



Little Way Catholic Educational Trust

Appointment of Deputy Headteacher – Autumn 2025



Welcome to our Trust - The Little Way Catholic Educational Trust

Little acts, great love, big difference

November 2025

Dear Applicant,

We are delighted that you are considering applying for the role of **Deputy Headteacher** at *The Catholic School of St Gregory The Great*, part of the *Little Way Catholic Educational Trust (LWCET)*. We hope the information below gives you everything you need to decide whether we are the right school for you – we very much hope so, and we are on hand to answer any questions you may have as you discern your next step.

We are looking for a **Deputy Headteacher** to work closely alongside the **Headteacher and Assistant Headteacher** to help lead the school forward. The focus of this role is **Pastoral Care, Behaviour, Safeguarding and Inclusion** – ensuring that every child is known, valued and supported to flourish academically, socially, morally and spiritually.

The Catholic School of St Gregory The Great is one of six founding schools of a newly formed Trust (January 2024), and we are very proud of the work that all of our schools and wider community have put in to get us to this stage. St Gregory's leadership team, staff, administrative team and governors have been incredibly supportive of this journey, and the school is now an active and valued participant in shaping the future of the Trust. This is an exciting time to join both the school and the Trust and to be part of a pioneering and faith-driven community.

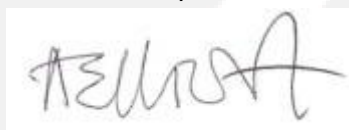
At St Gregory's, we want to be known for our **fully inclusive approach**, which prioritises the development of the **whole child** alongside strong academic progress. We are committed to nurturing the raw and innate potential in every pupil so that, during their time with us, they grow in all areas – academic, social, cultural, moral and spiritual. Your role as Deputy Headteacher will be to support this vision so that it becomes a reality for every child in our care.

You will need to be a skilled and compassionate leader, committed to working collaboratively with the senior leadership team, staff, governors, wider community and fellow leaders within the LWCET. You will bring a deep commitment to our Catholic values and the mission of Catholic education.

In return, we offer a close-knit and supportive team who work in genuine partnership, and a committed Local Governing Committee, Trust Board and staff who place the children's progress and wellbeing at the heart of all decision-making.

If this sounds like you, we warmly invite you to apply. We look forward to receiving your application and to the possibility of welcoming you to our St Gregory's family.

Yours faithfully,



Anna Elliott
Chair of the Catholic School of St Gregory
The Great Local Governing Committee

Our Little Way Trust Foundations and Aspirations for the Future

All are welcome in our family.

Our Trust family is united in its shared vision to nurture and develop our Catholic ethos in order to transform the lives of every child, family and community we serve, in Jesus' name. The mission is to ensure that every child is assured of the love of God within an inclusive and compassionate community which enables human flourishing by celebrating gifts and talents, striving for academic excellence and removing barriers to learning. We strive to be a community of life-long learners, contributing to a just and loving society.

Our Trust family is a partnership of equals who work collaboratively so that everyone can flourish and learn together. We celebrate the diversity of our schools, retaining our individual characteristics, whilst working together for the greater good of our whole community.

Kindness is our guiding star. Through honesty, respect, service, and solidarity we enable everyone to be valued.

We exist to transform the lives of our pupils, so that they might overcome challenges of circumstance, widen their horizons and become the best version of themselves.

We will provide a full educational pathway from early years through to sixth-form within a Catholic environment.

By 2028, the Little Way will look like:

