



Saint Bede's

Catholic High School

HEADTEACHER APPLICATION PACK

SAINT BEDE'S CATHOLIC HIGH SCHOOL, LYTHAM

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Welcome



Julie Jones

Chair of Governors

An exciting opportunity has arisen for an exceptional individual with an excellent track record in education, who will be committed to our distinctive ethos and provide strategic vision and leadership for our school.

The governors are seeking to appoint a new Headteacher who is energetic, dynamic and able to inspire a strong team of dedicated staff in striving for excellence and providing a rich, memorable education for our pupils.

The successful candidate will be:

- a practising Catholic with a strong faith commitment and a clear vision for Catholic Education
- an inspirational and visionary leader with a passion for teaching and learning
- an excellent motivator, communicator and role model to staff and pupils
- able to demonstrate successful leadership and management skills and have relevant experience
- enthusiastic and have the ability to inspire staff to meet the academic and pastoral needs of our pupils
- knowledgeable of current educational issues with the ability to plan strategically and financially.

Our school identity of 'Being a Bede' is seen through all aspects of our school life. We are looking for an empathetic leader who can demonstrate the ability to create strong relationships and who has the vision to enable the partnership between our school, carers and community to continue to thrive. Join us to help make a difference to all our children, ensuring that they develop the values that they will need to lead happy and successful lives.

Yours sincerely,
Julie Jones

Welcome



Nancy Walbank
Diocesan Schools Commissioner for the Diocese of Lancaster



Dear Colleague,

Thank you for your interest in the post of Headteacher at Saint Bede's Catholic High School, Lytham, one of our diocesan schools. In the information prepared by the school, you will have a copy of the Diocesan Equal Opportunities Statement adopted by the school. You will also note that the appointment will be under the terms of the Catholic Education Service contract. If you are not familiar with this contract, it can be found on the CES website at <https://www.catholiceducation.org.uk/employment-documents>.

The school's Governors will offer the successful applicant a contract based on this CES model. As a possible candidate you may be uncertain about the contract in relation to your personal circumstances or previous teaching experience, especially if you are not currently teaching in a Catholic school.

The diocese and the school's Governors are fully aware that everyone's experience and circumstances are unique and we find that any concerns can sometimes be resolved through a confidential prior discussion. Therefore, we offer all candidates the opportunity to discuss these issues in complete confidence should they wish to do so. Please feel free to contact me Nancy Walbank, on 07989128598 and/or nancy.walbank@lancasterrcdiocese.org.uk prior to making your application or at any time during the appointment process.

I hope that you will find the post interesting and make an application. I should like to wish you success with this application and with your professional career.

Yours sincerely,
Dr Nancy Walbank

Welcome



Phil Grice Headteacher

It has been a privilege and an honour to have been headteacher at Saint Bede's for the last 14 years. Saint Bede's is a wonderful school, and I am intensely proud of all those who, through endeavour, passion and care, have made it so.

We have an enviable reputation in the local community; a reputation built upon the exemplary behaviour of our pupils and the pursuit of excellence in all things. That reputation also reflects the unequivocal commitment of the school to ensure that faith, values and formation lie at the very heart of what we do. A phrase any applicant or visitor to the school will quickly become accustomed to is: 'Be a Bede'. It seems to sum up both the strong sense of identity and pride within the school as well as serving to encapsulate the expectations and deep aspirations that we have for our young people, and they have for themselves.

There is much to be proud of, but equally there is much still to do. After a decade of sustained high levels of attainment and progress, there has been a dip in outcomes for pupils; a dip that is being addressed. However, work still remains. What a new headteacher can be assured of is the commitment and professionalism of a very strong staff team, the unwavering support of governors and of parents and the enthusiasm of a wonderful group of students. The post of headteacher at Saint Bede's presents an opportunity to lead the school to greater things and to be at the heart of a community that Ofsted described as *'a very special place to be'*.

