



ST THOMAS MORE

SENIOR ASSISTANT HEADTEACHER:

CANDIDATE INFORMATION PACK



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LETTER

From the Head Teacher

Dear Prospective Candidate,

Thank you for your interest in the role of Senior Assistant Headteacher at St Thomas More Catholic School.

As Headteacher, I feel incredibly fortunate to lead St Thomas More. I genuinely love my job and have a deep commitment to our school, our pupils, our staff and the wider community we serve.

We are excited to be making this appointment following the promotion of our current Senior Assistant Headteacher to headship after several years of dedicated service to St Thomas More. We are absolutely delighted for him and wish him every success in this next stage of his career.

The Senior Assistant Headteacher will work closely with me as Headteacher and our Deputy Headteacher. Together, as a team of three, we will lead the strategic direction of the school, supported by our wider senior leadership team.

We have a happy, confident and well-established leadership team. We work incredibly hard, but we also value good humour, faith, integrity and a genuine sense of team. We challenge and support one another, recognise each other's strengths and share a determination to continue improving our school.

As a Catholic community, we take great inspiration from our patron saint, St Thomas More, a man characterised by his courage, integrity and commitment to his beliefs. For many years, we have translated the spirit of his final recorded words into a simple phrase that has become important to us: "Doing the right thing, for the right reason."

This is important to me personally as Headteacher; leadership is not simply about systems, structures or outcomes; it is about having the integrity to make the right decisions for the young people and families we serve, and the determination to follow those decisions through. We are looking for a colleague who shares these values and who will bring energy, determination, expertise and ambition to our ongoing school improvement journey.

This opportunity may particularly appeal to an existing Senior Assistant Headteacher or Deputy Headteacher who is looking for the opportunity to broaden their experience in a different school context and make a significant contribution to our community. Equally, we would encourage applications from experienced Assistant Headteachers who are ready to take the next step in their leadership journey.

In return, we offer the opportunity to work within a school that is a happy, vibrant and rewarding place to be. Our pupils are a joy to work with, and one of the greatest privileges of working at St Thomas More is seeing them enjoying their learning, developing as young people and making the most of the opportunities available to them every day.

I would strongly encourage prospective candidates to visit us before applying; there is no substitute for spending time in our school, meeting our pupils and staff, and getting a genuine sense of who we are. Thank you again for considering St Thomas More as the next step in your career. This is an exciting point in our school's journey, and we are looking forward to meeting prospective candidates who believe they can make a significant contribution to our future.

Jill Turner





WHAT MAKES STM A SPECIAL PLACE TO WORK?

There is something very special about working at St Thomas More Catholic School. We are ambitious for our pupils and for our school, but at the heart of everything we do is a strong sense of community. We want St Thomas More to be a place where pupils and staff are known, valued and supported, where people enjoy coming to work and where relationships are built on kindness, respect and trust.

Our 2026 Catholic Schools Inspectorate report recognised the importance we place on relationships, describing how pupils feel “known, valued and loved”, leading them to treat others with dignity and respect. Inspectors also noted the school's strong sense of community and that staff report feeling “valued, respected and listened to.”

We are incredibly proud of our pupils. They bring kindness, humour, personality and academic ambition to our school every day. They are young people who want to do well and who respond positively to high expectations. St Thomas More has many highly academic pupils and a strong culture of achievement. Our pupils understand that their education is about academic success, but also about becoming compassionate, responsible young adults who recognise their own gifts and use them well.

Behaviour is a strength of our school, and this makes a significant difference to the experience of working and learning here. In our most recent Ofsted inspection Inspectors described our school as “calm and orderly”, noting that pupils behave well in lessons and at social times, are polite and well mannered, and that strong relationships exist between staff and pupils. These positive relationships matter enormously to us.

We are a school that is always looking forward. Our leadership team is ambitious, reflective and committed to securing long-term, sustainable improvement rather than short-term gains. We are interested in what works, why it works and whether it will make a genuine difference to our pupils.