- **Our structure:** We are two Partnerships within a MAT, with distinct geographical focuses, each built around a secondary school. Our primaries are aligned to support the education that our children receive in each secondary school, across curriculum, arts and sport. We have removed any barriers to our children attending the secondary schools. Our secondary schools have an offer that matches grammar provision, ensuring that our parents do not have to choose between this and a Catholic education for their children.
- **Our finances and operations:** Our Multi Academy Trust (MAT) is efficiently managed, we run at a profit through carefully managed costs, economies of scale and enhanced income generation. We invest profit into our students and our staff.
- **Our provision:** All our schools have progress scores above the national average. Our staff share workload across the Trust based upon a combined view of school improvement. There is equity of provision for every child across the Trust. Subject leads work within and across schools to develop our curriculum based upon leading edge good practice and input from our network of subject experts. We are tech enabled, every child has access to a tablet or laptop.
- **Our community:** We are a community of equals who understand each other and the unique strengths that each school brings to the partnership. Our children and staff feel that they are part of a wider, collegiate family and their wellbeing is supported at school and home. We collaborate to build upon those strengths and ensure that they are reflected in the partnership. Our schools are at the heart of their own geographical communities.
- **Our children:** We empower and unlock the potential of our children, working hard to develop the unique talents of each. Our schools have scores above the national average for progress. Beyond the academic, we focus upon making them resilient leaders, with skills that set them up for life and the challenges that they will face. We focus upon the whole child, ensuring our pastoral provision is there to support them and their families. We are known for the quality of our SEND provision – others look to us for advice.
- **Our staff:** The Trust is a great place to work, a community, with staff feeling proud to be part of the LWCET. We take a Trust wide view on the development of staff and our leadership cadre. Everyone has a defined career path no matter what their role in the Trust.
- **Our future:** We have an eye on the future, we fight for the environment. We welcome all into our Trust.

Our Other Trust Schools

At present our Trust is comprised of six primary schools from the Gloucestershire area, however we have plans to expand the Trust to include secondary schools and further primary schools from both the Gloucestershire and Swindon areas – the Bishop's vision for the MAT is that it becomes 14 schools in total which includes 2 secondaries – all of these schools will be Catholic. Our current schools are listed below, and more details can be found about The Catholic School of St Gregory The Great later in this application pack.

St Catharine's Catholic Primary School is a smaller than average school located on the High Street in Chipping Campden, a town in the North Cotswolds. It sits on the border of Gloucestershire, Warwickshire and Worcestershire and is over 150 years old, sharing its site with the parish church. The school has been judged Good by both Ofsted and the Diocese in the most recent inspections.

The Catholic School of Saint Gregory the Great is a two-form entry school located in the centre of Cheltenham, a regency town that has much diversity – this is reflected in the characteristics of the children who attend the school from a range of socio-economic groups and cultural backgrounds with 64% speaking English as an additional language. The school serves a number of parishes and benefits from their parish church being very close to the school. 'St Gregs' has recently been graded as Good with Outstanding features by Ofsted and the Catholic School Inspectorate (CSI).

St Joseph's Catholic Primary School is a one form entry school located in the Cotswold village of Nympsfield, adjoining a convent and church. The school was judged Good in their last Ofsted inspection and Good with Outstanding features in their last CSI Inspection.

St Thomas More Catholic Primary School is a single form entry school serving the parish of St Thomas More's in Hester's Way, Cheltenham. It meets the needs of the local area and almost all of the children live less than a mile from the school, an area which has been identified as being in the top 10% of most deprived wards in England. The school has recently been graded as Good by Ofsted and is awaiting a CSI inspection having been graded as Good in their most recent Diocesan inspection.

Rosary Catholic Primary School is a one form entry primary school close to the town centre of Stroud, serving two parishes. It was founded in 1875 and the current building was opened in 1967. There are extensive school grounds and the school has been graded good in both Ofsted and CSI inspections recently. The school sits very close to the parish church.

St. Peter's Catholic Primary School is a two-form entry school located in the centre of Gloucester, a Roman city. The school serves the 3 Catholic parishes of Gloucester, the 2 Catholic parishes of the Forest of Dean and Newent Catholic parish. The school is characterised by a diverse range of ethnicities and 54% of the school population speak English as an additional language. Their SEND and Pupil Premium percentages are broadly in line with national. The school has recently been graded Good by Ofsted and was Outstanding in the most recent Diocesan inspection, currently awaiting CSI inspection.





Little Way Catholic
Educational Trust



The Catholic School of St Gregory The Great
St. James Square,
Cheltenham,
Gloucestershire,
GL50 3QG
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Contents

Within this pack you will find:

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Deputy Headteacher

Leadership Scale-L7-L11 (£57,132 – £65,010)

Starting 23rd February 2026 (or sooner)

On **1st January 2024**, The Catholic School of St Gregory The Great joined the **Little Way Catholic Educational Trust (LWCET)** – a Multi Academy Trust made up of six Catholic primary schools within the Clifton Diocese.

