



# **The Blessed Peter Snow**

## **Catholic Academy Trust**



# **Headteacher**

# **Candidate Pack**

Start date: September 2026

Location: St Paulinus Catholic Primary School

Salary: L15-L21



# The Blessed Peter Snow Catholic Academy Trust

The centrality of the Eucharist, the value of martyrdom, the communion of saints and the importance of unity.

“

God's glory is seen in a human being who is fully alive;  
and that life is truly full when the person catches a  
glimpse of God

St Irenaeus (c. 130 - 200)

”



## The Blessed Peter Snow Catholic Academy Trust - Prayer

God our loving Father,

You have gathered us together as one community in the name of our patron, Blessed Peter Snow.

Bless our schools, our families and our parishes, may we be united as one.

We ask that with Your grace we might grow together in love and service of you and each other in our communities.

May we be a reflection of You in all that we do.

We ask this through Jesus Christ our Lord.

Amen



# The Blessed Peter Snow Catholic Academy Trust

## Welcome Letter from Chair of the Trust Board

Dear Applicant,

On behalf of the Directors of the Blessed Peter Snow Trust, we would like to thank you for the interest you have shown by responding to our advertisement for the position of Headteacher at St Paulinus part of The Blessed Peter Snow Catholic Academy Trust.

Our Trust is a family of fourteen primary academies. We are committed to providing a superb quality of education for all our pupils and work closely with our school leaders to achieve this.

We are looking for a committed Catholic Leader who is dedicated, passionate and driven. A Leader who knows what fantastic education looks like and have high expectations for all the children in their care. A Leader who is caring and nurturing and can embrace our strong Catholic ethos and provide a safe, spiritual school community for our pupils and families to thrive.

We invest in our academy leaders and support them to work together to share best practice, bring about sustained improvement and raise standards for all.

We would positively encourage you to contact us to arrange a visit to St Paulinus. Such a visit will allow you to begin to understand our ethos. I am sure this will help you in the preparation of your application. There is also a wealth of information available on the School and Trust websites.

We look forward to receiving your application and thank you once again for your interest.

**Antonia Dorsey**  
**Chair of the Trust Board**



# The Blessed Peter Snow Catholic Academy Trust

## Our Mission

The five strands in our mission help us journey closer to Jesus. Through scripture and the sacraments we are guided in our mission to provide opportunities for each person to have life and have it to the full.

Accompanying our pupils, staff and communities through:

### Strengthening Our Journey of Faith

Our community is encouraged to discover more about who they are within a supportive Catholic environment, so that by making our journeys together, all may catch a glimpse of God

### Strengthening Inclusion for a Just Society

Show respect and acceptance to each other, so that all feel welcomed, and are thus prepared to take their place in a just and caring society

### Strengthening Opportunities in our Schools and Communities

Have the freedom and safety to find, recognise and celebrate all the gifts and talents, opportunities and achievements that lead to happiness

### Strengthening Outcomes

Through knowing and celebrating success in all its forms during their time with us, lay the foundations for a successful life outside our Academies

### Strengthening Learning for Life

Thrive and grow in their work and learning, inspired to show curiosity and independence of thought



# The Blessed Peter Snow Catholic Academy Trust

**A message from The Chair of the Academy Council at St Paulinus Catholic Primary  
Academy Mrs Cathy Baxendale**



St Paulinus Catholic Primary Academy, Dewsbury is a diverse and vibrant Catholic school with an extensive site and a fantastic team of staff and children.

Everything we do is deeply rooted in the Gospel Virtues. We provide a safe, secure, stimulating and healthy environment, based on our Mission, in which every child feels loved and valued and with our rapidly developing curriculum, has the opportunity to realise their full potential.

We are proud that Catholic Life and Mission, Collective Worship and Personal Development and Wellbeing are areas of significant strength as we equip our children to be independent, respectful, confident and well-rounded citizens of the future, able to live life to the full. Pupils respond to our excellent pastoral care and high expectations; they behave well and feel safe and cared for in school.

2027 will mark 1400 years since St Paulinus - the "apostle to the North" - baptised and established the first church in Dewsbury. This is an exciting time and unique opportunity for an existing leader to consider joining us and the Chair of Governors would be glad to welcome you and show you around.





# The Blessed Peter Snow Catholic Academy Trust

## Catholic Leadership

The Blessed Peter Snow Catholic Academy Trust was formed as a result of Bishop Marcus' vision for Catholic Education. The Instrument of Governance states that it is part of the Catholic Church and is to be conducted as a Catholic Multi-Academy Trust in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Leeds. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The professional leadership in the academies is rooted in the Catholic Faith recognising a joint responsibility across all schools. It is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education. The Trust Board and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer long-term support, encouragement, affirmation and realistic challenge to the successful candidate.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God. The Headteacher and Local Governance share responsibility for the mission of the school and as such is called to work in collaboration with Parents, Priests, Parishioners, Diocesan Officers and other Headteachers. In a Catholic school, the role of the Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership must take Christ as its inspiration. The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. Headteachers lead, by example, the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality teaching and learning.

The discharge of the role of headteacher requires a significant theological insight and vision of the development of this Catholic school.





