



St Augustine's Catholic High School and Sixth Form Centre

Recruitment Pack for Vacancy of: Principal

Documents

- School Information
- Job Description
- Person Specification
- The Application Process

Content

Item	Page
School Information	2
OFSTED	2
Section 48	2
Our Lady of Lourdes Catholic Multi Academy	2
Staff	3
Senior Leadership Team	3
Curriculum	3
Student Support and Guidance	3
The Inclusion Agenda	4
Teaching and Learning	4
Catholic Ethos	4
Teaching School	4
The Future	4
Job Description	6
Core Purpose of the Principal	6
General Duties and Responsibilities	7
Creating the Vision	7
Leading Teaching and Learning	8
Self-Improved School System and Working with Others	9
Creating Systems and Processes to Manage the Organisation	10
Ensuring Accountability	10
Building Community	11
Safeguarding Children and Safer Recruitment	12
Person Specification	13
The Application Process	17

School Information

Our school is a Catholic School established by the Archdiocese of Birmingham in 1974 to provide an education for the children of Catholic families from the Redditch and Bromsgrove areas of Worcestershire. We presently have 923 on roll with 227 students in our sixth form. Approximately 34% of our students and 25% of our staff are Catholic whilst 66% of students and 75% of staff belong to other faith or no faith traditions; we are a Catholic school for all. We are a member of Our Lady of Lourdes Catholic Multi Academy.

As a Catholic School, we strive for personal and academic excellence for all students, have a rich prayer and liturgical life and a strong sense of community and service to others. We are very proud of our Chaplaincy Team, the pastoral care offered to students, the enrichment opportunities that we offer and our examination results. These compare very favourably with others in the Local Authority; additionally, Saint Augustine's is ranked in the top 10% nationally in examination results. We are determined to improve our standards further whilst remembering to always focus on the development of the whole person.

OFSTED

In 2017, the school achieved an Outstanding OFSTED rating in all areas of the framework which has continued to help drive improvements in teaching and learning across the curriculum.

Section 48

In 2019, the school achieved an Outstanding rating in all three categories of the Section 48 inspection from the Archdiocese of Birmingham. The report referenced that the impact of Catholic Life on our pupils by the time they leave St Augustine's is profound. Religious Education is outstanding; our teachers are authentic witnesses to a life of faith and inspire pupils in their learning. Likewise, Collective Worship is outstanding as it engages students and inspires them to take the messages that it shares into their daily lives and interactions with others.

Our Lady of Lourdes Catholic Multi-Academy

The Our Lady of Lourdes Catholic Multi-Academy Schools are dedicated to delivering the highest standards of education and pastoral care combined with extensive non-curriculum activities, so that students are safe, continually challenged and personally fulfilled. Every year a varied and culturally rich range of Educational Visits take place in order to enhance a student's Social, Moral and Cultural development and each of our schools run a varied programme of extracurricular clubs that students are encouraged to participate in as part of their own enrichment. The Multi-Academy comprises four schools:

- St Peter's Catholic First School, Bromsgrove
- Our Lady of Mount Carmel Catholic First School, Redditch

- St Bede's Catholic Middle School, Redditch
- St Augustine's Catholic High School and Sixth Form Centre, Redditch

Staff

We have an excellent balance of teachers throughout the school encompassing both youth and experience and a strong induction programme is in place to support new staff when joining the school. A small but strong unit of support staff work closely with the teaching staff to support the students and ensure the efficient day to day running of the school. We employ a small number of Progress Leaders who offer support in the classroom in particular to those with SEND.

Senior Leadership Team

We have a small cohort of staff on the Senior Leadership Team, most of whom are long-serving. They work closely together, are open to change and are committed to the future of the school. Their roles assume responsibility for:

- Raising Standards at Key Stage 4 and Key Stage 5
- Student Support and Safeguarding
- Teaching and Learning
- Catholic Life
- Supporting Staff Team Leadership

Curriculum

At St Augustine's Catholic High School, we expect our students to do their best. We also demand the same commitment from our staff. This integral partnership, and a willingness to "go the extra mile", is key to our success. Students are encouraged to explore their talents whether in the classroom, in sports, music, dance, art or drama.

At the heart of our curriculum is a strong emphasis on learning and teaching. We want our students to be involved, inspired, challenged and curious about the world around them. Our broad and balanced curriculum is a cornerstone of the school's success, and offers a mix of traditional and vocational subjects. Intervention sessions provide support for students who require extra tuition to ensure they achieve their potential.

Student Support and Guidance – the Role of the Form Tutor

At St Augustine's, the role of the Form Tutor is seen as essential to the success of the personal, social, cultural, vocational and spiritual development of all students. Form Tutors and Heads of Year work closely with Heads of Department and Subject Teachers to monitor academic performance and to ensure personal and academic excellence for all our young people. Form Tutors also help deliver certain aspects of the Statutory Entitlement Curriculum and, with their form, support the prayer and liturgical life of the school. Support is given to students and staff from the Catholic Life Lead, the RE department and the Chaplaincy Team in this work.

