

## St Mary's Catholic School



### Deputy Headteacher Appointment Recruitment Information Pack

Closing Date: 28th March 2025 – 9:00am

Interview Date: 1st and 2nd April 2025



**St Mary's Catholic School**

Windhill, Bishop's Stortford, Hertfordshire, CM23 2NQ

[www.stmarys.net](http://www.stmarys.net)



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## 1. Letter from Mr Paul Carroll, Chair of Governors



Dear Applicant,

Thank you for your interest in our excellent Catholic school.

St. Mary's is a very special place to work. We are the secondary school in the St Francis of Assisi Catholic Academy Trust and since the Trust's formation in 2021 continue to go from strength to strength individually as an Academy, and together as we work ever more closely as an Academy Trust.

Now is an opportune time to be one of our school Senior Leadership Team as our new Deputy Headteacher to assist our Headteacher building on our considerable strengths as an excellent school with strong pastoral and academic records.

The Governing Body are supportive and fulfil the true role of being a critical friend to the Leadership and all the staff.

The school community is a strong, vibrant, and secure environment, including financially, educationally and most importantly in our Catholic Life.

Our school is a very family-orientated community which knows and cares for all its members. Once you join our school as staff, student or parent/carer you truly are part of the family of St Mary's, born testimony to the fact that we have taught generation after generation of student families, with later on some of those students returning as parents and staff.

We are looking for a Deputy Headteacher who can build on our considerable strengths, and bring their own vision to the role. If you feel you have the knowledge, skills and understanding to lead our Catholic school, and believe that you can bring your own passion for the very best in Catholic education and determination to help shape the future of the school and those students and staff in your care then we would welcome your application.

On behalf of the Governing Body I thank you for your interest and look forward to welcoming you.

Yours faithfully,

Mr Paul Carroll

Chair of Governors, St Mary's Catholic School



## 2. Letter from Miss Deirdre McHugh, Headteacher of St Mary's Catholic School

Dear Prospective Applicant,

Thank you for showing an interest in this key strategic position at St Mary's Catholic School ('St Mary's'). We are looking to add to the senior team with the addition of an experienced member of SLT as Deputy Headteacher, to lead on an agreed aspect of school development. The successful candidate will be superbly supported by an enthusiastic and focussed SLT, will and work alongside with me. This post is open to a practicing Catholic with the expectation that you will support and champion the Catholic life of the school. We have developed strong values by which we work, and if you share these traditional values of a fully rounded education in mind, body and spirit, integrity, honesty and sense of moral purpose then this could be the role for you!

We are a founding member of the St. Francis of Assisi Catholic Academy Trust, established in September 2021, which brings St. Mary's into a formal partnership with our eight Catholic primary feeder schools. Two-thirds of our intake now come from Trust primary schools. We work together closely on a range of development objectives (e.g. SEND/ Curriculum, cost efficiencies) and are well supported by the Trust Executive team. We are also members of the informal Bishop's Stortford Education Trust (BSET), a local collaboration of secondary and primary schools, which includes a successful teacher training programme (SCITT) and other CPD opportunities. We are heavily over-subscribed, attracting students from across the Trust schools, local area, the Diocese of Westminster and from further afield.

There has never been a better time to join our school community. As our recent (October 2024) OFSTED demonstrates, 'The quality of education pupils receive is exceptional...The culture of positive behaviour at St Mary's is remarkable...' and 'St Mary's is a very special community to be a part of'. The Quality of Education and Behaviour & Attitudes are graded outstanding.

Our staff and students are our biggest assets. According to the latest S48 inspection (January 2025), St Mary's as 'Good' in all areas with 'Outstanding' judgement in quality of provision for the Catholic life and mission of the school. Students are consistently respectful of their teachers and peers and value their lessons. Teachers are committed to value of religious education, and they communicate this effectively to their pupils demonstrating high expectations. Leaders and governors have a clear vision for the school as a Catholic community, and they are ambitious to make the school outstanding. The full Ofsted and S48 reports can be found [here](#).

If you would like more information, or to visit, please do not hesitate to contact me and I will be more than happy to accommodate your request.

