

Principal Saint John Fisher

The Romero Catholic Academy



Applicant Information



Our Vision

"A Beacon of Excellence for Catholic Education"

At Romero Catholic Multi-Academy Company, our vision is to be a shining light among schools in the Birmingham Diocese — a beacon of excellence, faith, and community.

We are a partnership of eight unique schools, each with its own identity and strengths, united by a shared mission: to help every pupil grow in faith and learning, and to reach their God-given potential. We celebrate the distinctiveness of each school and the richness it brings to our wider Romero family.

As a faith-led organisation, we believe in nurturing curiosity, innovation, and collaboration for the greater good. We know that a “rising tide lifts all ships” — and by sharing best practice and celebrating individuality, we all grow stronger together.

Our guiding principle is simple yet profound: every child is made in the image of God. With over 3,800 pupils from Nursery to Year 13, we are committed to ensuring that every child receives an equal and enriching experience — through our lived values, vibrant curriculum, and the Romero Child Charter.

We work together to embed effective practice across all schools, using evidence-based approaches that deliver meaningful impact. Our collaborative model enables us to achieve economies of scale in time, resources, and the pace and quality of school improvement. Importantly, we are committed to Putting Staff First. We offer a supportive and forward-thinking environment where staff wellbeing, professional development, and leadership growth are prioritised.



Welcome from CEO Helen Quinn



I am delighted to introduce you to The Romero Catholic Multi-Academy Company. We are a family of eight schools — one secondary and seven primary — united since our conversion to a Multi-Academy Company on 1st August 2015. Located in the northeast of Coventry, our schools serve five parishes. Through strong and established links, we are active within our communities and proud to contribute to the life of our city.



Our pupils are at the heart of everything we do. From the moment they join us, we are committed to helping them thrive and flourish through the partnership of home, school, and parish. Together, we aim to unlock each child's potential so they may realise their unique vocation.

All our schools are rated at least Good by Ofsted, with several recognised as Outstanding in specific areas. With over 3,500 pupils from Nursery to Year 13, our children are central to every decision we make, ensuring they can discover and develop their God-given talents.



Working collaboratively and creatively, we have co-designed a curriculum that is both progressive and sequential. Carefully selected skills and a cumulative body of knowledge within each subject ensure a smooth transition from primary to secondary education.

Our organisation is strengthened by a high-performing team of dedicated staff, a skilled and specialised central team, engaged parents, and supportive governors who provide challenge and act as critical friends.

We recognise that the single most important in-school factor influencing a child's learning is the quality of teaching and pastoral care. By investing in our staff, we ensure our pupils receive a high-quality education — one that opens doors to future opportunities and transforms life chances for the better.

Saint John Fisher

“Through Christ we live, love and learn, in our caring community”

Saint John Fisher Catholic Primary School is a vibrant, inclusive, and faith-driven learning community located in Wyken, Coventry. As a proud member of The Romero Catholic MAC, we serve children aged 3 to 11, rooted in the values of the Catholic faith and guided by our mission:

“Through Christ we live, love and learn, in our caring community.”

We create a nurturing environment where every child is encouraged to flourish — academically, spiritually, and socially. Our broad and balanced curriculum is ambitious and we place a strong emphasis on personal development and character education. As a school we are committed to high standards, creativity, and a lifelong love of learning.

Our nursery provision supports early years development, and our school community thrives on meaningful connections with families and the wider local area. Events such as Fisher Fest, Year 6 productions, and holiday activity programmes reflect our commitment to enriching lives beyond the classroom.

With a capacity of 460 pupils and a welcoming, values-led ethos, Saint John Fisher offers a dynamic and rewarding environment for staff who are passionate about making a difference. We are seeking a leader who shares our vision and is ready to inspire, innovate, and lead with faith and purpose.





Our Vision

"A Beacon of Excellence for Catholic Education."

Our Mission

"We are a Christ-centred Community dedicated to faith formation, academic excellence and individual growth for all of our young people, all rooted in the Gospel message of Jesus Christ."