The Inclusion Agenda

As a Catholic School, the way we care for and value each individual student is core to our mission. It is important to us that we work to provide an inclusive education for all of our students. We are skilled in supporting children with special educational needs and likewise giving support to those students with emotional and behavioural needs. We have a large number of able students. They perform well and their progress scores are consistently high.

Teaching and Learning

Striving for excellent lessons at all times is at the heart of what we do at St Augustine's. We are totally committed to the highest quality of learning and teaching. To this end, the school invests heavily in staff development and in technology and is working hard to increase the number of outstanding lessons in our school. Student behaviour is overall very good, and we are fortunate to have committed parents and Academy Representatives supporting our endeavours. All staff are asked to claim responsibility for ensuring high standards in relation to teaching, learning and student behaviour.

Catholic Ethos

Catholic Ethos is key to the success of our school. We truly believe that each person is made in the image of God and is therefore deserving of respect. Consequently, we strive to help each student in our school to develop fully as a person, ready to take their place as a responsible citizen in the adult world. We support staff in their individual career progression through appropriate CPD and outreach experience. Both staff and students alike are supported in their own personal faith journey through prayer and days of reflection.

Teaching School

St Augustine's Teaching School (established in 2017) plays a key role working with other schools across the West Midlands, Worcestershire and Warwickshire to deliver high-quality training and support for school improvement. It is ably led by a director, who is a National Leader in Education, line-managed by the Principal, and we expect its impact to deepen and increase to a greater degree.

The Future

Our school community looks forward to welcoming a new Principal who will:

- maintain and build upon our present successes;
- bring new ideas on how we can further improve;
- sustain and develop our core Catholic ethos.

Our priorities for this academic year are related to improving standards further by:

- improving teaching and learning;
- increasing the percentage of students passing 5, grade 1 – 5, including English and Maths;
- improving results at GCSE, BTEC and A' Level;

- ensuring all that we do maintains, supports and builds at all times, the Catholic ethos of our school;
- improving the retention of students moving into the sixth form and throughout their courses.

Job Description

Indicative Salary Range: £77,612 - £89,898 (L28 – L34)
Responsible to: Academy Representatives
Responsible for: All Staff and Students within the School

1 Introduction

- 1.1** This appointment is with the Board of Directors of the Multi Academy under the terms of the Catholic Education Service contract signed with the Board of Directors as employers. The Board of Directors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
- 1.2** The appointment 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. In carrying out his/her duties the Principal shall consult, where appropriate, the Board of Directors, the Board of Academy Representatives, the Diocese, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3** This job description may be amended at any time, following consultation between the Principal and the Board of Directors and will be reviewed annually.

2 Core Purpose of the Principal

- 2.1** The core purpose of the Principal is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, the Principal must establish high quality education by effectively managing teaching and learning and using personalised learning strategies to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:
- the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
 - religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;

- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
 - all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.
- 2.2** The Principal is the leading professional in the school. Accountable to the Board of Directors and the local Academy Committee/Board, the Principal provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The Principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; 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.
- 2.3** As one of the Principals in a multi academy, the Principal will support the board of directors in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.
- 2.4** The Principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, Principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.
- 2.5** Drawing on the support provided by members of the school community, the Principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3 General Duties and Responsibilities

- 3.1** To carry out the duties of a headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

4 Creating the Vision

- 4.1** 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.
- 4.2** The Principal, working with the board of directors the local academy committee 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, moral purpose and be inclusive of

stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the board of directors, the local academy committee and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Teaching and Learning

- 5.1** In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 5.2** Principals have a central responsibility for raising the quality of teaching and learning and for pupils' 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.

Actions

- Ensure a consistent and continuous, school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high-quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social, vocational and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.

- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development, and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

6 The Self-Improving School System and Working with Others

- 6.1** In a Catholic school the role of Principal is one of leadership of a learning community rooted in faith. The Principal's leadership should take Christ as its inspiration. The Principal's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2** The Principal must manage themselves and their relationships well. Being a Principal is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the Principal should support all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Principals should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring the 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 for self and for others and take appropriate action when performance is unsatisfactory.

- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

7 Creating Systems and Processes to Manage the Organisation

- 7.1** In a 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.
- 7.2** The Principal needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The Principal should also seek to build a successful organisation through effective collaboration with others.

Actions

- Create an organisational structure which reflects the school's 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, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- 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 and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- 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.

8 Ensuring Accountability

- 8.1** In a Catholic school the Principal fulfils his/her responsibilities in accordance with the mission of the school. The Principal supports the board of directors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.
- 8.2** With Gospel values at the heart of his/her leadership, the Principal has a responsibility to the whole school community. In carrying out this responsibility, the Principal is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The Principal is legally and contractually accountable to the board of directors for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the board of directors.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the board of directors and the local academy committee (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors/Academy Representatives, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

9 Building Community

9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

9.2 The Principal needs to commit to engage with the internal and external school community to secure equity and entitlement. The Principal should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Principal should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The Principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

Actions

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.

- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

10 Safeguarding Children & Safer Recruitment

- 10.1** This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

The Principal should ensure that:

- The policies and procedures adopted by the board of directors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

Person Specification

	Category	Essential	Desirable
1	Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic. • Secure in understanding of the distinctive nature of the Catholic school and Catholic education. • Understanding of the leadership role in spiritual development of students and staff. • Understanding of the school's role in the parish, the Diocese and wider community. • Understanding of how to promote community cohesion and SMSVC. 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community. • Experience in leading acts of worship in Catholic schools.
2	Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • First degree. 	<ul style="list-style-type: none"> • Post graduate level qualification. • Catholic Certificate of Religious Studies or equivalent. • NPQH award if first headship.
3	Experience	<ul style="list-style-type: none"> • Extensive experience in a leadership role in the secondary sector. • Successful experience of leading one or more whole school areas. • Experience as an effective Head of School, Deputy or Assistant Principal. • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16. • Substantial, successful teaching experiences. 	<ul style="list-style-type: none"> • Recent experiences in a Catholic multi academy, academy or voluntary aided school. • Experience of teaching in more than one school. • Curriculum leadership in one or more core subjects.
4	Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning. 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education. • Experience of working with other schools, organisations and agencies. • Experience of leading/co-ordinating professional development opportunities.

			<ul style="list-style-type: none"> • Ability to identify own learning needs and to support others in identifying their learning needs.
5	Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school. • To work effectively and cooperatively with other schools within a Multi Academy • Evidence of having successfully translated vision into reality at whole school level. • Ability to inspire and motivate staff, students, parents, Academy Representatives and Directors to achieve the aims of Catholic education. • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement. • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these and modify/revise actions to increase impact accordingly • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students. • Understanding of and commitment to promoting and safeguarding the welfare of students. 	<ul style="list-style-type: none"> • Knowledge of the role of the Academy Representatives and Directors in a Catholic Multi Academy school. • Evidence of effective work with other schools, organisations and agencies.
6	Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students. • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education. • Understanding of successful teaching and learning in religious education across the key stages.

		<ul style="list-style-type: none"> • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. • Secure knowledge of statutory requirements relating to the curriculum and assessment • Experience of effective monitoring and evaluation of teaching and learning. 	
7	Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams. • Ability to delegate work appropriately and support colleagues in undertaking responsibilities. • Experience of performance management and supporting the continuing professional development of colleagues. • Managing budgets and deploying resources effectively. 	<ul style="list-style-type: none"> • Experience of working with Academy Representatives or governors. to enable them to fulfil whole school responsibilities. • Successful involvement in staff recruitment, appointment and induction, understanding the needs of a Catholic school. • Understanding of how financial and resource management enable a school to achieve its educational priorities.
8	Accountability	<ul style="list-style-type: none"> • Ability to provide clear and accurate information and advice to Academy Representatives and staff. • Experience of effective strategic financial management to achieve educational priorities. • Establishing the highest standards of business management and ensuring the efficient use of resources. • Ability to address performance management issues effectively. • Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, students, parents, Academy Representatives, parishioners and clergy. • Experience of effective whole school self-evaluation and improvement strategies. 	<ul style="list-style-type: none"> • Experience of presenting reports to Academy Representatives or governors. • Understanding the criteria for the evaluation of a Catholic school. • Leading sessions to inform parents.
9	Skills, Qualities and Abilities	<ul style="list-style-type: none"> • Inspirational teaching and leadership skills. • Strong commitment to the mission of a Catholic education. 	<ul style="list-style-type: none"> • Evidence of sharing/inspiring with own good practice.

		<ul style="list-style-type: none"> • Commitment to their own spiritual formation and that of students. • High expectations of learning, attainment and personal development for all students. • Ability to remain positive and enthusiastic when working under pressure. • Ability to organise work, prioritise tasks, make decisions and manage time effectively. • Engender a good work-life balance for all staff within the school. • Stamina and resilience. 	
10	References	<ul style="list-style-type: none"> • Positive and supportive faith reference from the parish priest where the applicant regularly worships. • Positive recommendation in professional references. • Good health and attendance record. 	<ul style="list-style-type: none"> • Faith reference without reservation. • Professional reference without reservation.

The Application Process

1	Electronic applications to be submitted to the Clerk of the Academy Representatives: egginsa@saintsa.co.uk
2	Applications to be received no later than 18 th April 2019.
3	Should you wish to have a tour of the school, please contact the Clerk, Anne Eggins by Monday 8 th April 2019 to arrange a tour before Thursday 11 th April. School closes at 12.30 on Friday 12 th April and so there will be no tours on the final day of the term. Tours will be conducted by Year 12 students.
4	Should you have any questions, please contact the Clerk.
5	Should you wish to have a hard copy of the application form and supporting documentation, please contact the Clerk.
6	Shortlisting of the applications will occur week commencing 29 th April.
7	Interviews will be conducted week commencing, 6 th May 2019.
8	The location of the interviews will be confirmed nearer the time. At the end of Day 1, it is anticipated that the applicants will be shortlisted further and a number will fall away.