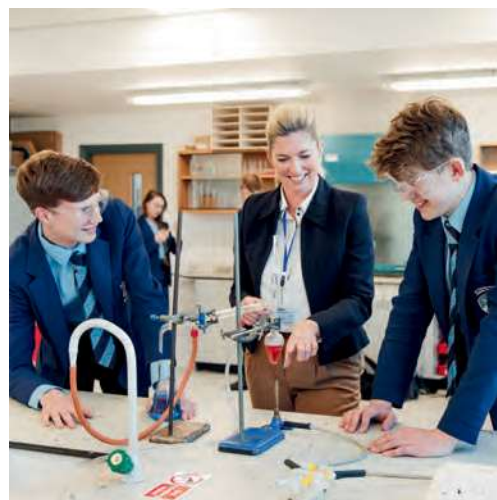
This thoughtful approach to improvement has been recognised externally. Ofsted noted that leaders had overseen “well-considered changes” and had created a climate of high ambition, while our Catholic Schools Inspectorate recognised the school’s “meticulous, evidence-based approach to self-evaluation.”

Our curriculum reflects the same clarity of thinking. It is broad, ambitious and carefully sequenced, with key concepts providing foundations for learning and crucial learning identifying the knowledge we believe pupils need to know and remember. This approach is underpinned by high expectations. We believe every pupil should experience a curriculum that enables them to think deeply, build knowledge over time and achieve highly.

We believe strongly in partnership. We are proud to be part of Bishop Wilkinson Catholic Education Trust and proud contributors to the wider family of schools within our Trust. We believe schools are stronger when they work together, share expertise and learn openly from one another.

That same principle applies within our own school. We offer colleagues both support and challenge. We expect people to be ambitious about their work, to reflect honestly and to contribute to the improvement of our school. At the same time, we are committed to ensuring that colleagues feel supported to develop, take opportunities and progress in their careers.

Most importantly, our staff are happy at St Thomas More. We work hard and expect a great deal of ourselves, but there is warmth and good humour within our school. We look after one another and take pride in what we achieve together.





WHAT ARE WE LOOKING FOR?

The Senior Assistant Headteacher will be a pivotal leader within St Thomas More. We are therefore looking for a candidate with a calm, confident and purposeful presence, alongside the knowledge, credibility and experience to quickly earn the respect of our staff and pupils.

We are looking for an experienced leader who combines high expectations with strong relationships. You will need to be able to think strategically while remaining closely connected to what happens in classrooms every day. You will be someone who listens carefully, communicates clearly, makes considered decisions and has the confidence to provide both support and challenge.

The successful candidate will take strategic leadership responsibility for curriculum, assessment and quality assurance. We are particularly interested in candidates who can demonstrate successful experience as a curriculum senior leader and who understand how curriculum, teaching and assessment work together to secure excellent outcomes for all pupils.

Curriculum

We are looking for someone who:

- Has significant and successful experience of curriculum leadership, either at subject, faculty or whole-school level.
- Has a strong understanding of curriculum design, sequencing and implementation, including how pupils build and retain knowledge over time.
- Can evaluate curriculum quality across different subject areas while respecting the importance of subject-specific expertise.
- Has a strong understanding of progression from Key Stage 3 through to Key Stage 4 and post-16 provision.
- Can work effectively with subject and curriculum leaders, providing the right balance of challenge, support and professional dialogue.
- Understands how an ambitious curriculum can meet the needs of all learners, including pupils with SEND and those who are disadvantaged.
- Understanding of SEND statutory requirements and processes to ensure these are carried out in a way that supports pupils.
- Understanding of school funding, the link to curriculum design and staffing.

Assessment

We are looking for someone who:

- Has a secure understanding of assessment theory and current educational practice, with the ability to distinguish between approaches that genuinely improve learning and those that create unnecessary workload.
- Understands the relationship between curriculum and assessment, ensuring assessment checks whether pupils have secured the knowledge and understanding that the curriculum intends.
- Is confident in interpreting data, identifying patterns and asking the right questions rather than simply reporting numbers.
- Can use internal and external assessment information intelligently to support strategic decision-making
- Understands national accountability measures and examination processes and can confidently interpret performance information at KS4 and KS5.



