



**St. Clare's RC Primary School a
Catholic Voluntary Academy part of
St Hilda's Catholic Academy Trust**



*The mission of St Clare's RC Primary School is to develop each member of the St Clare's Community so that everyone can reach their full potential as we **walk in the light** of the teachings of Christ and the values portrayed in the Gospels.*



**Roman Catholic Diocese of Middlesbrough
Headteacher Application Pack**

Closing Date: 12 noon on 24th March 2017



Welcome to St Clare's

Dear Candidate,

Thank you for your interest in the position of Headteacher of St Clare RC Primary School, A Catholic Voluntary Academy.

St Clare's serves the Catholic Community of St Francis' Parish and the wider community of Acklam and Brookfield. The present school building dates from 2007, replacing the original school which was built in 1970.

St Clare's is a one form entry Primary School with a 26 place nursery, currently there are 211 children on roll. We became part of the St Hilda's Catholic Academy Trust in November 2015. The Academy Trust is made up of Trinity Catholic College and 10 Catholic primary schools in Middlesbrough.

The school is committed to a high degree of corporate working with staff, Governors and Trust Directors, pupils, parents, parish and the wider community all contributing to the life of the school.

The last Ofsted inspection in 2007 judged the school as outstanding and all stakeholders are committed to continuing the excellent work of the school. Working collaboratively is seen as key to its continuing success and progress. Currently St Clare's is the lead school in Middlesbrough Catholic School Partnership, a Teaching Alliance which predominantly serves the Catholic schools in Middlesbrough.

The current Headteacher is taking on new responsibilities in the town and we wish to appoint a Headteacher who will continue to maintain and develop the high standards which has been the norm for many years at St Clare's.

The appointed Headteacher will continue to develop outstanding practice and high expectations within the school, will have excellent communication, interpersonal and organisational skills, will nurture Catholic values, will build on current strong practice but will also be expected to bring fresh ideas to continue the drive forward.

The Governors believe that we offer an outstanding opportunity to take a fully active role in the success of St Clare's, and warmly welcome your interest in becoming the Headteacher.

Canon John Loughlin

Chair of Governors



School Information

The Mission of St. Clare's R.C. Primary School is to develop each member of the St. Clare's community so that everyone can reach their full potential in the light of the teachings of Christ and the values portrayed in the Gospels. In the light of this we aim to:

- Enrich the children's understanding and living of their Catholic faith.
- Provide an environment which fosters close partnership with parents/guardians and the Parish Community.
- Promote the dignity and self-esteem of everyone in the school.
- Develop in each individual, respect, care and tolerance for one another.
- Provide a curriculum in line with the distinctive nature of Catholic Education and one which meets National Curriculum requirements.
- Meet the spiritual, academic, physical, social, moral and cultural needs of all pupils to enable them to reach their full potential.

Mission Statement

Written by the children of St. Clare's

- **We** follow in the footsteps of Christ.
- **All** of St. Clare's family work together to
- **Let** our light shine
- **Keep** encouraging everyone in all that
- **Is** good.
- **Night** and day care for and
- **Tolerate** each other's differences, be kind,
- **Help** each other to do our best and
- **Encourage** each other to do our best and
- **Love** one another.
- **Is** what God asked us to do.
- **Giving** us opportunities to
- **Help** make a positive difference.
- **Teach** us to work each day for you.



St Clare's Academy Teachers

Class name	Teacher's name
Early years	Mrs Clare Robson
Foundation stage	Mrs Katherine White
Year 1	Mrs Lucy Rehbohm
Year 2	Mrs Edel Traylen
Year 3	Miss Sarah Reeve
Year 4	Mr Ross Hamilton
Year 5	Mr Thomas Marron
Year 6	Mrs Angela Burniston and Mrs Fran Price

Parishes

St Francis' of Assisi Parish



www.stfrancisacklam.co.uk

St Francis church was built circa 1934 to provide for the catholic community of the expanding areas of the west of Linthorpe, Acklam and Whinney Banks, The parish covers the whole of Acklam through Brookfield.

St Clare's church was built as a chapel of ease in 1964 to serve the expanding population of St Francis Parish.