Our Romero Values



Respect

We respect and value those we work with and the contribution that they make.



Integrity

We act fairly, ethically and openly in all we do.



Service

We put our children at the centre of all that we do.



Excellence

We use our energy, skills and resources to deliver the best, sustainable results.



Our School Values



Respect



Aspirational



Faithful



Service



Romero Aims

Spiritual Growth

An ethos in which the Gospel message is proclaimed, community in Christ experienced, service to each other and the wider world community is recognised, and thanksgiving and worship of our God is cultivated.

Formation of the Whole Person

Providing well rounded high quality education that empowers and enables pupils to recognise their full potential and respond to what God calls them to be.

Inspire, innovate and excel

Building on the collaborative success of the Romero Partnership our schools will be inspirational, academically rigorous and innovative, achieving standards of excellence in all settings, supported by exceptionally caring staff who reflect the light of Christ.

Family Partnership

Partnering with, upholding, supporting and understanding parents and guardians in their role as primary educators of their children.

Vibrant Communities

Ensure diverse, dynamic, welcoming, compassionate communities available to all.

Global awareness

Nurture the personal integrity and faith development of pupils that also challenges them to know and understand communities around the world.

Stewardship

Ensuring a vibrant sustainable future for our schools through unified support and prudent management of resources.



Saint John Fisher Aims

To provide a community spirit in which children are safe, happy and made to feel welcome and valued, conscious of their own worth as individuals.

To continually strive for excellence in teaching and to offer challenge leading to the highest standards of personal achievement for all.

To prepare children to be fully aware of the needs of others, so that each child may learn to live as a member of God's family world- wide.

To encourage a spirit of co-operation and friendship among our pupils which will lead to a mutual understanding and respect for all people.

To care for, and to serve those, who have particular needs both within our school and those who are outside it.

To work in partnership with parents, to involve and inform them, and welcome them to share in the school's liturgy and prayer life.



Governance

The school became a Multi-Academy Company on August 1st 2015 along with the seven partner Primary schools. Our Multi-Academy Company is governed by a Board of Directors and there is a Local Governing Body for each school. There is a Principals Committee which is chaired by the CEO. All Principals report in to the CEO of the Multi-Academy Company

What is the Board of Directors and a Foundation Director?

The Board of Directors comprises of a range of governors. There is a CEO and six directors. Collectively, they provide strategic direction across all eight schools and they are responsible for preserving and developing the Romero's Catholic character at all times. This overriding duty (which is also a legal duty) should permeate everything that the Directors do. Directors have a duty to uphold the MAC's objects and to comply with any directives, advice and/or guidance issued by the Archbishop.

Local Governing Body

At Saint John Fisher, the linked parish is Saint John Fisher in Tiverton Road. The sister school is Saint Gregory in Harry Rose Road. Therefore, to strengthen accountability and links with the parish, the Local governing body is joint across both sister schools. Further details are available on the school website.



Opportunities

Through our links with business and higher education institutions we are proud of our Apprenticeship scheme and opportunities to get people onto our School Direct/ Early Career Teacher programmes.

Blue Sky is our training facility which sits at the heart of the organisation to provide high quality professional development, networking and secondment opportunities.



Strategic Aims

“Rising Tides Raises All Ships.”

Our aim is to nurture leadership and teaching; we share and align the best practice and engage in research to ensure evidence informed practice drives school improvement.

The schools within Romero are unique and each one serves a distinct faith community. 'One size does not fit all' so central to our approach to School Improvement is a Universal and Tailored offer.

Through our Continuous Improvement review, we ensure that each school is supported and challenged appropriately whilst realising our vision that collectively we are responsible that every school moves from Good to Great.

Across Romero you will see the very highest expectations in respect to the culture, curriculum design and delivery, safeguarding, inclusion, personal development underpinned by a strong vibrant Catholic ethos.