Yours sincerely,
Phil Grice

“Leadership ensures that any underachievement that occurs is tackled effectively”

OFSTED

Our Catholic School



“Catholic education at its very best”

Bishop Michael Campbell OSA

Saint Bede's Catholic High School is a successful, heavily over-subscribed, 11-16 Voluntary Aided High School in the Diocese of Lancaster. The school serves the Catholic Parishes of the Kirkham Deanery; in addition, a significant number of Catholic children from Blackpool wards choose to attend Saint Bede's. The school has a very high percentage of pupils who are Catholics or belong to other Christian denominations. The school is situated in Lytham and is very easily accessible from Preston, Lancaster and East Lancashire via excellent motorway links; the M55 Junction 4, for example, is only 3 miles away.

The school was judged to be good at the last Section 5 inspection in 2014. A short inspection in 2018 confirmed that the 'leadership team has maintained the good quality of education since the last inspection'. As such, the next visit is again likely to be a short inspection. The Section 48 Inspection in 2016 confirmed that Saint Bede's continues to be an outstanding Catholic school.



Key Characteristics of the School

- The school is smaller than average with 820 pupils currently on roll.
- Attainment on entry is broadly in line with national figures for most year groups; although in years 8 & 9, some aspects of prior attainment are well above national averages.
- The proportion of pupils eligible for Free School Meals is significantly below national averages.
- The percentage of pupils with an EHCP is in line with national figures.
- The proportion of pupils whose first language is not English is significantly below the national figure.

Our Culture and Ethos – A Different School



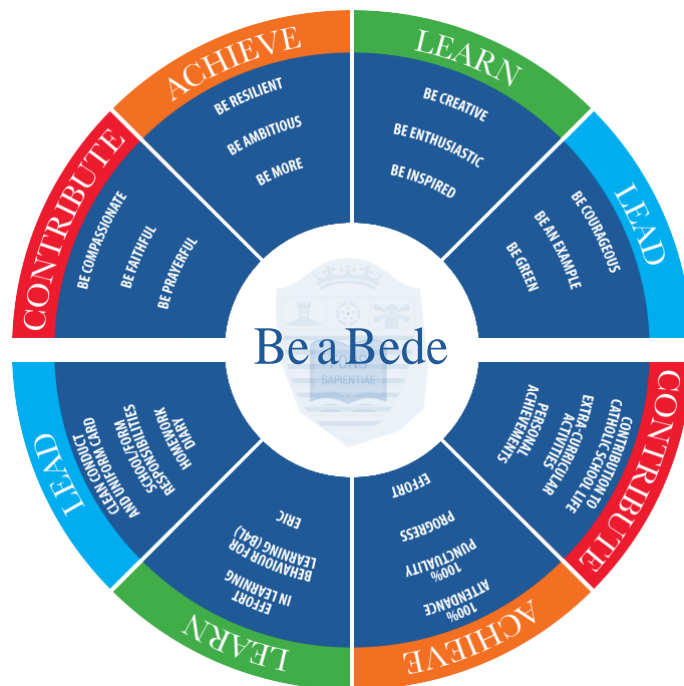
Great schools have elements that make them distinct and different in some way. We believe that as a school we are different; in how we welcome and celebrate difference; how we challenge indifference and how each member of staff - teaching and support staff - works to make a real difference to the lives and life chances of young people. A feature of Saint Bede's that is frequently commented upon is the array of badges that pupils throughout the school earn and choose to wear. The badges reflect the pride they have in their school, as well as the pride in their own achievements and in the achievements of others.

Behaviour is consistently described by visitors and inspectors as outstanding and exemplary. This is clearly a strength of the school but behaviour extends way beyond compliance. Pupils routinely demonstrate traditional values of courtesy, compassion and respect. Pupils look out for one another; older students see it as their responsibility to care for younger pupils.

Saint Bede's is a strong Catholic school; a school we believe is distinctive and one in which the behaviour and the attitudes of pupils are outstanding. Christ is at the centre of this school.

First and foremost, we are a Catholic school and Catholicity runs through all that we do. It is evident in our prayer and liturgical life; in the nature and importance of Religious Education; in liturgy and music; in the ethos and culture of the school and in the charitable work and activity that helps pupils respond to the needs of others. We have a full-time chaplain, a priest chaplain and a thriving chaplaincy team. Pastoral care within Saint Bede's is a real strength.