St Clare's of Assisi Church

Born Clara Offreducia in 1194 St. Clare was a friend of St. Francis. From him she learned to love God and his wonderful creation. She shared with him the desire to bring all people to a deeper love of God and of each other.

Clare died in 1253 and was canonised a mere two years later.

St Hilda's Catholic Academy Trust

We are proud to be part of **St Hilda's Catholic Academy Trust**. The Trust is made up of 11 Catholic schools in Middlesbrough, 10 primary schools and one secondary school. We have worked in close partnership for a number of years and now are formalising our work to ensure a strong Catholic education for children aged 3-18.

Working in partnership, as part of SHCAT Academy Trust, has a number of key benefits including:

- Rapid dissemination of best-practice across the group – sharing of policies, procedures etc.
- Excellent professional development opportunities, which support the recruitment and retention of staff.
- Training days in common, facilitating high quality CPD.
- Sharing of teachers, expertise and best practice.
- Economies of scale – our Academy Trust can procure “value for money” services for all its Academies.

Every school is contained within both the diocese and local authority of Middlesbrough.

- Corpus Christi Primary School, a Voluntary Catholic Academy
- Sacred Heart Primary School, a Voluntary Catholic Academy
- St. Alphonsus' Primary School, a Voluntary Catholic Academy
- St. Augustine's Primary School, a Voluntary Catholic Academy
- St. Bernadette's Primary School, a Voluntary Catholic Academy
- St Clare's Roman Primary School, a Voluntary Catholic Academy
- St. Edward's Primary School, a Voluntary Catholic Academy
- St Gerard's Primary School, a Voluntary Catholic Academy
- St. Joseph's Primary School, a Voluntary Catholic Academy
- St. Thomas More Primary School, a Voluntary Catholic Academy
- Trinity Catholic College and Sixth Form, a Voluntary Catholic Academy



Diocese of Middlesbrough



Bishop of Middlesbrough, Terence Draine, oversees a large and varied Diocese stretching from Redcar and Cleveland to Kingston upon Hull.

Formed in 1878, the Diocese comprises the local authority areas which historically formed the North Riding of Yorkshire namely Redcar and Cleveland, parts of Stockton on Tees, Middlesbrough, York, parts of North Yorkshire, parts of East Riding and Kingston upon Hull.

Across the Diocese there are 46 Primary and 8 Secondary Schools and Academies. The smallest of our schools has 88 pupils and the largest 1500.

28 of our 54 schools have converted to Academies status operating within a Catholic Multi-Academy Trust with their local family of Catholic schools.

Newly appointed Headteachers in the Diocese are mentored by a fellow Diocesan Headteacher in the local area to support their induction into the role of Catholic Head teacher.

The Diocesan Schools Service comprises of the Director of Schools, Kevin Duffy; the Primary RE Adviser, Theresa Laverick; the secondary RE Adviser, Anthony Finnegan. The Diocese provides regular Professional Development opportunities and works closely with its Schools and Academies to provide a world class education for all the children in our care.

Primary Schools and Academies in the Diocese use the 'Come and See' programme for Religious Education and are subject to a Denominational Inspection by the Diocese.

Diocese of Middlesbrough



DIOCESAN STATEMENT ON EQUAL OPPORTUNITIES IN EMPLOYMENT

The Governing Body of Directors of St Clare's Primary School - A Catholic Voluntary Academy is committed to ensuring that matters concerning appointments, including promotions, are dealt with in a fair and just manner. Governors believe that the principle of equal opportunity in selection is consistent with social justice and good personnel practice. This is in keeping with our Catholic aim to recognise the dignity and worth of all who work or apply to work in our organisations.

Our selection processes aim to select the best applicant assessed against the criteria for the post. We are subject to the law of the land and acknowledge our commitment to conducting our affairs in accordance with the law. The governors do not discriminate on grounds of age, sex, race, colour, nationality, ethnic origin or disability.