Quality of Assurance

We are looking for someone who:

- Has experience of developing and leading effective whole-school quality assurance processes.
- Can establish quality assurance processes that provide leaders with an accurate and evidence-informed understanding of the strengths of the school and where further improvement is needed.
- Can confidently triangulate evidence from a range of sources, including lesson visits, curriculum reviews, pupil voice, work scrutiny, assessment information and discussions with leaders.
- Has the credibility and interpersonal skills to provide colleagues with appropriate support and challenge, including having difficult professional conversations when required.
- Understands the importance of working alongside curriculum and subject leaders to develop their own capacity to evaluate and improve the quality of provision within their areas.
- Has an excellent and up-to-date knowledge of educational research and practice and can use this intelligently when evaluating the work of the school.
- Recognises that the ultimate purpose of quality assurance is not to generate evidence, but to ensure that every pupil consistently receives the highest possible quality of education.



Above all, we are looking for someone who wants to become a genuine part of our school community. We are looking for an experienced, reflective and ambitious leader who will take time to understand St Thomas More, recognise what is already strong and work collaboratively with colleagues to make it even better.



PERSONAL SPECIFICATION

Please note source of evidence of fulfilled criteria:

Application Form – A, Letter – L, Statement – S, References – R, Interview – I.

Training and Qualifications	Essential or Desirable	Evidence
Practising Catholic	D	R
Practising Christian	D	R/I
Commitment to upholding the teachings of the Catholic faith	E	A/I
Experience of leadership in a Catholic school	D	A/I
Qualified Teacher Status	E	A
Degree	E	A

Experience of Teaching and Education Leadership	Essential or Desirable	Evidence
The successful candidate will be able to demonstrate experience and the impact of the following:		
Evidence of outstanding classroom practice	E	A/R/I
Successful experience of curriculum based middle leadership	E	A/R/I
Successful experience of curriculum based senior leadership	E	A/R/I
Successful experience as a leader [middle or senior] in more than one secondary school	D	A/R/I
Successful experience of whole school self evaluation and priority planning	E	A/R/I
Successful experience of leading whole school professional development	E	A/R/I
Successful experience of leading whole school quality assurance	E	A/R/I
Evidence of impact linked to whole school leadership	E	A/R/I

Professional Knowledge and Understanding

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

An understanding of the purpose and vision of a Catholic School:	E	S/R/I
- An understanding the role of the Senior Assistant Head Teacher in leading the spiritual development of pupils and staff - An understanding of current educational issues; including national policies, priorities and legislation, and any implications of these for Catholic schools - Having strategies for strengthening a school's link with the wider community, including parents, carers and parishes - An understanding of the partnership between the school and the parish community • Leading collective worship		
The process of strategic planning for school improvement	E	S/R/I
- The principles and practice of effective school self-evaluation including data analysis - The principles and practice of effective teaching, learning and assessment - Strategies to promote and sustain individual and team professional development		
Personal and Professional Qualities and Attributes The successful candidate will be able to provide evidence of personal capacity to:	Essential or Desirable	Evidence
Respect the dignity of each person valued and loved by God	E	S/I/R/A
Inspire, challenge, motivate and empower teams and individuals to achieve	E	S/I/R/A
Demonstrate personal enthusiasm and commitment to leadership, aimed at making a positive difference to children and young people	E	S/I/R/A
Build and maintain quality relationships through interpersonal skills and effective communication, as required in leading in school	E	S/I/R/A
Demonstrate personal and professional integrity, including modelling values and vision	E	S/I/R/A
Manage and resolve conflict	E	S/I/R/A
Prioritise, plan and organise self and others in addressing strategic direction of school	E	S/I/R/A
Think analytically and creatively, and demonstrate initiative in solving problems as required	E	S/I/R/A
Be aware of their own strengths and areas for development. Listen to, and reflect upon feedback and act appropriately	E	S/I/R/A
Ability to empathise	E	S/I/R/A
Demonstrate a capacity for sustained hard work	E	S/I/R/A
Demonstrate resilience and optimism with good humour	E	S/I/R/A
Demonstrate impact and presence	E	S/I/R/A

