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## Recruitment Pack

Headteacher – Sacred Heart RC Primary School, Colne



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# Welcome from Katy Cox

## Catholic Senior Executive Leader

Dear Applicant

Thank you for your interest in joining Romero CAT's central team. I hope you will find the information in the application pack helpful.

As the new CEO of Romero CAT, I am delighted to begin expanding the central team in order to deliver the best education and best service to our schools, children, staff and their communities. If successful, you will be joining the trust at an exciting time of change and growth. It is my aim to strengthen and broaden the services and capacity at the centre to meet the challenging demands ahead of us. This post has been designed to contribute to this aim.

At Romero CAT, our values underpin everything we do: Faith, Service, Aspiration and Collaboration. The successful candidate will be in full alignment with our vision and values. You can find more information on our trust website.

We look forward to receiving your application.

Yours faithfully,

Katy Cox

CEO/CSEL

# Welcome from Michael Maud

## Chair of the Governing Body

Dear Applicant

As Chair of Governors, I would like to extend a warm welcome to Sacred Heart Primary School - a place where faith, community, and education come together to create a nurturing and inspiring environment for our students. Located in the heart of Colne, Lancashire, our school is known for its warm, family-like atmosphere and strong sense of community.

At Sacred Heart, we are inspired by Jesus to be the very best we can be. Our mission is to provide the highest quality education for all, within a caring, supportive, and inclusive learning environment. We believe in looking after one another and showing respect and love through our relationships with each other.

Our school is vibrant and full of life, with a dedicated team of staff who are committed to fostering a love of learning in every child. We offer a broad and balanced curriculum that not only focuses on academic excellence but also on the personal and spiritual growth of our students

As the Headteacher, you will have the opportunity to lead this wonderful school community, guiding our students and staff to achieve their full potential. You will be supported by a passionate team and a welcoming community that values collaboration and mutual respect.

We invite you to join us at Sacred Heart Primary School, where you can make a meaningful impact and help shape the future of our students. Let your light shine with us!

For more information about our school and the Headteacher position, please visit our website or contact our school office to arrange a visit.

Michael Maud

Chair of Governors



# Our Values



Romero Catholic Academy Trust is a family of Catholic schools serving the needs of children and young people in the Diocese of Salford, covering the areas of Lancashire, Blackburn with Darwen and Calderdale. To achieve this, we will uphold four key values:

## **Faith: To nurture our belief in God.**

- Inspired by the vision of Bishop John, we will provide an authentic passing-on of our Catholic faith.
- Our schools will be nurtured by the Word of God.
- Our pupils will come to an understanding of what it means to be loved by God and the responsibilities that come from loving God.
- Our schools are worshipping communities characterised by vibrant liturgy and prayer.

## **Service: To live out the responsibilities of our faith by serving others.**

- We will always act in the service of the pupils in our care.
- In our schools we will educate our children to be the next generation of the stewards of God's creation.
- We embrace Catholic social teaching and work for the Common Good with a preferential option for the poor.
- We are outward facing, acknowledge our place in the wider educational system and accept our civic responsibility.

## **Aspiration: To aspire to fulfil the potential of each individual, created uniquely in the image of God.**

- We will work to fulfil the potential of each member of our community by providing an education that develops the whole person, including high quality Religious Education.
- Our schools will have a relentless focus on achievement. The quality of education in our schools will be 'at least as academically distinguished as that in the other schools of the area.' (Can. 806.2)
- Every member of our community will be provided with the knowledge, skills and attitudes needed to succeed in school and in the next stage of their lives.
- Through high quality and relevant continuing professional development, we will invest in our staff.
- Decision making will weigh up the Common Good and be made in a timely way.
- We will always focus on the solution to a problem.

## **Collaboration: To work collaboratively; sharing and fostering the strengths and expertise of all.**

- A spirit of solidarity leads us to accept a shared responsibility for all.
- We recognise the concept of subsidiarity; that decisions will be made as locally as possible.
- Improvements across our family of schools will be secured by utilising the skills and experience in the trust.
- Wherever possible, we will take care to involve and inform people in decision making.
- We believe in the importance of open, honest and positive communication.

# Saint Oscar Romero

Our Catholic Academy Trust is named after Saint Oscar Romero and his values as a great and inspirational teacher and as a protector of all.

Saint Oscar Romero stood out for his unwavering commitment to living out the Gospel, to providing a witness to the love of God in the face of violence. He was the Archbishop of San Salvador and he was murdered for criticising the government that kept people very poor. He shows us that we must see God in all people and work together to build God's kingdom of mercy, justice and love on earth.

Today, we can make a renewed commitment to follow in the example of our heroes of our faith to live a life faithful to Jesus. To turn our attention away from possessions and focus on the call to holiness.

