

ST MARY'S

CATHOLIC PRIMARY SCHOOL

Cobden Road, Worthing BN11 4BD



BOSCO

CATHOLIC EDUCATION TRUST

**HEADTEACHER
RECRUITMENT PACK**

*"Inspiring All to
Achieve"*



LETTER FROM CHAIR OF GOVERNORS

On behalf of our Governing Board, staff and pupils, I would like to thank you for your interest in the post of Headteacher at St Mary's Catholic Primary School.

Our school is at a significant and very exciting stage in its development as, from 1st April 2017, we shall become a member of the newly-formed Bosco Catholic Education Trust, within the Diocese of Arundel & Brighton. We are seeking to appoint a practising Catholic, someone who possesses clear understanding of and commitment to the distinctive nature of Catholic education and who will uphold and build upon our school's Catholic ethos and values. As an effective communicator and team builder, the successful candidate will be totally positive at all times in upholding the highest possible moral and academic standards. Thus we are looking for a talented and inspirational leader, who is keen to work with our dedicated and professional staff, enthusiastic children and supportive parents in enabling our pupils to reach their full potential. We are therefore searching for a Headteacher with the vision to recognize what 'outstanding' means in its truest sense and who has the ability and strength of conviction to achieve this at St Mary's.

We believe that the post of Headteacher at our school presents a wonderful challenge to the successful candidate. In return, we can offer considerable professional development opportunities within the Bosco Catholic Education Trust and Inspire Teaching School Alliance. In working closely with other local Catholic schools, support will always be there when needed.

If you are applying for your first headship, you may be looking for assistance with the newer aspects of leadership, e.g. budget planning; governance; recruitment; and legislation. Through the Bosco Catholic Education Trust we shall have the leadership capacity to help you in these areas, allowing you to focus on some of the most important aspects of your role, namely direction of learning and professional development.

If you are applying for your second or subsequent headship, this post offers the autonomy and opportunity to apply all that you have learned to date, within the context of our very special school community which will grow and flourish under your leadership. You will receive unparalleled support in this opportunity for you to make a very real and meaningful difference to the life-chances of children in our care.

We look forward to receiving your application and to learning what you would be able to offer our school community. In the meantime, please do come and visit us. We would welcome showing you our special school community. To arrange a visit please contact the school on 01903 234115. We look forward very much to hearing from you.

Yours faithfully

Margaret A Dargen-Murphy (Miss)
Chair

MISSION STATEMENT

Our School Motto:

Inspiring All to Achieve

Our Mission Statement:

The family of St Mary's Catholic Primary School believes that each person is unique and made in the image and likeness of God as expressed through Jesus Christ in the Gospels.

We believe that our mission is to recognise, nurture and develop the God given gifts and talents of each individual.

WHAT OUR PUPILS ASK FOR IN A NEW HEADTEACHER



- Be firm but fair
- Be kind
- Work hard and believe in us
- Help us be the best we can be
- Set us high standards
- Keep us safe
- Encourage us
- Be loving and truthful

OUR COMMUNITY

St Mary's Catholic Primary was founded by and is part of the Catholic Church, within the Diocese of Arundel & Brighton, serving the Parishes of St Mary of the Angels and St Charles Borromeo. The school is committed to providing every child, whether Catholic or of any other or no religion, with an outstanding education based on our shared Gospel values.

St Mary's has close links with St Mary of the Angels Parish Church, the Parish Priest of which closely liaises with the school, holding Mass, Reconciliation for Key Stage 2 pupils, and supporting all areas of Catholicity within the school. Parish maps can be accessed at <http://www.dabnet.org/Parishes/>.

There is a before- and after-school childcare service for children from both St Mary's Catholic Primary School and Heene CofE (Aided) Primary School, which is run by the St Mary's Childcare Club in the St Mary's school dining room. Holiday activities are also provided by the St Mary's Childcare Club. In addition, P.L.A.Y. provides after-school clubs, P.E. support during the school day and occasional holiday clubs.

Offering the best of coast, town and countryside, Worthing is situated between the south coast and the Sussex Downs and between Brighton (10 miles to the east) and Chichester (18 miles to the west). London, Portsmouth and Southampton are also easily accessed either by road or

public transport. Worthing has a population of around 104,000, with a rich diversity of communities which is reflected in our school roll.

Please access our most recent results, Ofsted and Section 48 Inspections and other information on our website – <http://www.stmarysworthing.org.uk>.

Our Children

With a PAN of 45, St Mary's currently has 278 pupils on roll who come mainly from the Central Worthing, Goring and West Worthing areas. Approximately 10% of pupils are eligible for free school meals and 20% for pupil premium; 68% have English as an additional language; and 15% have Special Educational Needs. Our children benefit from a range of enrichment activities including sports, arts and music, and every effort is made to provide a diverse curriculum with stimuli to promote engagement. We have high expectations for all our pupils and have good links with local Primary and Secondary schools, including our Deanery colleagues. Behaviour standards at the school are excellent and we are very proud of how well the children represent the school.