The Catholic School of St Gregory The Great is a *good school* (Ofsted, October 2023 & CSI, June 2023) with *outstanding* Personal Development and provision for Catholic Life and Mission. We are a strong, united family who are fully committed to developing the whole child in an inclusive and caring environment. We are incredibly proud of the very positive relationships we have with everyone in our school community. Our mission statement, “*Believe and Achieve: This is a safe and happy school where we all shine as part of God’s family*” underpins everything we do.

The Role

We are seeking to appoint an **inspirational and passionate Deputy Headteacher** to join our senior leadership team and play a key role in leading the school forward within the LWCET. The focus of this role will be **Pastoral Care, Behaviour, Safeguarding and Inclusion**, ensuring that every child is known, valued and supported to flourish academically, socially, morally and spiritually.

To apply for this role, candidates must be **practising Catholics** who are fully supportive of the values and mission of Catholic education.

We are looking for a candidate who will:

- **Be an inspirational and highly effective classroom practitioner**, recognised for delivering consistently excellent teaching and learning, and for modelling the highest professional standards. Demonstrate the ability to **inspire, coach, and develop others** through exemplary practice and professional credibility.
- **Be approachable, reflective, and an effective communicator**, able to build trust, foster collaboration, and maintain positive relationships with pupils, staff, families, governors, and wider partners. Contribute strategically and proactively as a key member of the **Senior Leadership Team**.
- **Demonstrate a proven ability to lead impactful whole-school improvement**, particularly in areas such as pupil outcomes, curriculum development, behaviour, wellbeing, and inclusion—showing a clear commitment to **safeguarding, equality, and the Catholic ethos and mission of the school**.
- Provide **strategic leadership and operational oversight** in key areas such as safeguarding, pastoral care, attendance, and behaviour, ensuring systems are robust and inclusive.

We can offer you:

- Pupils who demonstrate a strong sense of belonging within this welcoming, inclusive Catholic community.
- A supportive, skilled and dedicated team of staff and governors who work together with integrity and care.
- A well-resourced learning environment, including a purpose-built **Pastoral Hub** offering outreach and in-reach support.
- Opportunities to work collaboratively with leaders across the **Little Way Catholic Educational Trust** to both strengthen practice and develop other career opportunities
- A community rooted in faith, inclusion and hope, where the wellbeing of both pupils and staff is a genuine priority.
- Employee assistance programme, half price childcare in attached nursery, cycle to work scheme.

Visits and Application Process

Visits to the school are warmly welcomed and encouraged.

Please contact Claire, our School Business Manager at SBM@st-gregorygreat.gloucs.sch.uk to arrange a visit.

Closing date for applications: 26th November 2025 @ 9am

Interviews: 4th December 2025

Dear Applicant,

Thank you for your interest in the position of Deputy Headteacher at our school.

The Catholic School of St Gregory The Great is an oversubscribed two-form entry primary school, set in the heart of Cheltenham Spa.

We are a welcoming, multi-cultural and inclusive school community with a strong Catholic ethos, where our children are happy and eager to learn and achieve.

We are seeking to appoint an inspirational and passionate Deputy Headteacher to join our senior leadership team and play a key role in shaping the next phase of our school's journey within the Little Way Catholic Educational Trust (LWCET).

Building on our successful Ofsted (October 2023) and CSI (June 2023) inspection outcomes, this is an exciting opportunity for an exceptional leader to build on our strengths and help drive the school forward into its next chapter of growth and excellence.

We hope this information pack will give you an insight into our school, the values and ethos that make this such a special school community for our children and staff to flourish. We are really blessed to have a wonderfully supportive, loyal and committed school team led by passionate leaders.

We look forward to working with and supporting a Deputy Headteacher who shares our commitment to raising standards and is fully supportive of leading and developing our Catholic ethos which is central to all we are and all that we do.

Regards,



Anna Elliott

Chair of Governors



Application Process Details

What we need:

Please complete an application via My New Term.

Visits:

Warmly welcomed by prior appointment.

