

## **Headteacher – Job Advert**

### St Jerome's Catholic Primary School

**School Address:**

Greenloons Drive  
Formby  
Liverpool  
L37 2LX

**Start Date:** 1<sup>st</sup> September, 2024

**Contract Type:** Permanent

**Group of school:** 2

**Number on roll:** 196

**Salary Information:** L15-21

#### **A little bit about our fabulous school**

Are you ready to lead a dynamic, inclusive, and exciting journey in education? St. Jerome's RC Primary School is on the lookout for an extraordinary Headteacher to guide our diverse parish community with passion and innovation.

At St Jerome's we believe in creating an environment where learning is an adventure" Our school is a melting pot of creativity, curiosity, and collaboration. We're not just a school; we're a vibrant parish community that celebrates individuality and fosters a love for lifelong learning.

We're seeking a headteacher who is more than just an administrator. If you're ready to bring energy, creativity and a vision for education that goes beyond the ordinary we want to hear from you! Applications are invited from practising and committed Catholic deputy head or head teachers for the post of Headteacher at St. Jerome's Catholic Primary school.

### The children's requirements

- Innovative leadership: Inspire our school community & parish with fresh ideas and a commitment to excellence
- Educational Trailblazer: Foster a love for learning through creative teaching methods, ensuring every child thrives academically
- Parish & Community builder: Strengthen connections between students, parents and staff, creating an atmosphere of collaboration and support
- Spiritual & Joyful Learning: Infuse joy into every lesson and celebration, making St. Jerome's a place where smiles and laughter are as abundant as knowledge

### The adult requirements

- Proven experience as an effective leader with an education setting
- A vision for creating an inclusive and supportive learning environment
- Excellent communication skills to inspire and engage our diverse parish & community
- Passion for fostering creativity and curiosity in young minds

### What we offer:

- A school culture that values creativity and collaboration
- An opportunity to make lasting impact on the lives of young learners
- Supportive staff and an engaged parent community

Contact Information: <https://www.liverpoolcatholic.org.uk/careers>

How to apply: Contact the school directly on 01704 833 211

### Key dates:

Closing date: Friday 22<sup>nd</sup> March

Shortlisting: Tuesday 27<sup>th</sup> March

Interviews: Monday 15<sup>th</sup> & Tuesday 16<sup>th</sup> April

# Headteacher Job Description – Liverpool Archdiocese.



## Headteacher Job Description Catholic Voluntary Aided Schools St Jerome's RC School

### Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

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

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers (2020). These standards are in turn built upon the Teaching Standards (2012) which apply to all teachers, including headteachers.

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

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

### A. The Core Purpose of the Headteacher

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

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

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

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

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

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

## **B. The Four Domains of Headship**

### **1. Qualities and Knowledge**

The strategic direction and development of the school stem from the educational mission of the Church. The 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 area of this work.

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

*The headteacher will:*

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.

5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## **2. Pupils and Staff**

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

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

*In accordance with the school's Catholic ethos, the headteacher will:*

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

### 3. Systems and Process

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

The headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

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

*In accordance with the school's Catholic ethos, the headteacher will:*

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in 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 Board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### 4. The Self-improving School System

In a Catholic school the headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

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

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

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

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

# Person Specification/Selection Criteria for a HT at a Roman Catholic School – Liverpool Diocese



## St Jerome's Catholic Primary School Person Specification/Selection Criteria for the post of Headteacher

This document is offered to governing bodies as a tool to assist in the process of identifying the qualifications, skills experience and personal qualities required of the successful candidate for the post. It is not prescriptive except where indicated.

Selection criteria will be assessed throughout the process, including reports received after the offer of appointment is made.

***The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teaching of the Catholic Church and the diocesan Trust Deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects.***

### [A.1] Faith Commitment

	Essential	Desirable
Practising Catholic	E	
Involvement in a parish community		D

### [A.2] To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School

	Essential	Desirable
Leading worship	E	
Ways of developing religious education and worship	E	
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E	
How relationships should be fostered and developed between the school, parish, its community and the diocese.	E	

### [B] Qualifications

	Essential	Desirable
Qualified teacher status	E	
Degree or equivalent	E	
Has completed the Catholic Certificate in Religious Studies (CCRS) or the Catholic Teachers' Certificated (CTC) or has a commitment to do so.	E	

### [C] Professional Development

	Essential	Desirable
Has successfully undertaken child protection training	E	



Evidence of recent leadership and management professional development	E	
Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead.		D
Has successfully undertaken the Secretary of State's (NCTL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so before taking up post.	E	

#### **[D] School leadership and management experience**

	Essential	Desirable
Recent successful leadership as a headteacher.		D
Recent successful leadership as a deputy Headteacher or assistant Headteacher.	E	
To have taken an active involvement in school self-evaluation and development planning	E	
To have an awareness of the financial management of a primary school.	E	
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement	E	
To have had responsibility for policy development and implementation	E	
To have had experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)	E	
To understand how to work effectively with a governing Board	E	

#### **[E] Experience and knowledge of teaching**

	Essential	Desirable
Experience of teaching in more than one school		D
Experience of teaching in a Catholic school	E	
Significant teaching experience within the primary phase(s)	E	
Experience of providing professional challenge and support to others through the performance management process	E	
A current knowledge and understanding of all key stages represented in the school.	E	
To have experience of advising a governing Board or one of its committees.	E	
To be able to use data, assessment and target setting effectively to raise standards/address weaknesses	E	
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E	

#### **[F] Professional Attributes**

	Essential	Desirable
To be able to demonstrate an understanding of the needs of pupils at this school and how these could be met	E	
To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	
IT skills including a good working knowledge of Word, Excel, Outlook and other commonly used programmes.	E	
Excellent written and oral communication skills (which will be assessed at all stages of the process)	E	
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E	
Show a good commitment to sustained attendance at work	E	

#### **[G] Professional Skills based on the National Standards for Headteachers**

The Headteacher is expected to have a good knowledge of the National Standards of Excellence for Headteachers (2015) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Qualities and Knowledge
- Pupils and Staff
- Systems and Processes
- The Self-Improving School System

The supporting statement for this application should detail the applicants current knowledge of the four domains listed above. There is no expectation that a prospective headteacher will have fully attained all these standards.

### **[H] Personal Qualities**

All the following are essential for the post and will be assessed throughout the process.

#### **The headteacher will be able to:**

- Promote the school's strong educational philosophy and values.
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
- Communicate clearly and effectively both orally and in writing in English.
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
- Build and maintain quality relationships through effective interpersonal skills and communication
- Demonstrate personal and professional integrity including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise work
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of his or her own personal strengths and areas for development as well as those of others;
- Listen to, reflect on and respond to the views of others.
- Demonstrate a thorough understanding of safeguarding in schools.

### **[I] Confidential References and Reports**

Positive and supportive references are required from

1. The Catholic priest where the applicant normally worships confirming the applicant is a practising Catholic;
2. The applicant's present school or current employer;
3. Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible.

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

Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.

## **[J] Application Form and Supporting Statement**

The CESEW application form must be fully completed and legible. The supporting statement should **not exceed 1,300** words and should be clear, concise and related to the post and setting applied for, paying attention to Section G above.

Updated May 2019