Finally, if you are passionate about working with young people and really believe you can join our team in making a difference, then I warmly invite you to apply. This will enable you to take a look at us in more detail and really experience at first hand the friendly and professional environment we have established.

Yours faithfully,  
Deirdre McHugh  
Headteacher





### 3. Information about St Mary's Catholic School

Welcome to St Mary's Catholic School ("St Mary's"), we are part of the St Francis of Assisi Catholic Academy Trust ("the Trust"). We are the secondary school in the Trust and since the Trust's formation in 2021 continue to go from strength to strength individually as an Academy, and together as we work ever more closely as an Academy Trust. Academies in the Trust within the Roman Catholic Deanery of the Lea Valley and whilst each school retains its own distinctive ethos and mission, we are united in our endeavours to deliver a Catholic education excelling in the academic, pastoral and spiritual life, and which produces fully flourishing pupils.

#### Current Senior Staffing Structure for St Mary's

The current permanent Senior Leadership Team are set out below, they are supported by colleagues in the wider teaching team and the Trust as a whole.

- Headteacher – Deirdre McHugh
- Senior Assistant Headteacher – Catherine Wilkin
- Assistant Headteacher – Claire McGrath
- Assistant Headteacher – Craig Palmer
- Assistant Headteacher – John McHugh
- Assistant Headteacher – Natasha Hayden
- Assistant Headteacher – Tom Hutchinson



#### Ethos

Our school is built upon an ambitious mission for each and every young person: to fulfil academic potential; to be fully developed in the personal, social and spiritual areas of life; to achieve excellence in every area of life; and to be underpinned by Gospel Values, enabling each person to value individuals and contribute positively to society. We work in partnership with parents and the wider community to ensure that this mission is accomplished in the lives of all our young people, and in so doing, enable those young people to live life to the full.

#### Our Vision and Values

##### Vision

We are a community dedicated to achieving excellence for all, producing young people formed by Gospel values to become responsible, compassionate and caring members of society whilst fulfilling their potential in all aspects of the curriculum.

##### Values

The shared values of the school community are summarised by three words, **Love, Respect, Flourish** - reflecting the charism of our patrons St. Francis and St. Mary, and which underpin everything that we do, providing strong foundations for all we strive to accomplish:







- **Love** for Christ and for one another, as peacemakers, made in the image of God. Demonstrated by kindness, forgiveness and care.
- **Respect** as demonstrated by being calm, smart, polite, purposeful and prayerful – having high expectations and caring for our community and all creation.
- **Flourish** academically, artistically, physically, culturally and spiritually. Demonstrated by active engagement and pride in all that we do.

## Catholic Life

St Mary's Catholic school has prayer as the heartbeat of the school. Developing and nurturing the spiritual life of each child is our mission and ensuring our young people grow to be examples of Gospel values in their words, actions and service. As a community we work collaboratively with our student and staff led Chaplaincy teams to deliver a wide variety and range of liturgy and prayer opportunities that are student led and student planned with our Chaplaincy team to ensure a reflective and spiritual experience for all.

Opportunities for spiritual growth and serving the Common Good are planned regularly throughout the academic year. Each student will experience an Advent Service at the end of the Autumn Term, a Lenten Service at the end of the Spring Term, Years 11 and 13 celebrate Leavers' Services in the Summer Term and Mass is celebrated for year groups in our local parish church. The experience of prayer is an integral part of Religious Education and school life with Mass being the key corner stone of our liturgical calendar.

Our annual Charity Week teaches students to lead and work together to raise awareness and funds for those less fortunate. Charities which we have a special affiliation to at the present time are Across, Caritas Ukraine and the Cardinal Hume Centre.

There are opportunities for Staff Prayer and Reflection weekly in staff briefing and INSET. Form tutors pray with their forms daily and our Chapel is available for use by all during the day and has form class meditations to enable students to experience a wide range of prayer and worship opportunities. We encourage our students to take an active role in the prayer life of the school as our young people grow in their faith to be ambassadors of the Gospel.



## Curriculum Overview

Every member of the St. Mary's community expects to strive for academic excellence and spiritual growth; they do this with the knowledge that they will be nurtured as a young person, and an academic throughout their life at school.

At St. Mary's we achieve this through a carefully structured and enriched broad curriculum that develops independent learning skills and fosters a love of life-long learning.