To arrange a visit, please contact SBM@st-gregorygreat.gloucs.sch.uk

Closing Date:

26th November 2025 @ 9am

Shortlisting:

Will take place on 27th November

Interviews:

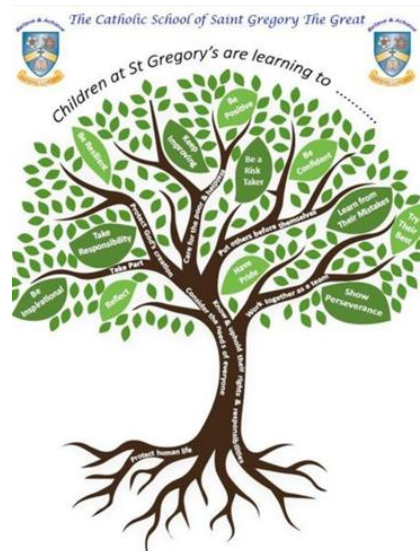
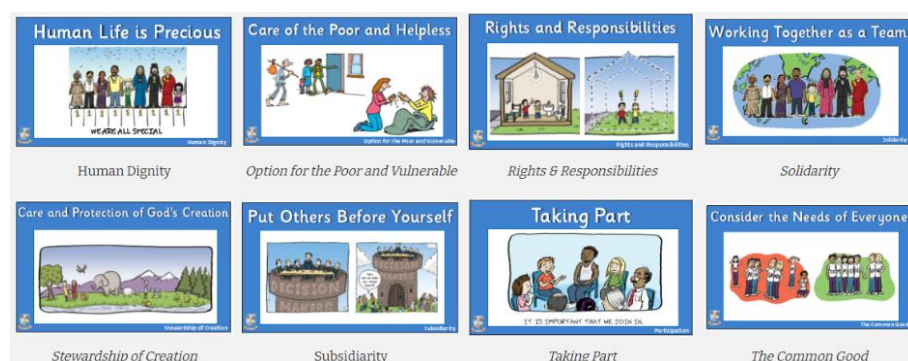
4th December

Applications: Further details of the interview procedure will be provided to shortlisted candidates in due course.



Our School

At The Catholic School of St Gregory The Great, children's spiritual, personal and educational development are of great importance to us. We put our faith at the centre of our learning and are constantly guided by Catholic Social Teaching Principles and learner values – these thread through the whole curriculum.



Our most recent Ofsted inspection was in October 2023. The praise that the inspection team placed on the journey that children take at St Gregory's was plentiful, with many areas to celebrate including:

- The way our children embrace and live out our school values, believing and proving that they can make a difference and reach success in their futures.
- Passionate, skilled staff and subject leaders with fantastic pastoral support in place.
- Staff who are well-supported by a leadership team that is ambitious, determined and driven by what is best for the children.
- The inclusive nature of the school, particularly the recognition and support given to children with additional needs.
- The school was judged to be Outstanding for Personal Development – an area that the inspection team agreed was exemplary. It was wonderful that the inspection team recognised our strength in nurturing not just academic success but also personal growth and character development at St Gregory's.



The school was also inspected under the new Section 48 Catholic School's Inspectorate (CSI) framework in June 2023 and the inspectors found that:

- The school is a welcoming, inclusive community rooted in its faith values.
- Pupils are respectful, demonstrating genuine care and affection towards each other and behave extremely well.
- Leaders and staff are passionate about providing the best possible care and support for every child and their family.
- Teacher subject knowledge in religious education is strong and is supported through high quality induction and training.
- The school works effectively with a range of partners, sharing practice and facilitating growth and development.

Our staff team are totally committed to giving the best possible education to our children – there is a helpful mix of more experienced and less experienced staff



and they are a team who work well together, seeking out each other's strengths and supporting one another with their development points. Staff share in the ownership of the school's values and are positive role models across the school. Leadership of the school uses a distributive model with a proactive senior leadership team who each lead areas of school life and phases. New and middle leaders are nurtured through the use of Key Area Teams which are led by future senior leaders and help the sharing and training up of transferable subject leadership skills.