The Roman Catholic community maintains schools which have, as part of their character, a duty to provide Religious Education and a requirement that those schools be conducted in accordance with the rites, practices and traditions of the Roman Catholic faith. It would therefore be clear that where applicants are equal in qualifications and experience in the context of selection criteria for a post that a Catholic applicant would have an advantage over an applicant not of the Catholic faith in being able to contribute to the mission of the Church in Catholic education. **The posts of headteacher, deputy head and certain other senior posts are reserved for practising Catholics.**

In fulfilling the objectives of Catholic schools, governors have regard to matters which are particularly significant in the light of the sacramental teachings of the Church. Catholic teachers by their example and practice are witnesses to the Gospels and to the Church's teachings. The governing body would therefore, in line with its responsibilities, reserve the right to take account of circumstances which were genuinely within a person's control and which might include marital status, avowed personal conviction, belief or conduct."

Job Description

Job title: HEADTEACHER
Group 3 ISR L15 – 21
(Starting point dependent on experience)

HEADTEACHER JOB DESCRIPTION

INTRODUCTION

The term school is used throughout this document to mean all Catholic schools including maintained schools and academies.

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government/Articles of Association 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 Roman Catholic Church and the Trust Deed of the Diocese of Middlesbrough. 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 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 with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the headteacher shall consult, when appropriate: the governing body, the Diocese, the Local Education Authority, the staff of the school, the parents of its pupils, the parish/es served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers published by the Department for Education (January 2015).

The governing body and the Diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undertake a Disclosure and Barring Service check (DBS)

National Standards of Excellence for Headteachers (2015)

Purpose

The *National Standards of Excellence for Headteachers* (2015) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

The strategic direction and development of the school stem from the educational mission of the Church. The head teacher 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 its work.

The context for head teachers changes constantly. In most contexts, a head teacher has led one school; in some settings headteachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and co-head teacher – as are the governance arrangements to which headteachers are accountable.

These standards are intended as *guidance* to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in the context of each individual headteacher and school, and designed to be relevant to all head teachers, irrespective of length of service in post.

The role of the Catholic head teacher

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. 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 its work.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. In a Catholic school the headteacher leads a learning community rooted in Christian 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.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. In a Catholic school the headteacher's leadership should take Christ as its inspiration. His/her relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. In particular, it should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. The headteacher is responsible for

ensuring that such principles are priorities for the school and are evident in its organisation and management.

They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. 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 system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

Headteachers, together with those responsible for governance, are guardians of the nation's schools. In a Catholic school the headteacher fulfils his or her responsibilities in accordance with the Instrument of Government/ Articles of Association. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The headteacher accounts to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains,

There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One

Excellent headteachers in Catholic schools: qualities and knowledge

Headteachers:

1. Work within the school and with the parish to hold and articulate clear values and moral purpose, which takes account of the school's Catholic mission focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.

6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent headteachers in Catholic schools: pupils and staff

Headteachers:

1. Demand ambitious standards 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 that reflect the distinctive characteristics of Catholic education.

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. Ensure high quality provision for the academic, spiritual, moral, social, emotional and cultural well-being of all pupils and families.

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 within which all staff are required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff 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.

6. Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.

Domain Three

Excellent headteachers in Catholic schools: systems and process

Headteachers:

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 reflecting the school's Gospel values.

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 community to promote Gospel values which unite society in a commitment to social justice and the common good.

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, rooted in faithful stewardship of Gospel values, actively supporting the governing board 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 and the school's sustainability.

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.

Domain Four

Excellent headteachers in Catholic schools: the self-improving school system

Headteachers:

1. Lead outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural 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 for all staff.
5. 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 Catholic education in young people's lives and to promote the value of education.

Person Specification

TEACHER CRITERIA FOR APPOINTMENT

(A framework for determining the criteria)

Please note source of evidence of fulfilled criteria:

Application Form - A Letter – L References – R Interview - I

TRAINING AND QUALIFICATIONS

	Essential or Desirable	Evidence
Practising Catholic	E	R
Qualified teacher status	E	A
Degree	D	A
Meets the requirements re: the National Professional Qualification for Headship	D	A
CCRS/CTC or commitment to obtain the certificate	D	A
Professional development undertaken (or a commitment to undertake) in preparation for headship to a Catholic Primary School	E	A/L/R

EXPERIENCE OF TEACHING AND EDUCATIONAL LEADERSHIP

	Essential or Desirable	Evidence
Experience of Primary Leadership	E	A/L

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

[Compiled with reference to the National Standards 2015]

