

Job title: Head of School: St. Michael's Catholic School (High Wycombe)

Salary: Leadership Pay Scale L27-32

Reporting to: Executive Headteacher

Key responsibilities

The professional duties of the Head of School are contained in the School Teachers' Pay and Conditions Document and the further professional standards headship are contained in the DfES National Standards for Executive Headteachers.

Catholic purpose and identity of the school

Key responsibility:

The Head of School must understand the nature and purpose of Catholic education and know their first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. With the support of the Executive Headteacher, the Head of School must ensure that this Catholic identity is reflected in every aspect of the life of the school every day. In the curriculum, the day-to-day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, diocese, local community, other schools, the Local Authority and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities. This is always exercised reflecting the diocesan policy and strategy for Catholic education as trustee of the school and in accordance with Canon Law.

Leadership in Catholic education

Key responsibility:

The Head of School must support the Executive Headteacher 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 Head of School must establish high quality education by effectively managing teaching and learning.

Working with the Executive Headteacher, the Head of School must establish a culture that promotes excellence, equality, and high expectations of all pupils.

Shaping the future

Key responsibility:

To work with the Local Academy Committee to create a shared vision which expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs.

The Head of School is expected to draw on the person, life and teachings of Jesus Christ to support the Executive Headteacher 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 beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils. The following strategic areas are key within the Head of School's responsibilities:

- a) RE programme & RE: Lead processes to develop, implement, and monitor the quality of religious education in line with the expectations set out in the RE Directory.
- b) To promote the vision for the school, ensuring it is acted upon effectively by all.
- c) To lead by example, providing inspiration and motivation for pupils, staff, and parents, demonstrating the vision and values in everyday work and practice to create a shared culture and positive climate.
- d) Support the Executive Headteacher to translate the vision into agreed objectives and operational plans which will promote and help sustain school improvement.

- e) Support the Executive Headteacher to create and implement a strategic plan, underpinned by sound financial planning, which aims for school improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress.

Leading learning and teaching

Key responsibility:

To raise the quality of teaching and learning to ensure achievement for pupils.

In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Head of School, supported by the Executive Headteacher, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

With the support of the Executive Headteacher, the Head of School takes a lead role to:

- Create and maintain an environment which promotes and secures creative, responsible, and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.
- Determine, organise, and provide equal access to a diverse, flexible, and relevant curriculum which values and challenges all children, including those with Special Educational Needs, Pupil Premium and English as an additional language, and to ensure that appropriate provision is made for the more able pupils.
- Establish and maintain effective systems of planning, assessment for learning, recording, and reporting, using data and benchmarks to monitor progress in every child's learning.
- Monitor and evaluate - curricular provision, classroom practice, achievement of all pupils, the setting of challenging, realistic targets for improvement.
- To manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.

Developing self and working with others

Key responsibility:

To establish effective relationships and communications, building a professional learning community that enables others to achieve. In a Catholic school the role of Head of School is one of leadership of a learning community rooted in faith. The Head of School's leadership should take Christ as its inspiration. The Head of School's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. Heads of School must manage themselves and their relationships well, supporting the Executive Headteacher to build a professional learning community, which enables others to achieve their potential as children of God. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Heads of School should be committed to their own professional development.

Supported by the Executive Headteacher where required, the Head of School will:

- Give a clear lead to all staff in the development and continuing formation of the school's Catholic identity.
- Support and advise staff both in the deepening of their Christian awareness and in all areas of their work and professional development.
- To create a positive and collaborative learning culture within the school by treating people fairly, equitably and with dignity and respect.
- To support the Executive Headteacher to plan, allocate, support and evaluate work undertaken by

groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.

- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Maintain and develop a senior management team and wider management structure and culture which enables effective communication, involvement, and development.
- Regularly review own practice, set personal targets, and take responsibility for own personal development.
- Manage your own workload and that of others to allow for an appropriate work/life balance.
- To implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.
- To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high-quality induction and continuing professional opportunities in the context of the school's agreed improvement priorities.

Managing the organisation

Key responsibility:

To provide effective organisation and management of the school to maintain an efficient, effective, and safe learning environment.

- Ensure spiritual and moral development of individuals is given clear focus and is promoted through the prayer life and liturgy of the school.
- To produce clear, evidence-based improvement plans for the development of the school and its facilities.
- To promote an attractive environment which stimulates learning and enhances the appearance of the school.
- To use and integrate a range of technologies effectively and efficiently to manage the school.

Securing accountability

Key responsibility:

The Head of School is responsible for ensuring that pupils enjoy and benefit from high quality education, promoting collective responsibility within the whole school community.

- Ensure that LAC governors are welcomed into the school and invited to share in its Catholic life.
- Promote and develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes.
- Support the Executive Headteacher to ensure staff accountabilities are clearly defined, understood, and agreed and are subject to regular review and evaluation.
- Support the Executive Headteacher to present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, trust directors, the local community, OFSTED and others, to enable them to play their part effectively.
- To reflect on personal contribution to school achievement and take account of feedback from others.
- To ensure that parents and pupils are well informed about the curriculum, the attainment and progress of pupils, can understand realistic and challenging targets for improvements and contribute to achieving them.

Strengthening community

Key responsibility:

To work collaboratively at both strategic and operational levels with all connected with the school community for the well-being of all children.