English, Mathematics, Science, RE and PE form the core of our Key Stage 3 and 4 programme; in addition, Key Stage 3 students can also study Art, D&T, Drama, Geography, History, Computing, Music and one Modern Foreign Language, from French, Spanish and Italian.



We operate a two-year Key Stage 4. Students in Years 10 and 11 follow a blend of the core subjects studied in Key Stage 3, as well as choosing from a range of optional subjects. Wherever possible, in selecting which subjects to offer our students at Key Stage 4 and 5, we endeavour to recognise the aspirations of the students with a view to their progression into higher education and or employment after graduating from St Mary's.

Academically we ensure that all students are challenged and supported to achieve their very best; whether that is students with a particular flair or students with a specific need.

We have a wide ranging and carefully targeted intervention programme to ensure that all students are able to make the progress of which they are capable. Our academic tracking system allows teachers to monitor and improve each student's progress throughout the course of the year, with guidance taking place both inside and outside of the classroom. Parents receive regular feedback regarding their child's progress and we encourage a dialogue between staff and parents to ensure students are supported in school and at home.

### Student Performance

Pastoral development and Academic Excellence go hand-in-hand at St. Mary's, Progress 8 scores are consistently strong and demonstrate the excellent progress that students at St. Mary's make. Attainment was also over half a grade per student higher than the national average.

We are committed to offering students the opportunity to continue their broad and challenging curriculum through to Key Stage 4. The Ebacc suite of qualifications (English, Maths, Science, History or Geography and a Language) is studied by around two thirds of our students, with attainment in this qualification much higher than the national average.

St. Mary's Sixth Form offers an extensive and diverse curriculum, providing over 25 courses that span traditional A Levels and technical BTEC qualifications. In addition, students benefit from a rich array of enrichment opportunities, including the Extended Project Qualification (EPQ) and the prestigious Duke of Edinburgh Gold Award\* ensuring a well-rounded education. The Sixth Form consistently demonstrates high levels of success, with students regularly progressing to top-tier universities, including Oxbridge and other Russell Group institutions, or securing competitive degree apprenticeships. In 2024, over 90% of leavers secured their UCAS place of choice advancing to higher education. St. Mary's is a proven leader in nurturing academic excellence and fostering outstanding post-18 outcomes.





### Extra-Curricular and Personal Development

Our St Mary's Award evidences exceptional student participation by all pupil groups across the many opportunities we value as a Catholic Community. Students earn badges in recognition of their support of the Common Good, charity events, participation in inter-house events, alongside super-curricular and extracurricular clubs and events. The Award also recognises excellent attendance, as this is key to students achieving their full potential and maximising their feelings of belonging to our community.

Our PSHEE programme and Assemblies educate students in diversity and inclusion, mental health, relationships and sexuality, British values, keeping healthy and keeping safe.

Cultural Capital opportunities are embedded in all department schemes of learning, as are opportunities for students to read widely and often, broaden vocabulary, and strengthen oracy skills. Books and Biscuits is one of our most popular clubs and World Book Day events and author visits support students' evident enjoyment of reading.

Cultural Capital days for all students include History of Art, Women in Science, Saving the Environment, Mandarin and Calligraphy tasters, music recitals, a culturally diverse Fashion show and Shakespeare workshops.



St. Mary's students experience considerable sporting success at District and County levels. We have won the Catenian Public Speaking Competition and students enjoy success at Science and Maths Challenges, annual Rotary Competitions, Art and lots more.

There are many opportunities for students to lead, and tutors encourage participation from all pupil groups. We prepare students for their next stages through careers week, interview practice, work experience and UCAS preparation sessions. Our most able students secure places at the very best universities.





#### 4. The St Francis of Assisi Catholic Academy Trust

Formed in 2021, the St Francis of Assisi Catholic Academy Trust ("the Trust") is a family of nine schools within the Lea Valley Catholic Deanery and whilst each school retains its own distinctive ethos and mission, we are united in our endeavours to deliver a Catholic education excelling in the academic, pastoral and spiritual life, and which produces fully flourishing pupils. The Trust schools work together to deliver the very best Catholic education now, and for generations to come.

