	E		A
A good honours degree	E		
Level 3 Safeguarding Training (or be prepared to undertake this before commencing the post)	E		
NPQSL or equivalent qualification (or enrolled on a programme)		D	A, L
Professional development or training undertaken in preparation for Deputy Headship in a Catholic school		D	A, L, R
Catholic Certificate of Religious Studies or equivalent		D	A
<b>Experience of Teaching and Educational Leadership</b>			
Successful strategic leadership experience in a secondary school as Assistant Headteacher or equivalent	E		A, L, R, I
Experience of evaluating teachers' performance in accordance with Ofsted framework	E		A, L, R, I
Experience in team leadership	E		A, L, R, I
Experience in school planning and development, including pastoral development		D	A, L, R, I
Experience in working with external agencies, local businesses and other schools		D	A, L, R, I
Experience working in a Catholic school	E		A, L, R, I
Experience of monitoring and evaluation, data analysis and target setting	E		A, L, R, I



SELECTION CRITERIA	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
Proven track record of school improvement	E		A, L, R, I
Ability to combine outcomes of regular school self-review with external evaluations to continue to develop the school further	E		L, I
<b>Professional Knowledge and Understanding</b> The successful candidate will be able to demonstrate skill, knowledge and understanding in the following:			
<b>A distinctive personal vision for a Catholic secondary school</b>			
Understanding of the spiritual meaning of leadership	E		L, I
Desire and commitment to embrace the FCJ Vision and Values and lead the school community in living them	E		L, I
Desire and willingness to engage constructively with other FCJ schools and beyond through the Gaudete Trust, as and when appropriate	E		L, I
Experience of leading collective worship	E		R, I
Understanding of cultural educational issues, including national policies, priorities and legislation and any implications for Catholic schools	E		L, I
Understanding of the role of the Deputy Headteacher in leading the spiritual development of students	E		L, I
Understand the central place of Religious Education as a core subject in the school's curriculum	E		L, I
Experience and understanding of the strategies and procedures to ensure the safeguarding of children and young people, along with deep understanding of statutory requirements, notably KCSIE/Child Protection, Safer Recruitment, Safeguarding procedures and Prevent	E		I
Vision for strengthening the school's links with the wider community, including parents, carers and parishes		D	L, R, I

SELECTION CRITERIA	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
<b>The process of strategic planning for school improvement</b>			
Provide inspirational leadership which challenges, motivates and empowers students, staff and parents to carry forward the school's vision	E		R, I
Understanding of the principles and practice of effective school self-evaluation, including data analysis and identification of most relevant indicators, and ability to monitor /evaluate progress made towards targets		D	L, R, I
Evidence of successful strategies for planning, implementing, monitoring and evaluating important elements of school improvement	E		L, R, I
Understanding of the principles and practice of effective teaching, learning and assessment	E		L, R, I
Ability to demonstrate a clear rationale for behaviour management and a proven track record of effective implementation of a range of behaviour management strategies	E		L, R, I
Knowledge of what constitutes quality in education provision, the characteristics of effective schools, and strategies for raising standards and the achievement of all students, regardless of prior attainment	E		L, R, I
Successful experience of curriculum development and assessment to maximise student outcomes and provide a personalised curriculum		D	R, I
Develop a student-focused, inclusive environment that puts into practice FCJ Values	E		L, R, I
Understanding of the strategies used to promote and sustain individual and team professional development	E		L, R, I
Detailed knowledge and understanding of the current Ofsted framework		D	A, L, I
<b>Resource management and planning</b>			
Knowledge of recruiting and retaining staff, including knowledge of key legal issues regarding equal opportunities, race relations, disability, employment, health & safety, human resources and public image in the local community and beyond		D	A, L, I
Understanding of performance management process	E		A, L, I