Confidential References and Reports	Essential or Desirable	Evidence
Reference from current employer/Head Teacher (or most recent employer/ Head Teacher if not currently employed)	E	R
A second professional reference	D	R

SENIOR ASSISTANT HEADTEACHER: JOB DESCRIPTION

Grade: L21 – L25

Reports to: Head Teacher

Responsible for: Strategic direction of the quality of education, quality assurance, raising attainment, and professional development.

Line management responsibility:

- Assistant Head Teachers Curriculum
- Curriculum Leaders
- Other relevant TLR holders

Key Responsibilities

- Support the Headteacher on the overall strategic direction of the school
- Lead on the strategic development of the school in relation to specific areas of responsibility, as directed by the Headteacher, including
- Whole school quality of education
- Curriculum leader development
- Whole school quality assurance
- Raising attainment KS3 / 4 / 5 oversight
- Data analysis oversight
- Whole school assessment
- Professional development oversight
- Whole school quality assurance
- Contribution to teaching, fulfilling the requirements set out in the Teachers Standards
- Prioritise the school's aims, mission and ethos on a day-by-day basis and while leading strategic developments
- Any other reasonable request made by the Headteacher

Purpose and Expectations

The role of the Senior Assistant Headteacher is to support the Headteacher in ensuring standards of excellence, as outlined in the following four domains:

1. Qualities and knowledge
2. Pupils and staff
3. Systems and process
4. The self-improving school system

Qualities and Knowledge

Senior Assistant Headteachers are expected to:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve, underpinned by the Catholic ethos of the school

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Support the Headteacher to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel

Pupils and Staff

Senior Assistant Headteachers are expected to work closely with, and under the direction of, the Headteacher to:

- 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
- Secure excellent provision through an analytical understanding of how pupils learn and of the core features of successful practice and curriculum design, leading to wide ranging academic and non-academic opportunities and pupils' well-being
- Establish an educational culture of openness as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- 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

Systems and Process

Under the direction of the Headteacher, Senior Assistant Head Teachers are expected to:

- 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
- 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
- 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
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively
- 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
- Assist in distributing leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making

The Self-Improving School and System

Senior Assistant Headteachers are expected to work closely with, and under the direction of, the Head Teacher to:

- Support the creation of an outward-facing school which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils

- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- 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
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Demonstrate entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
- 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

General Responsibilities

- To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures
- The post holder must carry out his/her duties with full regard to the Academy’s Child service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner
- That the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take proactive approach to health and safety matters in order to protect both yourself and others
- Any other duties of a similar nature related to the post, which may be required from time to time
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Please note:

Whilst specific roles and responsibilities are allocated to the Senior Assistant Head Teachers in their job description, it is important to note that roles can change and will be amended in line with whole school responsibilities. It is important therefore, that Senior Assistant Head Teachers have a good understanding of all areas of school improvement.

NEXT STEPS & TIMELINE

Interested candidates are warmly encouraged to visit the school ahead of submitting an application. To arrange a visit during one of the available slots below, please contact our **School Operations Manager** [djamieson@stm.bwcet.com].

For an application form please visit our website <http://bwcet.com/vacancies/> where applications can be completed online.

School visit opportunities:

- Monday 5th October: 1pm and 3.30pm
- Tuesday 6th October: 9am and 4.00pm
- Thursday 8th October: 9am and 1.00pm

Deadline for applications: Sunday 11th October, 2026 [midnight]

Interviews: Thursday 15th October and / or Friday 16th October

Start date: January 2027



Regis Servus Dei Prins



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