We take much inspiration from the charism of St Francis:

- To be caring towards everyone in the community.
- Being compassionate - standing up especially for the poor and oppressed.
- Acting with reverence towards all creation.
- Being peacemakers, reconcilers, and healers to all those in need.

At the heart of our mission and purpose is the belief that every child has a right to educational excellence through high quality teaching and pastoral care.

Through our support for the spiritual, moral, social, cultural and physical development of each child, we will ensure their intellectual growth, progress and achievements meet their aspirations.

We take particular inspiration from the words of St Francis: "Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible".

#### **Our Mission, Vision and Strategy**

##### Mission

*To realise the Bishop's vision and our own belief that as schools we will be stronger together.*

##### Vision

*To deliver the very best possible Catholic education now and for generations to come.*

##### Strategy

*To implement a detailed school to school, Trust-wide educational 'Trust Development Plan', alongside a business model that harnesses savings and efficiencies by working collaboratively*





## Our Values

### Community

We build supportive and encouraging communities by celebrating achievements, recognising individuality, and keeping our Chaplaincy teams at the heart of school life.



### Compassion

We show the love of Christ by working for the Common Good through supporting charities locally, within our diocese and internationally, both practically and through fundraising initiatives.



### Creation

As caretakers of God's creation, we recognise it is our responsibility to care for the world around us. We model behaviour that inspires students to take this from the classroom and into their lives.



### Peacemakers

We show the love of God by offering forgiveness, supporting each other through mentoring and anti-bullying schemes, and give opportunities to reflect prayerfully on resilience, positive mental health and wellbeing.



#### We are a caring community

- Achievement awards
- Acts of kindness & respect
- Buddy systems for students
- Celebrate diversity
- Chaplaincy team offers opportunities for prayer, reflection and mindfulness
- Class ambassadors
- Parents playing an active role in school life
- Supporting local organisations (e.g. visiting local care homes and writing to residents)

#### We are compassionate

- Curriculum & PSHE focus on the Common Good
- Fundraising for local and international charities (e.g. CAFOD, Caritas)
- Giving practical support to local food banks and homeless shelters
- Helping others & sharing what we have
- Involvement in global events (e.g. Remembrance Day, climate change)

#### We care for creation

- Caring for animals (e.g. Bug Hotels, school pets)
- Cross-curriculum focus on the environment
- Eco councils & gardening clubs
- Forest School
- Growing plants & vegetables
- Recycling, minimising waste & purchasing ethical items

#### We aim to be peacemakers

- Anti-Bullying initiatives
- Buddying schemes & mini Police/Peacemakers at break time
- Focus on forgiveness & saying sorry
- Mental health & wellbeing (e.g. Worry Boxes, counsellors, times of reflection)
- Modelling positive behaviours through buddying & mentoring
- Sacrament of Reconciliation

Applications are only accepted on the St Mary's Catholic School application form (Senior Leadership) and supplementary forms (Consent to References, Rehabilitation of Offenders, and Recruitment Monitoring) which can be found on the vacancy listing on MyNewTerm or on the Trust website [here](#).

Applicants are reminded that they should complete the forms in full and in as much detail as possible, ensuring a full chronology from school onwards.



Shortlisted candidates will be notified of shortlisting and invitation to interview at 1pm on 28<sup>th</sup> March 2025, with interviews on 1<sup>st</sup> and 2<sup>nd</sup> April 2025.

St Francis of Assisi Catholic Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will require an enhanced disclosure from the DBS.

For more information, please refer to the Policies [here](#) and in particular candidates should ensure they are familiar with:

- St Francis Child Protection Policy
- Keeping Children Safe in Education

## 5. Equality and Diversity

St Mary's Catholic School values all its stakeholders, irrespective of gender, race or disability. It aims to live according to the values of Jesus Christ – to love thy neighbour as thyself. We see all learners, and their parents and carers, as being of equal value. Our policies, procedures and activities must not discriminate and will take account of differences of life-experience, outlook and background.

## 6. Application

In accordance with the Catholic Education Service, Bishop's Memorandum on appointing staff in Catholic Schools ("the Bishop's Memorandum"), applications for this role are open to **Practising Catholics** only.