Our Yearly Core Offer:

- Continuous Improvement Reviews
- Engagement with external consultants
- Pupil Premium review and/ or SEND review where appropriate
- Safeguarding review
- Regular reviews in each of our schools
- Bespoke collaborative working with a named person from the system leadership team on an area of particular need.



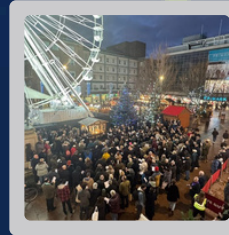
Our strategy is possible, with the strength of our leadership teams, middle leaders and teachers, with the School Improvement Team. We build teacher and leadership capacity driving a culture of learning in all our schools. The School Improvement Team will ensure that a rapid and sustainable programme of improvement so all schools flourish.

Through a collaborative approach centrally, we develop, implement and evaluate policies and practice, specifically those which focus on school improvement, and leadership development promoting collective responsibility for implementation which in turn may lead to agreed models of working across Romero.

Our Community

"Kasserian Ingera"

"How goes our children?"



At Romero, our Catholic schools educate pupils not only through the formal curriculum but through the whole life of the school — the ethos, relationships, and daily interactions that shape a child's experience. This environment is grounded in the principles of Catholic Social Teaching, which call us to uphold the dignity of every person, promote the common good, and build a community rooted in justice, compassion, and faith.

Our curriculum and enrichment offer reflect these values, ensuring that every child is supported to grow academically, spiritually, morally, and socially. The culture of mutual respect between staff and pupils, the care shown to each child, and the strong connections with our parishes and wider community all contribute to a learning environment where Gospel values are lived out each day.

Our staff are the heartbeat of Romero's success. In partnership with parents, parishioners, and local organisations, they play a vital role in forming young people who are not only knowledgeable but also compassionate, responsible, and engaged citizens. We are deeply committed to staff wellbeing, investing in professional development and promoting a healthy work-life balance. This reflects our belief in the dignity of work and the rights of workers — key tenets of Catholic Social Teaching. We know that well-supported and well-trained staff deliver high-quality education — and that means better outcomes for our children and stronger communities.

Through our Shared Services Team, we provide bespoke central support in key areas including School Improvement, HR, Finance, IT, Catering, and Estates. This collaborative model allows our schools to benefit from tailored services and innovative initiatives — from specialist IT training and enrichment experiences via our mobile dining unit, to work experience and apprenticeship opportunities within the wider Romero organisation.

Together, we are building a thriving, faith-led educational community where every child and every adult is empowered to grow, contribute, and succeed.



What do our staff say about working in Romero?

Great support, listen to our opinions , feel part of a team , fantastic management.

Catering staff

The Academy is committed to the expression of the Catholic faith, both explicitly and – more importantly- in our daily life in the school community.

Support staff

A great strength of the MAC is to indeed 'nurture the talent of tomorrow' and from starting as an NQT, the nature of school to school support that I have received has been invaluable and I have been able to progress in my own personal journey through secondment opportunities across schools that would not have been possible without the academy.

Leader of a school

'Job families are able to share their knowledge and expertise across the MAC to solve problems more quickly and to strive for the best outcomes for all our children.

Member of Office

One of the best things about working for Cardinal Wiseman and the wider Romero Family is that we are exactly that, a family!

Staff wellbeing is at the very heart of Wiseman and Romero and I am proud to work for them.

Teacher



An ability to work collaboratively towards a common purpose, where resources and capabilities are pooled, and the quality of education and learning is enhanced as a result.

Governor



Romero Child Charter

"I PRAISE YOU BECAUSE I AM FEARFULLY AND WONDERFULLY MADE."

The Romero Child Charter outlines the enriching experiences that every child will have the opportunity to participate in during their time at a school within the Romero Catholic Academy. It sets out what experiences are planned for each phase of education, ensuring progression and continuity, while allowing each school the flexibility to personalise how these experiences are delivered to reflect the unique character of their community.