Our Vision and Values – Education and Formation



The wheel seeks to emphasise that we have each been called to be both 'whole' and 'holy'. The deepest understanding of the language of the wheel is constantly reinforced in assemblies, through displays and through staff and pupils embodying the values that are espoused. The whole rewards system of the school centres around both educational expectations and those values that help form us as followers of Christ

If 'Being a Bede' embodies the culture and ethos of the school, the Bede Wheel goes some way to articulate the detail.

Education cannot be separated from the formation of the human person and the development of his/her vocation or calling. The Bede Wheel encourages us all within our school community to reflect on and articulate the expectations and aspirations for both education and formation. The wheel helps pupils to focus on how they can achieve success in school but also to consider what sort of person they want to be.

One half of the wheel outlines specific expectations and aspirations for education. The other half outlines reflections on formation, rooted in the person of Jesus Christ who shows us what it is to be truly alive, truly human, truly in tune with God. We have also considered the spiritual and educational tradition of St Bede and the Benedictine order, which offer a particular way of reflecting on and living out the gospel.



Our Curriculum & Levels of Achievement



“Inspectors were struck by the positive attitude, courtesy and high levels of self-esteem consistently demonstrated by pupils.”

OFSTED

The curriculum at Saint Bede's is unapologetically academic and ambitious. The way that it is carefully planned and sequenced helps to ensure that all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities, leave school ready to embrace 'life in all its fullness' (John 10:10). Destination data is always above national figures for outstanding schools and is more often than not, significantly above such figures for disadvantaged pupils.

To ensure a depth, breadth and richness of provision, Key Stage 3 has always run through from Years 7-9. At Key Stage 4, all pupils will study GCSEs in Religious Studies, English (Language & Literature), Maths and Science (either triple or combined Science). There are 3 additional option blocks. Modern Foreign Languages used to be a very popular option and with the appointment of a new Subject Leader and an additional teacher, we are confident that this will be the position again. Almost all pupils will study History or Geography. The small group of pupils who do not study MFL and/or an humanities subject will generally study Triple Science at Foundation Level. It is intended that the range of provision at GCSE is extended to include further vocational options.

The generosity of staff helps to ensure that the range of extra-curricular provision and activities are exceptional; for example up to 50% of pupils take part in the Duke of Edinburgh Award scheme. A Recruitment Fair, akin to the 'Fresher's Fair' model of universities, takes place at the start of the year and ensures the high take-up of this provision.

Levels of achievement at Saint Bede's have been traditionally very good or outstanding. Changes to pedagogy, transition, staffing and curriculum are addressing the dip from such high levels. We are rigorous in self-evaluation and tireless in bringing about improvement wherever it is needed.

	2018	2019	2020
	School figure (with national average in brackets)		
Grade 5+ in English & Maths	36% (43%)	46% (43%)	52%
Attainment 8 Score	44.32 (46.53)	49.80 (46.69)	52.35
EBacc Average Point Score	3.78 (4.04)	4.21 (4.07)	4.36
Progress 8 Score	-0.41 (-0.02)	-0.20 (-0.03)	
Staying in Education or Entering Employment	97% (94%)		

Our Staff Team



A Team Effort

There is an extremely talented and committed teaching and support staff team at Saint Bede's who share a clear focus to develop the God-given gifts and talents of each pupil and celebrate the varied successes of all members of our school community. Alongside this commitment, there is also a strong sense of fun and mutual encouragement.

Our strong Senior Leadership Team comprises of the Headteacher, Deputy Headteacher and five Assistant Headteachers. Three of the team were recent internal appointments. Each member of the team has distinct areas of responsibility but all work closely with one another.

Professional development

Outstanding teaching can awaken an excitement for learning and does transform lives. Last year, we began a different approach to performance management, moving away from a target driven system to one which concentrates entirely on developing and sharing the very best practice. Rooted in research, staff are developing aspects of their teaching that will have greatest impact on the learning and progress of pupils. There has been a particular focus on memory and learning and how we can equip pupils with the skills and approaches to tackle both a content-heavy examination systems and help them address gaps that developed during lockdown.