Candidates should familiarise themselves with the Bishop's Memorandum which can be accessed here: <https://www.catholiceducation.org.uk/employment-documents/bishops-memorandum>.

Please see the Deputy Headteacher Job Description and Person Specification overleaf.

Please complete the Application Form (Senior Leadership) and ancillary documents (Rehabilitation of Offenders Act 1974, Recruitment Monitoring and Consent to Obtain References forms), which are available [here](#), CVs will not be accepted. Please also enclose a letter of application outlining how your skills and experience meet the requirements of the person specification. Applications should be sent to:

Deirdre McHugh, Headteacher ([D.McHugh@stmarys.net](mailto:D.McHugh@stmarys.net))  
c/o St Mary's Catholic School  
Bishop's Stortford  
Herts  
CM23 2NQ

Or by email to Karen Yung, Trust HR Executive ([k.yung@stmarys.net](mailto:k.yung@stmarys.net))

**Application closing date: 28<sup>th</sup> March 2025 – 9:00am**

**Interview date: 1<sup>st</sup> and 2<sup>nd</sup> April 2025**



## 7. Deputy Headteacher Job Description

<b>Job Title</b>	Deputy Headteacher
<b>Salary</b>	L19 – L23 (Fringe)
<b>Hours</b>	Full-time, Permanent
<b>Responsible To</b>	Headteacher

### Introduction

Precise responsibilities will be determined in consultation with the successful post-holder, but will include areas including academic, curriculum and/or teaching and learning. The appointment of the Deputy Headteacher is with the Headteacher and 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, contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Deputy Headteacher shall consult, when appropriate, The Headteacher, the Governing Body, the Diocese, the Local Education Authority, the staff of the school, the parents of its pupils, the parishes served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the National Standards published by the Department for Education and Skills (October 2004).

The Governing Body and the Diocese acknowledge the importance of the role of the Catholic School Deputy Headteacher and will actively offer long-term support, encouragement, affirmation and realistic challenge to the successful candidate. 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 Westminster.

**The Governing Body, Headteacher and the Diocese 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 a DBS check.**

### SHAPING THE FUTURE

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

### Main tasks/actions:

- Work within the school and parish communities to articulate and promote an educational vision and values for the school which take account of the school's Catholic mission and of the values and experiences of the school and the communities it serves.



- Share this vision and the related values with all members of the school community, securing their understanding and commitment to acting upon them effectively.
- Model the vision and values in everyday work and practice.
- Translate the vision and values into agreed objectives, ensuring that the school's planning, policies and procedures promote sustained school improvement.
- Motivate and work with others to create a shared culture and a positive climate consistent with the agreed educational vision and values of the school.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.

## LEADING LEARNING AND TEACHING

In a Catholic school, the Deputy Headteacher's leadership should take Christ as his/her inspiration. His/her relationships with pupils, parents/carers, Governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

### Main tasks/actions:

- Demonstrate the principles and practice of effective teaching and learning.
- Ensure a consistent and continuous school-wide focus on pupils' achievement which reflects the agreed vision and values, using data and benchmarks to monitor progress in every child's learning.
- Guide in accessing, analysing and interpreting information to inform planning for improvement.
- Initiate and support research and debate about effective teaching and learning.
- Develop relevant strategies for improvement.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive, and effective approaches to learning and teaching in line with the schools agreed educational vision and values, which are embedded in a culture and ethos of challenge and support where all pupils understand their individual worth and can become engaged in their own learning and achieve success.
- Demonstrate and articulate high expectations, promoting individual and community aspirations by establishing challenging targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance and which reflect the schools agreed values in their response to the needs of vulnerable individuals.
- Determine, organise and implement a diverse and flexible curriculum which takes account of the needs and aspirations of all pupils.
- Implement an effective assessment framework.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under performances at all levels and ensure effective corrective action and follow-up.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff.