Parents are great advocates for the school and are incredibly supportive. There is an active Friends of St Gregory's (FOSG) group who fundraise for the school and provide social opportunities for parents and families to meet. There is a diverse mix of families in the school community and all of these are supported in their times of celebration and need by the school community. They feel that school is the heart of their community and engage well with the opportunities offered by school such as mental health and wellbeing talks, phonics workshops, mathematics

workshops, parent prayer café, coffee mornings and school Mass.

Chaplaincy at our school is a model of excellent practice with a Chaplaincy Team that children trip over each other to apply to get into! They help the Bishop, Governors and Leadership Team to protect the Catholic ethos of our school and actively go about their roles, delivering Gospel Assembly with the Headteacher, teaching KS1 about Catholic Social Teaching, monitoring prayer areas and organising charity fundraising opportunities. Their practice is often shared with other LWCET schools and schools in the wider Diocese. We are lucky to have our own school chapel which has been blessed by the Bishop and that we are very close to our parish church meaning we can easily attend Mass there regularly both as a class, to lead the parish Mass and as a whole school.



Our school curriculum is inclusive and recognises that everyone has their own unique God-given talents. It is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be. More information about the curriculum can be found [here](#). We make this curriculum accessible to all members of our school community through the use of subtle adaptations and more intensive support where required – this model of inclusion and support has been piloted very successfully and involves intensive support from allocated emotionally available adults (EAAs) who have great success with the use of our UP groups and in-class support as well as more well-known interventions that are delivered by our team of experienced and effective

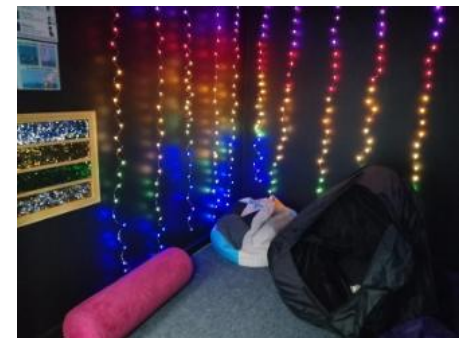


teaching partners. More information can be found [HERE](#). Our children come from diverse backgrounds and so experiential learning is incredibly important to us. Our annual Year 5 and Year 6 residential trips support and enhance our children's independence and resilience



and are a fun filled activity creating memories for a lifetime. We do all we can to ensure all children take part in these opportunities by removing any barriers to attendance as much as we are able. We are proud of the many awards we have earned for curricular and extra-curricular engagement such as being the first primary school in the country to gain the Sportsmark Platinum award; the 360 award for online safety; the healthy schools award and mental health award – all of these have been retained continuously since gaining them. Our children also benefit from specialist music and French teachers weekly.

Our inclusion team includes an EAL team, a whole team of 1:1 teaching partners, high needs teaching partners and a pastoral team. We are extremely proud of the work across this department and we have a positive record of multi-agency working for the good of our children and families. Our pastoral support team offer both in-reach and out-reach support to other schools and families and are housed in a purpose built therapy centre on the school site but accessible to those not within the school too. The staff there include a fully trained play therapist, a fully trained adult counsellor and a family support worker who works both at school and within the homes of our children. One of these staff is also the attendance officer and due to timely intervention, attendance is excellent across the school. This department gives our children and their families the highest level of support to negotiate the rollercoaster of life and we provide a great deal of preventative work alongside mental health practitioners as a mental health trailblazer school.



Our school is a trauma informed relational school. Relationships between staff, children and their families are paramount to all we do and all interactions build on these relationships so that every family know this is a school where they belong, are accepted for who they are and are safe. We have four school rules: stay safe, learn well, respect our school, respect each other. Our staff have all been trained in emotion coaching and restorative practice and the school does outreach work with other schools across the country to support their relational practice journey. With this in mind, we recognise that when rules are broken, harm is done and this needs to be repaired to strengthen relationships back up again. As educators we know everyone may make mistakes and break rules but it is our responsibility to help people learn from them and move on in a positive manner, taking responsibility for actions and holding each other to account.

Governors at St Gregory's are very active. They support and challenge in equal measure and they take great interest in the achievements of the children, staff and leaders of the school as well as being joint trouble-shooters when there are hurdles to overcome. The board is very experienced and there are rarely governor vacancies.



