



BISHOP HOGARTH
Catholic Education Trust

We are **HIRING!**

APPLICANT INFORMATION PACK



DEPUTY HEADTEACHER

Christ at the Centre, Children at the Heart



Proud to be a part of the

DIOCESE OF **Hexham & Newcastle**

Dear applicant,

I am delighted that you are interested in the role of Deputy Headteacher within the Bishop Hogarth Catholic Education Trust. Our Trust serves communities across the North East and is made up of thirty-five schools—thirty primaries and five secondaries—located in Billingham, Darlington, Hartlepool, South Durham, and Stockton.

Our schools are known for their dedicated staff, strong local reputations, and excellent modern facilities. They are truly special places where students can grow and thrive. As Deputy Headteacher, the successful candidate will work closely with the Headteacher to lead their school through its next phase of development.

Our students are at the heart of everything we do, guided by the teachings of Christ and the values of Catholic Social Teaching. This ethos extends to our staff, who benefit from a collaborative and empowering professional environment.

The successful candidate will join a thriving community of 1,200 employees and over 12,000 pupils, with access to outstanding professional development through our nationally recognised teaching school, subject hubs, and Ofsted Outstanding ITT programme.

The principles of subsidiarity, solidarity, and the common good underpin all our work. Our Trust Directors, in partnership with Local Governing Committees, support and challenge school leaders to deliver the highest standards of education.

If you have the skills, passion, and ambition to play a pivotal leadership role in one of our schools, we would be delighted to hear from you.

Very best wishes,



Stuart McGhee
CEO
smcghee@bhcet.org.uk



JOB DESCRIPTION

Post Title: Deputy Headteacher

Reporting to: Headteacher

As leaders of their Catholic school community and profession, deputy headteachers:

- ✓ Serve in the best interests of the school's pupils.
- ✓ Conduct themselves in a manner compatible with their influential position in the Church and society by behaving ethically, fulfilling their professional responsibilities, and modelling the virtues of a good citizen of the Kingdom of God.
- ✓ Uphold their obligation to give an account and accept responsibility.
- ✓ Know, understand, and act within the statutory frameworks that define their professional duties and responsibilities.
- ✓ Take responsibility for their continued professional development, engaging critically with educational research to further the Church's mission in education.
- ✓ Make a positive contribution to the wider education system, both within and beyond the Catholic sector.

Please note that successful applicants will be required to comply with all Trust policies.

The successful applicant will be subject to relevant vetting checks, including a satisfactory enhanced disclosure before an offer of appointment is confirmed. Following appointment the employee will be subject to re-checking as required from time to time by the Trust.

Bishop Hogarth Catholic Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



JOB DESCRIPTION

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 Roman Catholic Church and the trust deed of the Diocese of Hexham and Newcastle. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The role of Deputy Headteacher therefore requires a practising Catholic who can show by example and from experience that he or she will work with the headteacher to ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the Board of the Directors under the terms of the Catholic Education Service contract signed with the Board as employers. It is subject to the current conditions of service for deputy headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Deputy Headteacher shall consult with the Headteacher and, when appropriate, with the Board, the Diocese, the local authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the Headteachers' Standards published by the Department for Education (2020). It recognises the role of the deputy headteachers in sharing responsibility for the leadership of the school.

The Board and the Diocese acknowledge the importance of the role of the Catholic deputy headteachers and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The Board and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.

The core purpose of the Deputy Headteacher is to assist the headteacher to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of Hexham and Newcastle.

Therefore, the post of Deputy Headteacher must be filled by a practising Catholic² who can show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects

Section 1: Ethics and professional conduct

Catholic deputy headteachers are expected to demonstrate consistently high standards of principled and professional conduct, inspired by Christ and His beatitudes, and exemplified through the self-cultivation of virtues—qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude, and practical wisdom. Catholic deputy headteachers are also expected to meet the teachers' standards and provide the conditions necessary for teachers to fulfil them.

In addition, Catholic deputy headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan Principles, these form the basis of the ethical standards expected of public office holders:

- ✓ Selflessness ✓ Accountability ✓ Integrity
- ✓ Openness ✓ Objectivity ✓ Honesty

Catholic deputy headteachers are custodians of Diocesan schools and, as such, embody the abundant hope the Church places in education. They are entrusted with the task of human formation in conformity with Christ and Church teaching, thereby upholding ecclesial and public trust in school leadership and maintaining high standards of ethics and behaviour.

Both within and outside school, Catholic deputy headteachers:

- ✓ Build relationships of mutual respect, rooted in the belief that all are made in the image and likeness of God, and at all times observe proper boundaries appropriate to their professional position.
- ✓ Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain, enabling each person to contribute fully to building and sustaining the Common Good.
- ✓ Uphold fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, understanding that such values are rooted in the Catholic understanding of dialogue and the Church's social teaching.
- ✓ Ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability, or might lead pupils to break the law, but are always oriented towards the service of others in light of the Gospel.

DEPUTY HEADTEACHERS' STANDARDS

1. SCHOOL CULTURE

- Establish and sustain a Christ-centred vision embodied in the school's Catholic mission, ethos, and strategic direction in partnership with the parish, Trust, those responsible for governance, and through consultation with the school community and Diocese.
- Create a Christ-inspired culture where pupils experience a positive and enriching school life, enabling them to flourish.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, demonstrating how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.
- Ensure effective use is made of formative assessment.