Our Staff

We are a one and a half form entry school and have a team of professional and dedicated staff. They really are our number one asset and we are committed to investing in their professional development to enable them to flourish in all that they do. The Catholic ethos of our school is central to all that we do, including developing and maintaining a nurturing and inclusive culture where all are encouraged to fulfil their God-given potential.

Our team comprises:

- Senior Leadership Team (currently 1 Head of School and 1 Assistant Head)
- 16 teaching staff (some of whom are part-time)
- 3 HLTAs
- 4 Learning Mentors
- 11 Learning Assistants
- 4 Support Staff (Bursar; Administrator; Receptionist; Premises Officer)



BOSCO CATHOLIC EDUCATION TRUST

St John Bosco founded the Salesian Order in the 19th Century. He had a profound and compelling vision for education, reaching out to some of the most vulnerable, disaffected and uncared for children in Turin and surrounding areas. He provided them with faith, hope and love; giving them opportunities and a future that no one else had afforded them. Don Bosco spoke about the need for children to be 'known and loved'. The deanery schools chose Don Bosco as the patron of the multi-academy trust as it was felt he encapsulated all that we cherish in Catholic education, providing us with a model of leadership and education which would sustain and nourish us on the exciting journey ahead.

The Bosco Catholic Education Trust (BCET) will open in April 2017 with St Mary's and St Philip Howard Catholic School (SPH), Barnham. SPH is a Catholic secondary school rated Outstanding by Ofsted, a National Support School, and has a proven track record of raising achievement through school to school partnerships. Its Headteacher, Dave Carter, is a National Leader of Education and over the last two terms has been Executive Headteacher at St Mary's.

As in other areas of the Diocese of Arundel & Brighton, deanery Catholic schools are working collaboratively, cross-phase, to develop an exciting vision for Catholic Education which is fit for the future. Within the Worthing and Cathedral Deaneries, there are 10 schools; 8 primary and 2 secondary. Over time it is anticipated that other schools within the two deaneries will join BCET, to help develop Catholic Education across the South Coast.

As a founding school within BCET, St Mary's is well placed to shape and contribute to the development and success of the multi-academy trust and we are looking forward to working collaboratively with our colleagues across all Catholic schools in the area.

HOW TO APPLY

Please submit your application using the CES application form, with a supporting letter of no more than two sides of A4 when typed. This should outline your experience to date as well as your vision, expectations and aspirations for St Mary's.

Please return your completed application form and supporting letter by Monday 3rd April 2017 to Mrs A K Shelton, Clerk, St Mary's Catholic Primary School, Cobden Road, Worthing. BN11 4BD or via email to head@stmarysworthing.org.uk

Closing date for applications: Monday 3rd April 2017
Interview dates: Tuesday 25th and Wednesday 26th April 2017
Pay scale: L15 – 22 (negotiable and commensurate with experience)



DIOCESE OF ARUNDEL AND BRIGHTON

Job Description – Headteacher

Main purpose of the job:

The Headteacher is an employee of the Bosco Catholic Education Trust and is required:

- to provide professional Catholic leadership, vision and strategic direction for the school in order to maintain and develop the conditions which enable pupils and teachers to achieve effective learning, so that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy;
- to carry out his/her professional duties in accordance with the school's Trust Deed, the Instrument of Government of the school, Canon Law and the teachings of the Catholic Church and with the terms and conditions of the current School Teachers' Pay and Conditions Document;
- to be responsible for the leadership, internal organisation, management and control of the school and consult appropriately in so doing;
- to promote and safeguard the welfare of children and young persons for whom the school and governing body is responsible and those with whom they come into contact.

Key Accountabilities:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

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

Systems and processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Accountable for:

Leadership of all teaching and support staff, with specific performance management responsibility for members of the senior leadership team.

Accountable to:

The Local Governing Body, Diocese and Bosco CET Board.



DIOCESE OF ARUNDEL AND BRIGHTON

Person Specification			
	Criteria	Essential	Desirable
Attainment and Experience			
a	Qualified Teacher Status	E	
b	Good honours degree	E	
c	National Professional Qualification for Headteachers (NPQH)		D
d	Appropriate professional development and updating related to school leadership, curriculum, and teaching and learning	E	
e	Appropriate experience of the phase and age range		D
f	Evidence of continuing professional development relating to Catholic ethos, mission and religious education, e.g. CCRS		D
g	Senior management experience in a Catholic school or is able to demonstrate sound understanding of the aims, organisation, leadership and governance of a Catholic school	E	
Faith Commitment			
h	Is a practising and committed Catholic, involved in the life of the Church at parish, diocesan and / or national levels	E	
i	Has a secure understanding of the distinctive nature of the Catholic school and Catholic education	E	
j	Has an understanding of the leadership role in the spiritual development of pupils and staff	E	
k	Understands the role of the governing body in a Catholic school in preserving and promoting the school's Catholic character		D
l	Has an understanding of the school's role in the parish and wider community and its contribution to community cohesion	E	
m	Evidence of participation in the faith life of the community	E	
n	Experience in leading acts of worship in a Catholic school		D
Domain One : Excellent Headteachers: qualities and knowledge			
1.1	Hold and articulate a model vision for the school, clear values and moral purpose both within and beyond the school	E	
1.2	Demonstrate optimistic personal behaviours, positive relationships and attitudes towards pupils, staff, parents, governors and the local community	E	