Our school site is well hidden between the High Street and Waitrose in Cheltenham. It is however, extensive and includes a play pod that children love to play with at lunchtimes, an eco-hub area with pond and firepit, a purpose built pastoral hub, plenty of break-out rooms for interventions, a large well-equipped kitchen, a computer suite (as well as laptop trolleys), 2 hall spaces, a chapel, a sensory den, peripatetic music room, two lifts, a full size all-weather pitch, a library and a dedicated EYFS free-flow outdoor area. The site is also shared by St Gregory's Childcare Trust who are our not-for-profit neighbours who provide extended services childcare for all our children from 8am-6pm 51 weeks a year. They also run a 50-place nursery and pre-school from the site and this is where two thirds of our intake come from. We work



extremely closely with them and have excellent relationships with the managers of the setting.

Finally, the most important thing about our school is our children! We have 420 children organised into seven year groups with two classes per yeargroup and waiting lists for every class. Our learners come from diverse backgrounds and each and everyone of them experience a sense of belonging at our school. 60% of the school speak English as their second (or third) language and 34 different languages are spoken at home by our children. 22% of the children have special educational needs or disabilities and 16% of the school are in receipt of pupil premium. 70% of the children are baptised Catholic and there are also a range of other faiths represented within our school families including Muslims and Hindus. Our families choose to send their children to St Gregory's from near and far with the furthest travelling 13 miles into school each day. Our children have many leadership opportunities such as being on the Chaplaincy Team, the Eco-Team, Digital Leaders, Restorative Play Leaders, House Captains and the School Council



Communication Team. They take their responsibilities seriously and we hold their views in high regard, with pupil conferencing being high on our agenda and weekly hot chocolate sessions with the Headteacher to seek views about school life and check in on every child and their aspirations.

We couldn't possibly write everything about our school down in one place and so we hope this has given you enough of a taster to want to come and find out more. We would love to show you around our school to answer your questions.

The school Safeguarding Policy can be found [HERE](#).



JOB DESCRIPTION

1. POST: DEPUTY HEAD

2. PAY AND CONDITIONS:

- 2.1 These will be in accordance with the provisions contained within the current School Teachers Pay and Conditions Document.
- 2.2 These will be subject to the school's agreed Pay Policy.

3. RELATIONSHIPS:

- 3.1 The postholder is responsible to the Headteacher in all matters.
- 3.2 The postholder works with colleagues to foster an effective and positive working environment and good team spirit within the school.
- 3.3 Foster good relationships with the Church, wider community and other stakeholders.

4. PURPOSE OF THE JOB:

- 4.1 To support the Headteacher in providing leadership and professional expertise.
- 4.2 To have oversight of inclusion throughout the school: SEND, pupil premium, pastoral support, EAL and other disadvantaged groups.
- 4.3 To have oversight for safeguarding as DSL throughout the school, managing a team of DDSLs.
- 4.4 To collaborate with the Headteacher in the development of the school's distinctive Catholic ethos.
- 4.5 To establish and maintain the high quality of Catholic education the school provides.
- 4.6 To model Catholic values throughout their lives and within the wider community.

5. KEY TASKS:

In addition to those professional responsibilities which are common to Deputy Headteachers and Teachers, as outlined in Conditions of Employment, the Deputy Headteacher will assist the Headteacher in his/her performance in the following areas:

The Curriculum

- 5.1 To identify, determine and keep under review, in consultation with the Governing Body and teaching staff, overall aims and objectives for the school, underpinned by the school's Mission Statement and the School Development Plan.
- 5.2 To determine, organise and implement a broad and balanced curriculum within the context of the New National Curriculum, reflecting the Catholic ethos and identity of the school and the Church's teachings, together with the Leadership Team.
- 5.3 To ensure the delivery of a curriculum relevant to the academic abilities and needs of all pupils.
- 5.4 To oversee the maintenance and development of the curriculum and to maintain standards in monitoring, evaluation and review within the school, together with the Leadership Team.
- 5.5 To promote learning and teaching within the school to ensure it meets Ofsted and Diocesan criteria and to encourage staff to have high expectations in order to maximise the achievement of all pupils.
- 5.6 To help develop a culture of learning throughout the school and encourage whole-school leadership.
- 5.7 To ensure that the spiritual development of individuals is given clear focus and assistance through the prayer life, religious education programmes and liturgy of the school.
- 5.8 To ensure that proper standards of professional performance are established and maintained.