## DEVELOPING SELF AND WORKING WITH OTHERS

In a Catholic school, the Deputy Headteacher helps lead a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Deputy Headteacher will support the Headteacher as he leads the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

### Main tasks/actions:

- Treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the school's agreed vision and values. Manage conflict effectively, seeking positive outcomes.
- Build a collaborative learning culture within the school and actively engage with other schools, especially other Catholic institutions, to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, including clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations and aspirations for him/herself and for others, taking appropriate action when performance is unsatisfactory and giving and receiving effective feedback.
- Regularly review his/her own practice, set personal targets and take responsibility for his/her own personal development.
- Give and accept support from the Headteacher, colleagues, Governors, the Diocese and the Local Authority.
- Have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and enabling others to do likewise.

## MANAGING THE ORGANISATION

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. In particular, it should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. The Deputy Headteacher is responsible for ensuring that such principles are priorities for the school and are evident in its organisation and management.

### Main tasks/actions:

- Create an organisational structure which reflects the school's Catholic values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.



- Ensure that policies and practices take account of national and local circumstances, policies and initiatives and of Diocesan priorities.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately, managing their workload to enable achievement of the vision and goals of the school.
- The Deputy Headteacher has delegated responsibility to undertake the role, functions and decision making in the capacity of an Acting Headteacher in the Headteacher's absence.
- Implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and reflects the distinctive characteristics of Catholic education.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

### SECURING ACCOUNTABILITY

In a Catholic school, the Deputy Headteacher fulfils his/her responsibilities in accordance with the Instrument of Government. He/she supports the Governing Body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The Deputy Headteacher reports to the Headteacher, Governing Body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

#### Main tasks/actions:

- Work with the Headteacher and Governing Body, enabling it to meet statutory responsibilities by giving objective professional advice and regular accounts of the school's progress.
- Develop systematic and rigorous procedures for school self-evaluation which are appropriate for a Catholic school and enable everyone to work collaboratively, share knowledge and understanding, celebrate success, accept responsibility for outcomes and use the outcomes of evaluation to further improve the school.
- Ensure that all available data is used to identify strengths and weaknesses of the school and to inform planning for improvement.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, parents and carers.
- Participate in arrangements for a review of his/her performance, reflecting on his/her personal contribution to school achievements and taking account of feedback from others.



## STRENGTHENING COMMUNITY

In a Catholic school, the Deputy Headteacher will support the Headteacher with his responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parishes and other Catholic organisations, as well as with the wider educational system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

### Main tasks/actions:

- Ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school and co-operate and work with relevant agencies for the protection of children.
- Act as the public face and main advocate of the school, representing effectively its interests and those of the pupils.
- Enable pupils to develop an understanding of their responsibility to others and provide the means for them to respond positively to this.
- Ensure the provision of learning experiences for pupils which are linked into and integrated with the wider community, including community based learning.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite stakeholders (parents and carers, parishes/community figures, Businesses, Catholic and other organisations) into the school to enhance and enrich the school and its pupils and their value to the wider community.
- Engage in dialogue with all stakeholders to build partnership and understanding of shared values, beliefs and responsibilities, reflecting on and taking account of their views.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives, especially with other Diocesan schools.

***This job description is based on the key areas identified in the National Standards published by the Department for Education and Skills (October 2004), although the person specification and job description also relate to the newer National Standards of excellence for Headteachers, (January 2015).***

***St Mary's 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. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).***

**March 2025**



## 8. Deputy Headteacher 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 be able to demonstrate that he or she meets all of the essential criteria listed below and at least some of the desirable criteria.

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

### 1. Training and qualifications

#### Essential

- Practising Catholic. (A/L/R/I)
- Qualified Teacher Status. (A)
- Degree. (A)
- NPQH/SL or equivalent qualification (or enrolled on a programme) **or** serving Assistant/Deputy Headteacher in a maintained school. (A/L)

#### Desirable

- Professional development or training undertaken in preparation for senior leadership. (A/L/R)

### 2. Experience of teaching and Educational Leadership

#### Essential

- Minimum 3 years' current experience as an Assistant Head, working across several key stages and whole-school departments to bring about demonstrable academic and pastoral improvements. (A/L/R/I)
- Current experience of aspects of leadership across a whole-school, e.g. across a core subject, or pastorally across two or more key stages. (A/L/R/I)
- Experience as a leader in more than one school. (A)
- Experience of evaluating teachers' performance in accordance with Ofsted framework. (A/L/R/I)
- Current and demonstrable successful experience of dealing with challenging performance needing improvement, or poor conduct, with demonstrable positive outcomes. (A/L/R/I)
- First rate instincts for Safeguarding and pupil safety. (A/L/R/I)
- Other leadership and management experience: for example: (A/L/R/I).
  - Experience of successfully dealing with difficult staffing issues.
  - Experience in team leadership.
  - Experience in curriculum planning and school development, including pastoral development.
  - Experience in working with external agencies.
  - Experience of timetabling/organisational planning, monitoring and evaluation, data analysing and target setting.