SELECTION CRITERIA	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
Experience in and evidence of appraisal and performance management of staff, recognising high performance and tackling underperformance through to resolution	E		L, I
Appreciation of the importance of a work-life balance and factoring in mental health considerations for all staff and self	E		L, I
Understanding of online learning and school IT management	E		A, L, I
Knowledge of recruiting parents and students for KS3 and KS5 through links with primary schools across many London boroughs in proximity to the school		D	L, I
Experience in promoting and developing extracurricular activities to educate the whole child	E		L, I
<b>Personal and Professional Qualities and Attributes</b> The successful candidate will be able to provide evidence of personal capacity to:			
Uphold the FCJ Values and Nolan Principles of Public Life (i.e., Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership)	E		L, R, I
Lead by example and be a positive role model with excellent communication skills	E		L, R, I
To be a leader of learning who demonstrates, promotes and encourages outstanding classroom practice	E		L, R, I
A competent user of new technology	E		L, I
Show a good commitment to sustained attendance at work	E		R
Participation in a Parish Community		D	L, R, I
Draw on personal experience as an outstanding classroom practitioner at secondary level, demonstrating knowledge of how pupils learn and effective strategies for overcoming barriers to learning, especially among disadvantaged / disengaged groups	E		L, R, I
Communicate effectively with a range of audiences and using a range of media	E		L, R, I



SELECTION CRITERIA	ESSENTIAL	DESIRABLE	STAGE IDENTIFIED
Be a pro-active and visible leader who welcomes open challenge from all members of the community and outside the school	E		L, R, I
Inspire, influence and convey personal enthusiasm and commitment	E		L, R, I
Be honest, trustworthy and caring	E		L, R, I
Build and maintain effective relationships with teachers, students, governors and parents. Show empathy to all, yet maintain school standards and take tough decisions where required	E		L, R, I
Prioritise, plan and organise oneself and others	E		L, R, I
Seek and take account of the views of others	E		L, R, I
Develop effective teamwork	E		L, R, I
Delegate appropriately to others and look for opportunities to support staff initiatives and encourage leadership among staff members	E		L, I
Demonstrate stamina, tenacity and personal resilience and the ability to work calmly and well under pressure	E		R, I
<b>Application Form and Letter</b>			
Application form should be completed in full	E		A
Supporting statement should be clear and concise	E		L
Supporting statement should address the criteria in the person specification	E		A, L
<b>Confidential References and Reports</b>			
Reference from the parish priest where the candidate worships, confirming that the candidate is a practising Catholic	E		R
Reference from current employer or Headteacher	E		R
A second professional reference	E		R
DBS check (prior to appointment)	E		

## How to Apply

**We look forward to receiving your application by 12:00 on Friday 19<sup>th</sup> January.**

To receive the necessary application form to apply, please contact Mrs Weston-Peters (PA to Headteacher): 0207 387 3856 or [swestonpeters@mariafidelis.camden.sch.uk](mailto:swestonpeters@mariafidelis.camden.sch.uk). Completed application forms should be returned by email to Mrs Weston-Peters at the same address.

If you have any questions about the role or would like a confidential and informal chat, please contact Mrs Suzanne Weston-Peters on the contact details above.

We would also be happy to welcome you to come and look around the school. The times and dates for visits are between 09:00 and 10:00 on Wednesday 10<sup>th</sup> and Thursday 11<sup>th</sup> January, but the school is happy to accommodate requests for alternative dates or times.

We shall hold interviews at the school on the 1<sup>st</sup> and 2<sup>nd</sup> February 2024.

The successful candidate will start in September 2024 or sooner, if possible.

**Application forms are also available on our website:**

**[Maria Fidelis Catholic School - Working with Us](#)**

**Your application should include:**

A completed application form and a supporting letter which shows how you meet the person specification for the role of Deputy Headteacher in Maria Fidelis School FCJ. Your letter should be no longer than 2 sides of A4.

**Important advice regarding faith references:**

As you are aware, the person specification for the post to which you are making an application states that you are asked to provide a faith reference from a priest at a church where you regularly worship. The Governing Body will be seeking to appoint a practising Catholic.

Maria Fidelis Catholic School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service.