- 5.9 To help raise the standards of teaching, learning and attainment for pupils across the school, through developing effective systems for assessment and monitoring the progress of individuals, Year Groups, Key Stages and setting appropriate targets.
- 5.10 To support the Headteacher in developing the data analysis and tracking of pupils across the school.
- 5.11 To support the Headteacher and staff in ensuring high standards of behaviour throughout the school.

Pupils

- 5.12 To maintain a school environment in which the value and needs of individual pupils are recognised.
- 5.13 To maintain a pastoral programme, which contributes towards the spiritual, social and emotional development of all pupils.
- 5.14 To ensure the continued development of good behaviour and social skills at all times so that pupils are able to focus on their learning, both on the school premises and also during authorised school activities offsite.

Staff: Teaching and Non-Teaching

- 5.15 To support the Governing Body in the selection and appointment of the teaching and non-teaching staff of the school, as required.
- 5.16 To manage the Inclusion Team and have oversight of the functions of Inclusion Manager, Safeguarding Lead, Pastoral Team, EAL Team, Family Support Team, Pupil Premium Champion and work closely with other leaders to ensure this is a golden thread through the whole school.
- 5.17 To work with senior colleagues to deploy and develop all staff effectively.
- 5.18 To support the professional performance and conduct of staff, ensuring that staff have access to advice and training appropriate to their needs and in line with School Development Plan priorities.
- 5.19 To monitor the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate.
- 5.20 To maximise the contribution of staff in providing the very best for our children.
- 5.21 To encourage staff in their professional duties and through modelling, to help them discuss problems honestly and openly.
- 5.22 To act as mentor and support for new staff in the school.

6. Other Duties

- 6.1 To assume responsibility for the functions of Headteacher at any time when he/she is absent from school and to work in partnership with the Senior Leadership Team to ensure that the school is properly managed at all times.
- 6.2 To support the Headteacher in the self-evaluation process within all areas of school life, including the evaluation and judgment of the quality of inclusive provision.
- 6.3 To support the Headteacher in identifying, implementing and monitoring the School Development Plan priorities and areas for action.
- 6.4 To share responsibility for the provision of all children in reaching their full potential.
- 6.5 To be Designated Safeguarding Lead.
- 6.6 To undertake such other duties as may reasonably be expected.**

Person Specification – Deputy Headteacher

A - Faith Commitment		
	Essential	Desirable
Practising Catholic	E	
Involvement in parish community		D
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school.	E	
B - Qualifications		
Qualified teacher status	E	
Degree level qualification	E	
National Professional Qualification in Middle/Senior Leadership		D
Has completed the Catholic Leadership Programme (CLP) or Catholic Certificate in Religious Studies or has a commitment to do so.		D
C - Professional Development		
Evidence of recent leadership and management professional development	E	
Has successfully undertaken appropriate Child Protection training or is committed to do so	E	
Has successfully undertaken appropriate Designated Safeguarding Lead training		D
D - School leadership and management experience		
Recent successful leadership as a Senior Leader.	E	
To have a deep understanding of inclusion and pastoral support	E	
To have taken an active involvement in school self-evaluation and development planning	E	
To have had responsibility for policy development and implementation	E	
To have had experience of and ability to contribute to staff development	E	
To have taken a lead on pastoral aspects, inclusion or behaviour in a current role		D
E – Experience and knowledge of teaching		

Experience of teaching in more than one school		D
Experience of teaching in a Catholic school		D
Significant teaching experience within primary phase	E	
An excellent teacher	E	
Experience of providing professional challenge and support to others through the performance management process		D
To be able to effectively use data, assessment and target setting to raise standards and address weaknesses	E	
To be able to exemplify how the needs of all pupils can be met through high quality teaching	E	
To be able to build effective working relationships with the Senior Leadership Team and support the distributive leadership models working effectively within the school	E	
To be able to work effectively with the Local Governing Committee	E	
F - Professional Attributes		
To be able to demonstrate a clear rationale for building relationships and the consequent behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	
To have excellent written and verbal communication skills	E	
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E	