## The Romero Prayer

It helps, now and then, to step back and take the long view.

The Kingdom is not only beyond our efforts; it is even beyond our vision.

We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work.

Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith. No confession brings perfection. No pastoral visit brings wholeness. No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects far beyond our capabilities.

We cannot do everything and there is a sense of liberation in realizing that. This enables us to do something and to do it well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.



# Job Advert

## Headteacher

Sacred Heart RC Primary School

Salary: Leadership Scale 15-21

£70,291 - £81,440

Full-Time

Responsible to: Director of Education - Primary

Required to commence: 1<sup>st</sup> September 2025

We have an exciting opportunity for a dynamic and inspirational leader for our ambitious school, which is part of Romero Catholic Academy Trust. We wish to appoint a practising Catholic Headteacher with a strong personal faith and the vision and leadership to build and develop our school.

We can offer you:

- A Board of Directors, and LGB who have high expectations in delivering the strategic direction of the school and are positive and supportive;
- A stable and effective leadership team committed to setting and delivering ambitious goals
- A strong, supportive and dedicated staff team;
- As part of the Trust, support from the Central team;
- Committed students who are eager to learn, in an atmosphere where they feel valued and respected;
- The opportunity to make a real difference to lives of the pupils and community we serve;
- The opportunity to play a pivotal role in achieving school improvement

If you think this could be your next challenge, please contact [careers@romerocat.com](mailto:careers@romerocat.com) to arrange a conversation with the CEO, Katy Cox.

Full details and application forms are available from our website: [www.romerocat.com](http://www.romerocat.com)

*We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.*

**Closing date:** 7<sup>th</sup> March 2025 @ 12 noon  
**Shortlisting date:** 13<sup>th</sup> March 2025  
**Interview date:** 20<sup>th</sup> March 2025



# Headteacher

## Job Description

### Introduction

The school has been designated by the Secretary of State as a school with a religious character. The Trust's Articles of Association confirm 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 Romero Catholic Academy Trust, in consultation with the Local Governing Body of the school and is subject to the terms of the Catholic Education Service contract signed with Romero Catholic Academy Trust as employers. The post is under the current conditions of service for Headteacher 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 Headteacher Standards (2020). These standards are in turn built upon the Teaching Standards (2011 and updated 2021) which apply to all teachers, including the Headteacher.

The Academy Trust Board, 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.

Sacred Heart RC Primary School is an academy with Romero Catholic Academy Trust. Romero Catholic Academy Trust and the Governing Body are 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.

### Main Purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

The headteacher will:

### **Qualities**

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

### **School Culture**

- 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
- Establish and sustain the school's ethos and strategic direction in partnership with the trust and others responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- 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
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Hold and articulate clear Catholic values, promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

### **Teaching**

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure the curriculum, and its delivery, is 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
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

### **Curriculum and assessment**

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- 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
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum



### **Behaviour**

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

### **Additional and special educational needs and disabilities**

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

### **Professional development**

- 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.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

### **Organisational management**

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

### **Continuous school improvement**

- 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
- 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 context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

### **Working in partnership**

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

### **Governance and accountability**

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility as set out in the Trust's Scheme of Delegation
- Establish and sustain professional working relationship with those responsible for governance
- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## Person Specification

*As the Academy is a Catholic school, designated as such, the Directors are accountable to the bishop to ensure that the Academy is conducted as a Catholic school in accordance with Canon law and the teachings of the Roman Catholic Church so that, at all times, the Academy may serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that they will ensure that the school is distinctively Catholic in all its aspects.*

*Sacred Heart RC Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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

	Essential (E) Desirable (D)	Evidence Application (A) Certificate (C) Interview (I) Task (T) Reference (R)
<b>Faith Commitment</b>		
Practising Catholic	E	A/I/R
Involvement in parish community	D	A/I/R
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
Leading school worship	E	A/I
Ways of developing religious education and worship	E	A/I
How relationships should be fostered and developed between the school and parish community	E	A/I
<b>Qualifications</b>		
National Professional Qualification for Headship (NPQH)	D	A/C
Qualified Teacher Status	E	A/C
Degree level qualification	E	A/C
<b>Professional Development</b>		
Evidence of appropriate professional development for the role of Headteacher	E	A
Up to date safeguarding training and knowledge of legislation for the protection of young people	E	A/I/C
Has completed a Catholic Leadership Programme/CCRS	D	A/C
Has successfully undertaken Designated Safeguarding Lead training	D	A/C
<b>School Leadership and Management Experience</b>		
Successful leadership as an Assistant Headteacher, Deputy Headteacher or Head of School for a minimum of 2 years	E	A/I/R