1.3	Demonstrate from previous experience a capacity to communicate with, support and challenge a wide range of people associated with the school	E	
1.4	Lead change by example with integrity, create and innovate so that others carry the vision forward	E	
1.5	Plan and manage projects for implementing change		D
1.6	Understand and discuss local, national and global trends in education and school systems		D
1.7	Work with political and financial astuteness within a clear set of principles centred on the schools vision		D
1.8	Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	E	
1.9	Understand and practice educational inclusion so that all have the opportunity to be the best they can be	E	
1.10	Think creatively to anticipate and solve problems	E	
Domain Two: Excellent Headteachers: pupils and staff			
2.1	Demand and achieve ambitious standards for all pupils, set challenging goals and targets	E	
2.2	Promote a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E	
2.3	Secure excellent teaching through an analytical understanding of how pupils learn with appropriate models and principles of effective learning and assessment informed by research	E	
2.4	Secure excellent teaching through understanding how curriculum design leads to rich curriculum opportunities and pupils' well-being		D
2.5	Create policies, through informed decision-making, consultation and review		D
2.6	Promote a culture of 'openness' as a basis for sharing good practice within and beyond the school informed by research and robust data analysis	E	
2.7	Promote an ethos where all staff are motivated and supported to develop their own skills, subject knowledge and continuing professional development (CPD)	E	
2.8	Promote individual and team development and sustain a learning community that impacts on school improvement	E	
2.9	Use succession planning to identify emerging talents, coach current and aspiring leaders to achieve excellence in standards		D
2.10	Manage and hold all staff to account for their professional conduct and practice	E	
2.11	Implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning	E	
2.12	Ensure choice and flexibility in learning to meet the personalised learning needs of every child	E	

Domain Three: Excellent Headteachers: systems and processes			
3.1	Understand and abide by legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation, including governance, to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity	E	
3.2	Abide by public services policy and accountability frameworks, including self-evaluation and multi-agency working, to ensure they are fit for purpose and uphold the principles of transparency, integrity and probity	E	
3.3	Provide a safe, calm and well-ordered environment for all pupils and staff focused on safeguarding pupils in school and in developing exemplary behaviour in school and in wider society	E	
3.4	Establish a rigorous, transparent and fair process using a range of evidence, including performance data to improve aspects of school life, manage the performance of staff including challenging and addressing poor performance and to support staff to improve		D
3.5	Apply good practice in performance management	E	
3.6	Apply principles and practice of quality assurance systems, including school review, self-evaluation, performance management and stakeholder and community involvement.		D
3.7	Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	E	
3.8	Develop and support the governing body to be effective and offer strong governance		D
3.9	Work with the governing body to set school strategy and enable them to hold the Headteacher to account for pupil, staff and financial performance		D
3.10	Carry out strategic curriculum-led financial planning and budgetary management to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievement and the school's sustainability		D
3.11	Apply principles and practice of distributive leadership & accountability throughout the organisation, enabling teams and individual colleagues to hold each other to account for their decisions and actions		D
3.12	Delegate management tasks and monitor their implementation		D
3.13	Accept support from others including colleagues, governors and the Bosco CET board.		D
Domain Four: Excellent Headteachers: the self-improving school system			
4.1	Create an outward facing school which works collaboratively with other schools and organisations to secure excellent achievements for all pupils and to promote best practice		D

4.2	Develop and sustain effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils		D
4.3	Use informed research to challenge educational orthodoxies within a self-regulating and self-improving school system		D
4.4	Manage the future quality of the teaching profession through offering high quality and sustained professional development for all staff	E	
4.5	Model entrepreneurial and innovative approaches to school improvement, leadership and governance in line with internal and external accountability processes		D
4.6	Inspire, influence and utilise others within the school and the wider community beyond school to promote the value and importance of education		D
4.7	Utilise rich and diverse resources within local communities – e.g. home, human, physical, business, other schools, other agencies		D
Domain Five: Safeguarding Children: Safer Recruitment and Selection			
5	<p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • motivation to work with children and young people • ability to form and maintain appropriate relationships and personal boundaries with children and young people • emotional resilience in working with challenging behaviours; and • attitudes to use of authority and maintaining discipline. 	E	