As well as developing classroom practice, our approach to promotion begins with developing and fostering the talents and abilities of staff within the school. We believe in providing opportunities for the development and promotion of our own staff.

“New and recent appointments, and leadership training, has secured effective subject leadership. Indeed, inspectors found that middle leadership is a strength of the school.”

OFSTED



Faith References and Equal Opportunities



Faith References

Important advice regarding faith references.

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a 'positive and supportive faith reference from a priest where you regularly worship.'

At a time when priests are often assuming responsibility for larger pastoral areas and dealing with National lockdowns due to the pandemic it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references.

1. Speak to the priest before completing your application and ask if he agrees to your including his as a referee.
2. Provide him with an outline of:
 - your involvement in parish life e.g., Eucharistic minister, reader, etc. (it may be that currently you are not heavily involved in parish life due to other commitments)
 - your present post – school, areas of responsibility
 - the post to which you are applying – name of school, post, etc.

By following the above advice, you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

North West Diocesan Statement on Equal Opportunities in Employment

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The Governing Body is therefore committed to employment procedures which comply with discrimination legislation and do not discriminate on grounds of age, gender, race, colour, nationality, religion, sexual orientation, ethnic origin, marital status or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the school's Christian values and Mission Statement.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Bodies. Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school and in these cases there will be a requirement that the successful candidate is a

baptised and practicing Catholic. In other appointments, where two or more candidates for teaching posts are equally strong in the context of the criteria for appointment, preference may be given to a candidate who is Catholic.

In addition, the Governing Body recognises that the school and our Catholic teachers are called to be witnesses to Christ's teachings. We therefore reserve the right as employers to take into consideration any personal behaviour or circumstances which are genuinely within an individual's control and are incompatible with the precepts of or with the upholding of tenets of the Catholic Church or likely to be prejudicial to the Catholic character of the school. In doing so, we will seek always to give witness to the Christian pastoral principles of love, respect and reconciliation.

Job Description



Saint Bede's Catholic High School Headteacher L28 to L35

Required from September 2021 (a January 2022 start may be considered)

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is made by the Governing Body of the school and is subject to the terms of the Catholic Education Service contract signed with the governors as employers; the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers (2015). These standards are in turn built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

The Governing Body and the diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.



A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success, a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

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.

The Headteacher, working with the 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, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and 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.

The Headteacher, 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, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Four Domains of Headship

1. Qualities and Knowledge

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of this work.

Critical to the role of headship is working with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

1. Recognise the authority of the bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
2. Hold and articulate clear Catholic values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. Lead by example, with integrity, creativity, resilience, and clarity, drawing on their scholarship, expertise and skills and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. Work with political and financial astuteness, within a clear set of principles centered on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

2. Pupils and Staff

In a Catholic school the Headteacher leads a learning community rooted in Catholic belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship 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, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.
6. Hold all staff to account for their professional conduct and practice

3. Systems and Process

In the 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 Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self- evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money.

Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of

leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

4. The Self-improving School System

In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

Person Specification



The school's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teaching of the Roman Catholic Church and the Trust Deed of the Diocese of Lancaster. At all times, the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practicing Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects.

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the Trust Deed.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Faith commitment

	Essential	Desirable	Source
Practising Catholic	E		A R
Involvement in parish community		D	A I R

[A.2] To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School

Leading school worship	E		A I
Ways of developing religious education and worship	E		A I
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		A I
How relationships should be fostered and developed between the school, parish its community and the diocese.	E		A I
Has completed the Catholic Leadership Programme or has demonstrated appropriate professional development in Catholic Education.		D	A I

Leader training

	Essential	Desirable	Source
Has successfully undertaken the Secretary of State's (NCTL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so before taking up post/ within 12 months of taking up post.	E		A I

[B] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		A
Degree	E		A
CCRS/CTC or commitment to obtaining the certificate		D	A I

[C] Professional development

Evidence of appropriate professional development for the role of Headteacher	E		A I R
Evidence of recent leadership and management professional development	E		A I R
Has successfully undertaken appropriate Child Protection training.	E		A I
Has successfully undertaken appropriate Designated Senior Safeguarding Leadership Training (DSL)		D	A I