The successful candidate will be able to demonstrate skill, knowledge and understanding in the areas listed below:

	Essential or Desirable	Evidence
A distinctive personal vision for a Catholic school <ul style="list-style-type: none"> A clear vision for an effective Catholic primary school The role of the headteacher in leading the spiritual development of pupils and staff The central place of Religious Education as a core subject in the school's curriculum; The implications for a Catholic school in a diverse community; Current educational issues, including national policies, priorities and legislation and any implications of these for Catholic schools; 	 E E E E E	 A/I I I I I

<ul style="list-style-type: none"> • The role of Governance in a Primary Catholic Voluntary Academy; 	E	I
<ul style="list-style-type: none"> • Strategies and procedures to ensure the safeguarding of children and young people; 	E	A/I
<ul style="list-style-type: none"> • Strategies for strengthening a school's link with the wider community including parents, carers and parish; 	E	A/I
<ul style="list-style-type: none"> • The partnership between the school and the parish community; 	E	I
<ul style="list-style-type: none"> • Leading Collective Worship; 	E	I
<ul style="list-style-type: none"> • Demanding ambitious standards for all pupils overcoming disadvantage and advancing equality; 	E	I
<ul style="list-style-type: none"> • Instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes; 	E	I
<ul style="list-style-type: none"> • Secure excellent teaching based on an analytical understanding of how pupils learn leading to rich curriculum opportunities; 	E	I
<ul style="list-style-type: none"> • Establishing an educational culture of open classrooms sharing best practice within and between schools; 	E	I
<ul style="list-style-type: none"> • Effective use of relevant educational research and robust data analysis; 	E	I
The process of strategic planning for school improvement		
<ul style="list-style-type: none"> • The principles and practice of effective school self-evaluation including data analysis; 	E	A/I
<ul style="list-style-type: none"> • The principles and practice of effective teaching, learning and assessment; 	E	I
<ul style="list-style-type: none"> • Strategies to promote and sustain individual and team professional development; 	E	I
<ul style="list-style-type: none"> • Commitment to creating outward facing schools which work with other schools and organisations to challenge and champion best practice; 	E	I
<ul style="list-style-type: none"> • Build effective relationships with colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils; 	E	I
<ul style="list-style-type: none"> • Challenge educational orthodoxies in the best interests of achieving excellence; 	E	I/A
<ul style="list-style-type: none"> • Harnessing the findings of well evidenced research to move the school forward; 	E	I
	E	I/A

<ul style="list-style-type: none"> Shape the current and future quality of teachers through high quality training and sustained professional development leading to clear succession planning; Model entrepreneurial and innovative approaches to school improvement, leadership and governance. 	E	I/A
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PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES

The successful candidate will be able to provide evidence of personal capacity to:-

	Essential or Desirable	Evidence
Communicate effectively to a range of audiences and in a range of media	E	I
An understanding of school finance systems and a commitment to securing best value from all academy funding.	D	A/I
Build and maintain effective relationships <ul style="list-style-type: none"> Prioritise, plan and organise themselves and others Seek and take account of the views of others Develop effective teamwork Be willing to work in partnership with other Academies and agencies Maintain a healthy work/life balance 	E E E E E	A/I A/I A/I A/I A/I
Convey personal enthusiasm and commitment	E	I

APPLICATION FORM AND LETTER

	Essential or Desirable	Evidence
Application form to be completed in full and legibly using CES application form	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L

CONFIDENTIAL REFERENCES AND REPORTS

A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

Key Information

We warmly welcome any visits to school by interested candidates. These can be arranged by contacting Mrs Helen Bell on the school telephone number shown below.

Please return your completed application with the recruitment monitoring form and rehabilitation of offenders form:

Marked – FAO: Mrs H Bell at the school address shown below

Key dates for applicants:

Closing date: 12 noon on 24th March 2017

Shortlisting: 28th March 2017

Interview on: 5th and 6th April 2017

Thank you for your interest in the post of Headteacher at St. Clare's. We look forward to receiving your application.



St Clare's R.C. Primary School
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