2. TEACHING

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinctive nature of subject disciplines.
- Ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity, and the pursuit of excellence.

3. CURRICULUM AND ASSESSMENT

- Ensure a broad, structured, and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education, which sets out the knowledge, skills, values, and virtues that will be taught.
- Uphold ambitious educational standards that reflect the distinctive characteristics of Catholic education and prepare pupils from all backgrounds for their next phase of education and life.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise and access to professional and Diocesan networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Promote positive and respectful relationships across the school community and maintain a safe, orderly, and inclusive environment which recognises an individual's dignity as made in the image and likeness of God.

4. BEHAVIOUR

- Establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation, and built upon relationships, rules, and routines, which are understood clearly by all staff and pupils.
- Ensure that The English Martyrs works effectively in partnership with parents, carers, the parish, and professionals to identify the additional needs and special educational needs and disabilities (SEND) of pupils, providing support and adaptations where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.

5. ADDITIONAL & SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities, in light of the principles of Catholic Social Teaching.
- Establish and sustain ethos, culture, and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively.

6. PROFESSIONAL DEVELOPMENT

- Prioritise the professional development of staff, ensuring effective planning, delivery, and evaluation consistent with the approaches outlined in the standards for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Ensure high standards of pupil behaviour through the promotion of virtues and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair, and respectful approaches to managing behaviour.
- Ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen.



DEPUTY HEADTEACHERS' STANDARDS

7. ORGANISATIONAL MANAGEMENT

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds, reflecting the school's Catholic mission.
- Ensure staff are deployed and managed well, with due attention paid to workload.
- Establish and oversee systems, processes, and policies that enable the school to operate effectively and efficiently, rooted in a clear understanding of the Church's mission in education.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

8. CONTINUOUS SCHOOL IMPROVEMENT

- Oversee a Trust-wide remit.
- Make use of effective and proportionate processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, identifying priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans that are realistic, timely, appropriately sequenced, and suited to the school's Catholic context.
- Ensure careful and effective implementation of improvement strategies, leading to sustained school improvement over time.

9. WORKING IN PARTNERSHIP

- Forge constructive relationships beyond the school, working in partnership with parents, carers, the parish, Trust, Diocese, and the local community.
- Commit their school to working successfully with other Catholic schools and other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. EFFECTIVE GOVERNANCE

- Understand and welcome the role of effective governance, rooted in the strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility.
- Establish and sustain a professional working relationship with those responsible for governance, inspired by a Christ-centred vision of human formation.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties.



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PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
FAITH COMMITMENT	E1	A practising Catholic (fulfilling the requirements of the Diocesan Briefing Note)	A/I/R
	E2	Secure understanding of the distinctive nature of the Catholic school and Catholic education	A/I/R
	E3	Understanding of the leadership role in spiritual development of pupils and staff	A/I/R
	E4	Experience of leading school worship	A/I
QUALIFICATIONS	E5	Qualified teacher status	A/CC
	E6	Degree	A/CC
PROFESSIONAL DEVELOPMENT	E7	Evidence of appropriate professional development for the role of deputy headteacher	A
	E8	Evidence of recent leadership and management professional development	A/I/CC
	E9	Evidence of appropriate safeguarding training	A
SCHOOL LEADERSHIP AND MANAGEMENT EXPERIENCE	E10	To have substantial and current experience as a middle leader	A/I/R
	E11	To have had active and effective leadership of a team/key stage/curriculum area/department	A/I/R
	E12	To have taken an active involvement in school self-evaluation and development planning	A/I/R
	E13	To have implemented and developed a whole school initiative	A/I/R
	E14	To have had responsibility for policy development and implementation	A/I/R
	E15	To have had experience of and ability to contribute to staff development (e.g. coaching, mentoring, INSET for staff)	A/I/R
EXPERIENCE AND KNOWLEDGE OF TEACHING	E16	Significant teaching experience	A/I/R
	E17	To have a knowledge and understanding of all key stages in the school	A/I
	E18	To be able to effectively use data, assessment and target setting to raise standards/address weaknesses	A/I

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
PROFESSIONAL ATTRIBUTES	E19	To have excellent written and oral communication skills (which will be assessed at all stages of the process)	A/I
APPLICATION FORM AND SUPPORTING STATEMENT	E20	The form must be fully completed and legible	A
	E21	The supporting statement should be clear, concise (within the required word count) and related to the specific post	A

DESIRABLE CRITERIA

DESIRABLE CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
FAITH COMMITMENT	D1	Involvement in parish community	A/I
EXPERIENCE & KNOWLEDGE	D2	Recent experience in a Catholic school	A
	D3	Experience of teaching in more than one school	A
	D4	Experience of monitoring staff performance	A/I
	D5	Knowledge and understanding of current educational issues	A/I
	D6	Postgraduate level qualification	A
	D7	Successful completion of diocesan leadership programme	A
	D8	CCRS/CTC (or equivalent) or commitment to obtaining the certificate	A/CC/I

Key – Stage identified	
AF	Application Form
I	Interview
R	References
CC	Checking Certificates



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