[D] School leadership and management experience

	Essential	Desirable	Source
Recent successful leadership as a Headteacher, Deputy Headteacher or Assistant Headteacher	E		A I R
Be able to demonstrate effective leadership in a school in similar circumstances/serving a similar community		D	A I R
To have taken an active involvement in school self- evaluation and development planning	E		A I R
To have an awareness of the financial management of a secondary school.		D	A I R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement		D	A I R
To have had responsibility for policy development and implementation	E		A I R
To have had experience of and ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, INSET for staff)	E		A I R

[E] Experience and knowledge of teaching

Experience of teaching in more than one school		D	AIR
Experience of teaching in a Catholic school		D	AIR
Significant teaching experience within the secondary phase	E		AIR
To have a current knowledge and understanding of the Key Stage 3 and 4 curriculum	E		AI
To be able to effectively use data, assessment and target setting to raise standards/address weaknesses		D	AI
To be able to exemplify how the needs of all pupils are met through high quality teaching	E		AI

[F] Professional attributes

	Essential	Desirable	Source
To be able to demonstrate an understanding of the needs of pupils at this school and how these will be met	E		AI
To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		AI
Excellent written and verbal communication skills (which will be assessed at all stages of the process)	E		AI
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E		AIR
Show an excellent commitment to sustaining regular attendance at work	E		AIR

[G] Professional skills based on the National Standards for Headteachers

The Headteacher is expected to have a working knowledge of the National Headteachers' Standards (2020) and a willingness to work towards the achievement of these standards. In addition the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards.

- School Culture
- Teaching
- Curriculum & Assessment
- Behaviour
- Additional & SEND
- Professional Development
- Organisational Management
- Continuous School Improvement
- Working in Partnership
- Governance & Accountability

The supporting statement for this application should detail the applicant's current knowledge of the domains listed above.

[H] Personal qualities. All of the following are considered to be essential for the post and will be assessed throughout the process

- Continue to promote the school's strong educational philosophy and values.
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals.
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan, and organize themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon, as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour

[I] Confidential references and reports

	Essential
A positive and supportive faith reference from a Catholic priest where the applicant regularly worships	E
Positive recommendation from all referees, including current employer	E
A supportive reference from the Local Authority, if possible, or a further supportive professional reference	E