In respect of each of the points below, the Head of School is supported to achieve success by the Executive Headteacher:

- Recognise that the school is part of the Church locally and seek to promote the partnership between contributory parishes, home and school, ensuring an active and vibrant presence within the parish

community.

- To promote and support the positive benefits of living within a culturally and ethnically diverse society, building a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- To create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment.
- To ensure that learning experiences for pupils are linked into opportunities provided in the wider community.
- To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, and work with the relevant agencies to protect children.
- To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.
- To seek opportunities to invite parents and carers, community figures, businesses, and other organisations into school to enhance and enrich the school and its value to the wider community.
- To contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools and promoting innovative initiatives.

Relationship with the other schools and agencies

The Head of School has a significant contribution in the delivery of high-quality Catholic education across the Diocese. To achieve this the Head of School will be a part of the network of Catholic Head Teachers who meet regularly throughout the year. The Head of School is required to work in partnership with the Northampton Education Service, other schools in their pastoral area, the Local Authority/Trust where appropriate and other relevant organisations.

| | Essential | Desirable | Evidence |
|--|-----------|-----------|----------|
| 1. TRAINING AND QUALIFICATIONS | | | |
| Qualified Teacher Status | √ | | AF |
| Degree | √ | | AF |
| Master's degree (or equivalent) | | √ | AF |
| National Professional Qualification for Headship (NPQH) | | √ | AF |
| Recent participation in range of relevant in-service training | √ | | AF |
| 2. FAITH COMMITMENT | | | |
| Practising Catholic | √ | | AF |
| Evidence of participation in life of faith community | √ | | AF |
| Evidence of an educational philosophy informed by a Catholic faith and ideals whilst encompassing inclusion and respect for other faiths and beliefs. | √ | | AF |
| 3. EXPERIENCE | | | |
| Substantial and significant leadership experience across key stages | √ | | AF/I |
| Proven evidence of being a highly effective teacher and practitioner | √ | | AF/I |
| Previously held senior level post at least Deputy Head | √ | | AF/I |
| Evidence of strategic planning, managing change and identify areas for improvement | √ | | AF/I |
| Evidence of successful partnership working with families, parents and carers | √ | | AF/I |
| Experience of using data and feedback for developing school improvement initiatives | √ | | AF/I |
| Evidence of working with others to monitor the quality of provision and planning for improvement | √ | | AF/I |
| 4. SKILLS AND KNOWLEDGE | | | |
| Excellent skills and knowledge to be able to communicate effectively and with impact with pupils, parents and other stakeholders | √ | | I |
| Excellent understanding of what constitutes highly effective teaching to maximise learning outcomes across all Key Stages | √ | | I |
| Evidence of Christian leadership and management style | √ | | I |
| Evidence and ability to motivate, inspire and create a vision for both the school and in collaboration with the Trust | √ | | I |
| Understanding of approaches to curriculum development and the national curriculum requirements | √ | | I |
| Ability to plan, monitor, evaluate and review impact of provision including effective self-evaluation | √ | | I |
| Ability to develop relationships and effective partnerships within the Trust, other schools, parishes and the local community | √ | | I |
| Ability to manage financial, human and material resources liaising closely with Trust central team harnessing their professional expertise | √ | | I |
| Ability to recognise the value of effective teamwork within a school/Trust environment appreciating the contribution of all staff whether teaching or non-teaching | √ | | I |
| Ability to liaise and work within a Multi Academy Trust, other schools | √ | | I |
| Competent in the use of Information Technology including Microsoft, databases and virtual platforms for teaching delivery | √ | | I |
| High awareness and understanding of changes within education and impact on pupils, staff and standards | √ | | I |
| 5. EQUALITY, INCLUSION & SAFEGUARDING | | | |
| Evidence of ability to integrate equality and safeguarding policies into service delivery | √ | | I |
| Evidence of a strong commitment to inclusion with high expectations of all learners | √ | | I |
| Experience of implementing strategies for social inclusion | | √ | I |

| 6. PERSONAL QUALITIES | | | |
|--|---|--|--|
| Strong interpersonal skills | √ | | |
| Ability to promote a high standard of education ensuring academic progress and excellent standards of behaviour | | | |
| Evidence of an educational philosophy informed by a Catholic faith and ideals whilst encompassing inclusion and respect for other faiths and beliefs | √ | | |
| Substantial and significant leadership experience across the primary school Key Stages | √ | | |
| Committed to continued professional development of self and others | √ | | |
| Demonstrate ability to remain calm and work under pressure whilst prioritising effectively | √ | | |
| Ability to deal sensitively with people and resolve conflict | √ | | |
| Commitment to maintaining confidentiality at all times | √ | | |
| Commitment to safeguarding and diversity | √ | | |
| 7. CONFIDENTIAL REFERENCES AND OUTCOMES | | | |
| Applicants must be able to positively provide the following information if successfully appointed: | | | |
| At least 2 written professional references | | | |
| Positive and supportive faith reference from priest where applicant regularly worships | | | |
| Confirmation of professional and personal knowledge, skills and abilities | | | |
| Positive recommendation from current employer | | | |
| Satisfactory health and attendance record | | | |
| Satisfactory enhanced DBS check and other pre-employment checks as required | | | |

Person Specification

AF = Application Form I = Interview