Experience in more than one school	D	A/I
Evidence of successfully leading school improvement	E	A/I
Experience of curriculum leadership and development	E	A/I/R
Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	E	A/I/R
Experience of working constructively with parents	E	A/R
Experience of monitoring staff performance	E	A/I/R
Experience of providing professional challenge and support to others through the performance management process	E	A/I/R
To have experience of guiding, coaching, mentoring or training individuals or teams	E	A/I/R
The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities	E	A/I/R
An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement	E	A/I/R
Experience of effective budget management and financial analysis	D	A/I/R
Able to demonstrate a good awareness of current national education policy and strategy	E	A/I/R
<b>Experience and Knowledge of Teaching</b>		
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E	A/I/R
To have a working and current knowledge and understanding of both Key Stages in the primary phase	E	A/I
To be able to effectively use data and assessment to raise standards/address weaknesses	E	A/I/R
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	A/I/R
Displays commitment to the protection and safeguarding of children and young people	E	A/I/R
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E	A/I/R



<b>Professional Attributes</b>		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	A/I/R
Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	A/I/R
Demonstrate personal and professional integrity, including modelling values and vision	E	A/I/R
Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met	E	I
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	A/R
Think analytically and creatively and demonstrate initiative in solving problems	E	A/I
Prioritise, plan and organise themselves and others	E	A/I
Build and maintain quality relationships through interpersonal skills and effective communication	E	A/I/R
Manage and resolve conflict	E	A/I/R
Maintain confidentiality	E	A/R
To have effective written and oral communication skills (which will be assessed at all stages of the process)	E	A/I
Demonstrate a capacity for sustained hard work with energy and vigour	E	A/I/R
<b>Confidential References and Reports</b>		
A positive and supportive faith reference from a priest where the applicant regularly worships	E	R
Positive recommendation from all referees, including current employer	E	R
A supportive reference from the Local Authority/Academy Trust if possible, or a further supportive professional reference	E	R
<b>Note: We will always consider your references before confirming a job offer in writing</b>		
<b>Prepared by: RCAT HR Team</b>	<b>Date:</b>	<b>January 2025</b>

The directors/governors reserve the right, in exceptional cases, to seek additional references from other former employees where this seems appropriate.

## Application Process

Please ensure that you provide a separate, personalised supporting letter, bespoke to Sacred Heart RC Primary School to accompany your application form. The letter should be a maximum of 1,300 words with normal margin settings and Arial font size 10.

### Candidate advice and guidance from the Diocese

Thank you for your interest in the post of Headteacher at Sacred Heart RC Primary School, which is part of the diocesan Romero Catholic Academy Trust and one of our diocesan schools.

Within this information pack prepared by the school, you will have a copy of the Diocesan Equal Opportunities Statement adopted by the Trust and 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.

The Trust's Board and 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 the Diocese prior to making your application or at any time during the appointment process.

### 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 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 you including him 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.

## Definition of practising Catholic

“Christ at the Centre” is the adopted Salford Diocesan guidance which sets out our understanding of what it means to be a “practising Catholic” in relation to Catholic schools. The document can be accessed via the Catholic Education Service website.

## Bishop’s Memorandum

As a minimum requirement it is the ‘Bishops’ Conference of England and Wales that expects that the posts of Headteacher, Deputy Headteacher and Head or Coordinator of Religious Education are to be filled by practising Catholics. Whilst these posts have traditionally been used in schools, other senior leadership posts, and terminology, have come about in practice, often as a result of collaborative working arrangements between schools. Terms which are being used more frequently, and which are not defined in legislation for example: Executive Headteacher, Associate Headteacher and Head of School. The principle to be applied is that this minimum requirement will apply to the most senior leadership post i.e. the person with overall responsibility for the day-to-day management of the school, and the person who is the second most senior person in the leadership team.

## 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 reassignment, 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 practising Catholic.

### **Equal Opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

### **Safeguarding Commitment**

The Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

### **Attendance**

Good attendance enhances the service delivered by the Trust, minimises staffing difficulties and ensures best value to the schools. It is essential that applicants for positions in the Trust can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## **How to apply**

If you would like to find out more about the position please contact the HR Department on 01282 855500 or [careers@romerocat.com](mailto:careers@romerocat.com)

**Full details and application forms are available from our website:**

[www.romerocat.com](http://www.romerocat.com)

*We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.*

**Closing date:** 7<sup>th</sup> March 2025 @ 12 noon

**Shortlisting date:** 13<sup>th</sup> March 2025

**Interview date:** 20<sup>th</sup> March 2025

**Completed application forms, and associated documentation, should be returned to the HR department via e-mail: [careers@romerocat.com](mailto:careers@romerocat.com)**

DIocese of  **SALFORD**



 **Romero**  
Catholic Academy Trust