There are six strands:

Romero Reflects	Romero Serves (inspired by our Patron Saint)
Romero Aspires	Romero Experiences
Romero Thrives	Romero Shines

Children typically begin their journey with us in Nursery or Reception at one of our seven primary schools, embarking on a 15-year pathway that culminates in Year 13 at Cardinal Wiseman Catholic Secondary School. This journey is designed to nurture the whole child — academically, spiritually, and socially — with Jesus as our model of faithful living.

The Romero Child Charter provides a clear framework for this journey, supporting the development of character, values, and readiness for life beyond school. It prepares our pupils to take their place in the adult world with confidence, compassion, and a strong sense of purpose.

You can explore the Romero Child Charter [here](#) or click on the image right.



**CLICK
HERE**

Come to Coventry



Coventry is a city on the rise — dynamic, diverse, and full of opportunity. We are proud to be part of a city that blends a rich, world-famous history with a bold vision for the future. Our schools are located in the northeast of Coventry, within thriving communities that reflect the city's multicultural character and strong sense of identity. We draw upon this heritage for the cultural capital that is woven through our curriculum.

Coventry was named UK City of Culture in 2021, and the legacy of that title continues to shape its transformation. The city is home to award-winning universities, top-tier sports and entertainment venues, and global brands such as Jaguar Land Rover and Severn Trent. As part of the Midlands Engine, Coventry remains at the heart of the UK's automotive and innovation sectors. Major regeneration is underway, including the £450 million City Centre South development, which will bring new homes, shops, restaurants, public spaces, and a cinema to the heart of the city.



The former IKEA building is being transformed into the City Centre Cultural Gateway, a hub for arts, research, and community engagement. Improvements to Coventry Market and pedestrian-friendly routes are also part of the plan, alongside initiatives to boost biodiversity and public art.

Coventry's transport infrastructure is excellent. With direct motorway links (M6, M69, M1) and a modernised railway station, the city offers easy access to Birmingham, London, and beyond. The upcoming Coventry Very Light Rail system will further enhance connectivity, making travel across the city more sustainable and efficient.

Families and businesses are increasingly choosing Coventry for its quality of life, affordability, and forward-thinking approach. It's a great place to live, work, and grow — and it's getting even better.

The map (left) shows locations within a 20-mile radius of our schools, approximately a 30-minute drive time, offering flexibility and accessibility for staff commuting from across the region.



Job Description

ISR: 18 - 24

Responsible to: The Board of Directors

Responsible for: All staff 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 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 a 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 principal must establish high quality education by effectively managing teaching and learning and using personalised learning 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 Governing Body, 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, schools, other 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.





Job Description

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 governing body 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.





Job Description

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 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.

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 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.





Job Description

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, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.



Job Description

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 - Primary Principal

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> A practising and committed Catholic Secure understanding of the distinctive nature of the Catholic school and Catholic education Understanding of leadership role in spiritual development of pupils and staff Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<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 	<ul style="list-style-type: none"> Postgraduate level qualification CCRS or equivalent NPQH award
3. Experience	<ul style="list-style-type: none"> Experience as an effective deputy or assistant headteacher or key stage leader Successful experience of leading one or more subject areas Substantial, successful teaching experience 	<ul style="list-style-type: none"> Recent experience in a Catholic voluntary aided school or Academy Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 Curriculum leadership in one or more core subjects Experience of teaching in more than one school Experience teaching mixed age classes
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 /agencies Experience of leading/co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
5. Strategic Leadership	<ul style="list-style-type: none"> Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school Evidence of having successfully translated vision into reality at whole-school level Ability to inspire and motivate staff, pupils, parents and 'governors'¹ 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 Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> Knowledge of the role of governance in a Catholic voluntary aided school or Academy
6. Teaching and Learning	<ul style="list-style-type: none"> A secure understanding of the requirements of the National Curriculum and Early Years development Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning Experience of effective monitoring and evaluation of teaching and learning Secure knowledge of statutory requirements relating to the curriculum and assessment 	<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