#### **Desirable**

- Specific teaching experience required for post: successful mixed comprehensive and post-16 experience. (A/L/R)

### **3. Professional knowledge and understanding**

The successful candidate will be able to demonstrate skill, knowledge and understanding in the following:

#### **a) A distinctive personal vision for a school**

##### **Essential**

- Have a clear vision for an effective school. (L/I)
- Understanding of cultural educational issues, including national policies, priorities and legislation and any implications for Catholic schools. (L/I)
- Understanding of the role of the Deputy Headteacher in leading the social, moral and spiritual development of pupils. (L/I)
- Understand the central place of Religious Education as a core subject in the school's curriculum. (L/I)
- Experience and understanding of the strategies and procedures to ensure the safeguarding of children and young people. (I)

##### **Desirable**

- Experience of leading collective worship. (R/I)
- Knowledge of the role of the Governing Body in Catholic Voluntary Aided schools. (I)
- Vision for strengthening a school's links with the wider community, including parents, carers and parishes. (L/R/I)

#### **b) The process of strategic planning for school improvement**

##### **Essential**

- Understanding of the principles and practice of effective school self-evaluation, including data analysis. (L/R/I)
- Understanding of the principles and practice of effective teaching, learning and assessment. (L/R/I)
- Understanding of the strategies used to promote and sustain individual and team professional development. (L/R/I)
- Detailed knowledge and understanding of the Ofsted framework. (L/A/I)

#### **c) Resource management and planning**

##### **Essential**

- Successful experience of Pastoral **or** Curriculum management and timetabling (L/A/I/R)
- Successful experience of managing a budget. (L/A/I)
- Knowledge of recruiting and retaining staff. (L/A/I)
- Understanding of performance management process. (L/A/I)

### **4. Personal and professional qualities and attributes**





The successful candidate will be able to provide evidence of personal capacity to:

#### **Essential**

- Emotional stability and strength. (A/L/R/I)
- Emotional intelligence to always get the best out of colleagues, even in challenging situations. (A/L/R/I)
- To be able to present positively, with energy, persuasion and passion, to a range of audiences. (A/L/R/I)
- Aspiring and able to be a Headteacher in due course. (L/I)
- First rate management of time and self: excellent administration of own and others' workload; a 'can do' attitude; a willingness to work fast at all times; a deep understanding and experience of the personal challenges of senior leadership in a faith school. (A/L/R/I)
- Diplomacy, the ability to promote harmony, and excellent inter-personal skills. (A/L/R/I)
- Personal resilience, integrity, energy, stamina, good humour and the ability to work calmly and well under pressure. (I/R)
- Aware of the need for, and use of, appropriate channels of communication. (L/R/I)
- Communicate effectively with a range of audiences and in a range of media. (L/R/I)
- Convey personal enthusiasm and commitment. (L/R/I)
- Be honest. (A/L/R/I)
- Be trustworthy and caring. (L/R/I)
- Forensic attention to detail. (A/L/R/I)
- Build and maintain effective relationships. (L/R/I)
- Prioritise, plan and organise themselves and others. (L/R/I)
- Seek and take account of the views of others. (L/R/I)
- Develop effective teamwork. (L/R/I)
- The ability to promote and publicly represent St. Mary's in the best possible light on every occasion. (A/L/R/I)

### **5. Application form**

#### **Essential**

- Application form should be completed in full. (A)
- Supporting statement should be clear and concise. (L)
- Supporting statement should address the job description and criteria in the person specification. (A)

### **6. Confidential references and reports:**

#### **Essential**

- Positive recommendation from current employer or Headteacher. (R)
- A second professional reference. (R)
- DBS check (prior to appointment).

**March 2025**