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## Section 1: Ethics and Professional Conduct

Catholic Headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic Headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic 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
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Catholic Headteachers are custodians of Diocesan schools and as such embody the abundant hope the Church has placed in education. They are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Catholic Headteachers:

1. 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.
2. Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
3. Uphold fundamental British values, including democracy, the rule of law, individual liberty and 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.



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4. Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

As leaders of their Catholic school community and profession, Headteachers:

5. Serve in the best interests of the school's pupils.
6. Conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
7. Uphold their obligation to give account and accept responsibility.
8. Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
9. Take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education.
10. Make a positive contribution to the wider education system within and without the Catholic sector.

## Section 2: Headteachers' Standards

### School Culture

1. Establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and diocese.
2. Create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish.
3. Uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education and which prepare pupils from all backgrounds for their next phase of education and life.





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4. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment, which recognises an individual's dignity as made in the image and likeness of God.
5. Ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence.

## **Teaching**

6. 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.
7. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.
8. Ensure effective use is made of formative assessment.

## **Curriculum and Assessment**

9. 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.
10. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and diocesan networks and communities.
11. 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.
12. Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.



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## Behaviour

13. Establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation. Build upon relationships, rules and routines, which are understood clearly by all staff and pupils.
14. Ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy.
15. Implement consistent, fair and respectful approaches to managing behaviour.
16. Ensure that adults within the school lead by example; model and teach the virtues characteristic of a good citizen.

## Additional and Special Educational Needs & Disabilities

17. Ensure the academy holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching.
18. 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.
19. Ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
20. Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## Professional Development

21. Ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs.



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22. Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation, which is consistent with the approaches laid out in the standard for teachers' professional development.
23. 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.

## Organisational Management

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

## Continuous School Improvement

29. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers, which limit school effectiveness, and identify priority areas for improvement.
30. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic context.
31. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



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### **Working in Partnership**

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

### **Governance and Accountability**

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



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## Additional Information Relating to the Post

**Start date:** September 2026

**Location:** St Paulinus Catholic Primary Academy, Temple Road, Dewsbury, WF13 3QE

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Helen Blanchard, HR Manager on [h-blanchard@bpstrust.org.uk](mailto:h-blanchard@bpstrust.org.uk)

**How to Apply:** [The Blessed Peter Snow Catholic Academy Trust - Recruitment \(bpstrust.org.uk\)](https://www.bpstrust.org.uk)

**Closing date:** Sunday 1<sup>st</sup> March 2026

**Shortlisting date:** Wednesday 4<sup>th</sup> March 2026

**Interview dates:** Thursday 12<sup>th</sup> March 2026



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ESSENTIAL	DESIRABLE	A	I	R
QUALIFICATIONS AND TRAINING				
A practising Catholic (in line with the Diocesan briefing note)		X		
Educated to Degree Level	• Educated to Masters level or equivalent	X		
QTS	<ul style="list-style-type: none"> <li>• Professional development or training undertaken in preparation for headship</li> <li>• Completion of NPQH or similar leadership programme</li> </ul>	X		
Evidence of continued and current CPD		X		

EXPERIENCE				
A distinctive vision for an outstanding Catholic school		X	X	X
Experience in leading collective worship			X	
Understanding of the central place of religious education as a core subject in the school's curriculum		X	X	X
Understanding of cultural educational issues, including national policies, priorities and legislation and any implications for Catholic schools		X	X	X
Evidence of prior successful leadership and management at DHT or equivalent level	• Leadership experience in a Catholic school	X	X	X





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Evidence of raising student progress and attainment		X	X	X
Led a school staff team on an aspect of school improvement		X	X	X
Experience of monitoring teaching and learning, evaluating and target setting		X	X	X
Participating fully as a reviewer in performance management				
Involvement in the induction of new staff	Have experience of leading and evaluating CPD and its impact on standards across a group of staff	X	X	
Experience of student tracking data		X	X	
Effective pastoral experience		X	X	

ESSENTIAL	DESIRABLE	A	I	R
KNOWLEDGE AND SKILLS				
Understands safeguarding requirements and their application across the curriculum		X	X	X
Understands and demonstrates what constitutes outstanding teaching and leading		X	X	X
Knowledge and understanding of effective teaching strategies		X	X	
Uses coaching techniques to improve the teaching of others		X	X	X
Knowledge of the characteristics of outstanding leadership			X	
Knowledge of SEND code of practice		X	X	
Knowledge of local and national statutory guidance, educational initiatives and trends			X	



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Understands the process of school improvement		X	X
Able to evaluate school policies and procedures			X
Is able to use the tracking of pupil progress and achievement to raise standards			X
Knowledge and practice of effective behaviour management strategies		X	X X

PERSONAL QUALITIES			
Enthusiastic, high expectations, resilient, sensitive and positive		X	X
An excellent personal and professional role model who puts Catholic values into practice		X	X
Demonstrates commitment to collaborative leadership and effective team workings	X		X
Able to motivate, develop, empower and lead students, individuals and teams	X		X
Able to delegate and support effectively	X		X
Excellent communicator and listener with the ability to manage conflict successfully	X	X	
Proficient in the use of IT	X	X	
Demonstrates a positive commitment to equal opportunities and inclusion	X	X	
Demonstrates a strong commitment to CPD for self and others		X	X