[1] The general term 'governor' includes directors or local academy representatives in academies



Person Specification - Primary Principal

Category	Essential	Desirable
6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
7. Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working in and leading staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of performance management and supporting the continuing professional development of colleagues Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> Experience of working with 'governors' to enable them to fulfil whole-school responsibilities Successful involvement in staff <u>recruitment</u> /induction, understanding 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 communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy Experience of effective whole-school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> Experience of presenting reports to 'governors' Understanding the criteria for the evaluation of a Catholic school Leading sessions to inform parents Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> High quality teaching skills Strong commitment to the mission of a Catholic school Commitment to their own spiritual formation and that of pupils High expectations of pupils' learning and attainment 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> Strong commitment to school improvement and raising achievement for all Ability to build and maintain good relationships Ability to remain positive and enthusiastic when working under pressure Ability to organise work, prioritise tasks, make decisions and manage time effectively Empathy with children Good communication skills Good interpersonal skills Stamina and resilience Confidence 	
10. References	<ul style="list-style-type: none"> Positive and supportive faith reference from priest where applicant regularly worships Positive recommendation in professional references Satisfactory health and attendance record 	<ul style="list-style-type: none"> Faith reference without reservation Professional reference without reservation

NOTE:

- The Panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

Application details

The online application is your opportunity to provide all the information we will require to help us understand how you meet the requirements of the job. Similarly, it plays an important part in the selection process allowing us to short-list candidates for interview and helping as a basis for the interview itself. To ensure fairness to all applicants, short-listing decisions are based solely on the information you supply on your application form. Even if we already know you as a current or previous employee, it is important that you complete the form in full.

Job Description All vacancies are accompanied by a job description and a person specification setting out the main duties and responsibilities of the post in the job description, and the knowledge, skills and experience we are looking for in the person specification.

Please read this information carefully as you will not be short-listed for interview unless you meet the essential criteria described in the Person Specification.

Depending on the number and quality of applications, it may not be possible to shortlist for interview all candidates who meet the Essential Criteria. However, we guarantee to interview all disabled applicants who meet the Essential Criteria.

We are unable to accept CVs so please do not attach your CV, references, or copies of educational certificates to your form. If there is insufficient room on the application in a particular section, you can simply attach an extra page and mark it clearly with your name and the job title, indicating the number of the relevant question.

The 'Relevant skills & experience' section of the online form is your opportunity to tell us specifically why you wish to apply and what makes you a suitable applicant.

Equal Opportunities

Information provided by you on the Equal Opportunities Monitoring Form will be used to monitor our equal opportunities policy and practices. This part of the form will be detached from the main body of the application form and will not form any part of the selection process.



Data Protection

Information provided by you as part of your application will be used in the recruitment process. Any data about you will be held securely with access restricted to those involved in dealing with your application and in the recruitment process. Once this process is completed the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. By signing and submitting your completed application form you are giving your consent to your data being stored and processed for the purposes of the recruitment process, equal opportunities monitoring and your personnel record if you are the successful candidate. Romero Academy reserve the right to check the validity and accuracy of your application if successful.

Work Permits

Under the Asylum and Immigration Act, we are required to check that anyone taking up employment with us has the legal right to work in the UK. Shortlisted applicants will be asked to provide us with documentary evidence to support their entitlement to work in the UK prior to any offer of employment being made.

DBS Checks

In line with our safeguarding and child protection policy, all employees and volunteers working in specific roles at the Academy will be subject to satisfactory clearance being obtained from the Disclosure and Barring Service. The check will be undertaken as part of the appointment process with the successful candidates. If you are invited to interview, you will be asked to bring this information with you.

PLEASE NOTE We will take up references for all shortlisted candidates prior to interview and reserve the right to validate all information entered on the application form. Please ensure that any person who is asked to act as a Referee knows this information and is available to give a reference during this time.

We expect all our staff and employees to be in sympathy with our Catholic values and help us to achieve the vision that we have set ourselves to work towards.