[J] Application Form and Supporting Statement

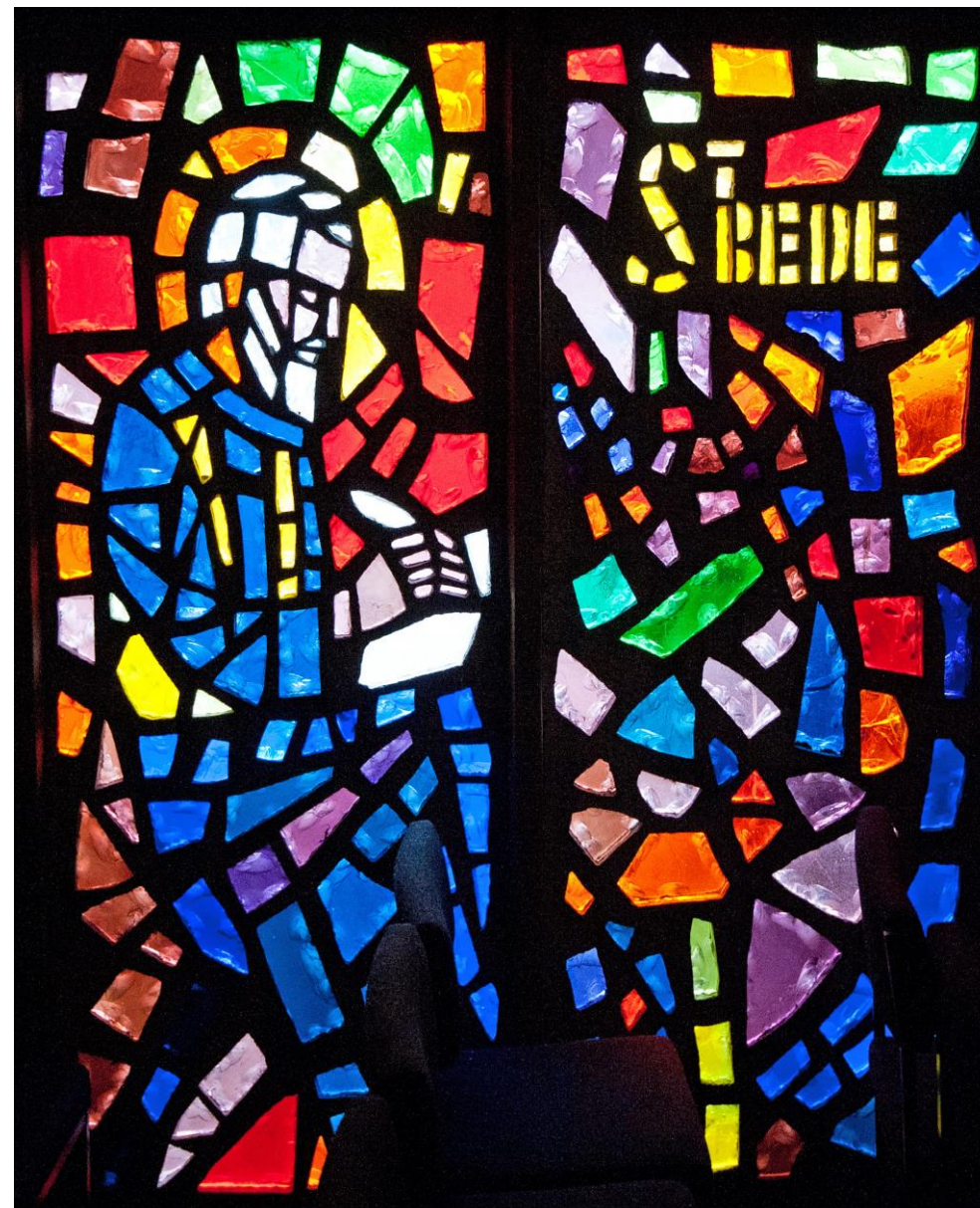
The CESEW application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post paying particular attention to Section G above.

Summary



Type of School	Secondary Voluntary Aided
Denomination	Catholic
Age Range	11-16
Co-educational	Yes
Number of Pupils	820
Number of Teaching Staff	49 FTE
Number of Support Staff	31 FTE
School Group	6
Start Date	September 2021 (or January 2022)
Salary Range	L28-35
Closing Date for Applications	Tuesday 4 th May 2021 (12 noon)
Interview Dates	To be confirmed*

* The schedule for the interviews will be published at a later date and will take account of any local or national restrictions.



How to Apply



How to apply

To discuss the role

If you would like to discuss the role, please contact Mrs Susan Kelly by email on skelly@stbedeslytham.lancs.sch.uk, or by phone, to arrange a time to discuss this with the Chair of Governors - Mrs Julie Jones.

The process

Application

If you wish to apply, please email your completed application form to Mrs Susan Kelly, Headteacher's PA, at skelly@stbedeslytham.lancs.sch.uk or post your completed application form to Mrs Susan Kelly, Saint Bede's Catholic High, Talbot Road, Lytham FY8 4JL. Please note that only Catholic Education Service application forms will be accepted and that you should not enclose a Curriculum Vitae.

Closing date

Please ensure that your completed application form arrives by Tuesday 4th May 2021 (12 noon).

Shortlisting

Shortlisting for the post will take place shortly after this date. Shortlisted candidates will be informed by telephone and details of the selection process will then be sent out by email.

If you have not been shortlisted we will inform you of this in writing shortly after the appointment has been made.

Selection process

Details of the selection process will be made available to shortlisted candidates once shortlisting has been completed.

Saint Bede's Catholic High school is committed to safeguarding and promoting the welfare of the children and young people and we expect all staff and volunteers to share this commitment.

“The (school’s) ethos and culture is terrific – enthusiastic, polite, courteous and value driven.”

Prof. Steve Munby CBE,
Chair of the Teaching Awards Trust