



De La Salle School

BASILDON

# Candidate Information HEADTEACHER



Quality • Care • Community



John Baptist de La Salle came from a wealthy 17th century French family, and when he became a Priest he was able to use this wealthy and powerful family connection to help open up a brilliant future. A chance meeting gave him the idea that he should support a scheme to open schools for poor boys.

De La Salle found these schools were poorly run, so he decided to become more involved himself and formed the organisation called 'Brothers of the Christian Schools'. De La Salle gave away his fortune to feed the poor. He met opposition from everyone. Some of the early Brothers died young or left the Brothers. De La Salle took this to be the will of God and he wished the Brothers and their pupils to share this same faith and trust. His aim was that prayer and trusting in God should be the main part of the life of a school.

De La Salle added to these schools, technical schools, teacher training colleges, evening and weekend adult classes, places for training young offenders as well as boarding schools. He knew the pupils would be in the schools for only a short time, so he made the lessons practical, teaching the children in classes and using their own language, not Latin.

De La Salle based his values on a strong religious faith, a true feeling for the real worth of a child and a desire always to put children at the centre of education.



# MISSION STATEMENT

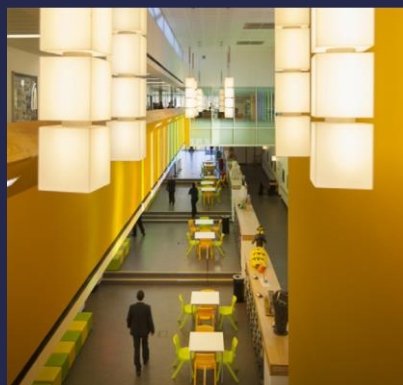
De La Salle School is a Christian community, inspired by the vision and example of Saint John Baptist De La Salle, where each person is invited to become the person God Intends him or her to be and to live a life of faith and love, following the example of Christ.



## **We place great emphasis on:**

- developing spiritual, social and moral core values for all members of the community;
- identifying, nurturing and monitoring individual talents and skills so that all pupils and staff can achieve their full potential;
- providing a secure, happy and purposeful learning environment in which the highest academic standards can be achieved and maintained;
- fostering a spirit of respect and service within our local and wider community;
- providing excellent facilities with extensive Information and Computer Technology resources;
- providing opportunities and challenges to encourage confidence, self-esteem and a true sense of self belief in personal achievement.

Our greatest resource is our team of well-qualified, dedicated staff whose creative professionalism enables each pupil to flourish and realise individual potential.





Dear Applicant,

Thank you for your interest in the position of Headteacher at De La Salle School.

De La Salle is a popular, oversubscribed Catholic secondary school in Basildon.

We are a school in the trusteeship of the De La Salle Brothers, within, and greatly supported by, the Diocese of Brentwood. Clergy within our community support us with the sacramental, spiritual and liturgical life of the school where the Gospel, teaching and mission of the Catholic Church is at the very heart of all that we do.

We have forged strong and effective links with our three main Catholic partner primary schools and have pioneered the Basildon Catholic Collegiate Trust in close collaboration with our local parish.

We are seeking to appoint a dedicated, committed and practising Catholic to be our next Headteacher, leading us on our journey towards 'Outstanding'.

De La Salle is a wonderful community to be part of, with incredible students and inspiring staff, so I hope and pray that you feel inspired to submit an application.

The successful candidate will be a an experienced and qualified leader, able to demonstrate a dynamic, inspiring, and courageous vision, which will inspire, challenge and guide both staff and pupils and work effectively with the wider community.

All applicants for this post are warmly encouraged to visit and tour our School on Tuesday 4th June 2019 at 10.00am or Wednesday 5th June at 2.15pm.

The recruitment and appointment timeline will be as follows:

- Closing date for applications is at noon on Friday 7<sup>th</sup> June 2019
- Shortlisting will be finalised by Monday 10<sup>th</sup> June 2019
- Interviews will take place the week commencing the 1<sup>st</sup> of July
- Commencement of post is January 2020, or earlier if possible.

I look forward to receiving you application and please do not hesitate to be in touch.

Mr. L. Connolly

Chair of the Governing Body



## School Overview

De La Salle School is a small, thriving Catholic comprehensive school for boys and girls aged eleven to sixteen. Our school is extremely successful and as the first choice for many, it is always oversubscribed. The total number on roll in 2018 was 739.

De La Salle is situated on the northern side of Basildon in one of the most attractive sites in South Essex. As a Catholic school we respect and value all faiths, beliefs and cultures and welcome students who wish to share in the mission and vision of Catholic education.

De La Salle is highly regarded not only for its academic achievement, but for its nurturing environment. We were judged as 'good' in the Ofsted inspection in 2018 and the Diocesan Section 48 inspection in 2016.

The School has worked relentlessly to further raise the achievement of students. In 2018, 60% of students achieved grade 9 - 4 in English and Maths. Progress data for the last few years have been outstanding and current data suggests that the trend is set to continue.

High quality pastoral care creates a safe, secure environment in which to learn. Form tutors, Year Group Progress Leaders and Heads of School, alongside academic mentors; enable us to Address the individual needs of students and help them to achieve their full potential. We also work in close collaboration with parents, carers and a wide range of external agencies.

Our staff are dedicated and committed and want the best for students. Governors are equally committed to the school and bring a wide range of skills and experience from both their professional and personal lives.

We believe that all children want to achieve and we are committed to providing an education which will enable this. Our students are confident, enthusiastic and enjoy learning because we celebrate and recognise their individual talents. Our aim is to ensure that all of our students leave De La Salle with the best examination results they are capable of achieving, the skills they require for life and employment and the values they need to play a positive part in our community.



## Values

*De La Salle School is a Christian community, inspired by the vision and example of St John Baptist de La Salle, where each person is invited to become the person God intended him or her to be and to live a life of faith and love, following the example of Christ.*

### Strategic Vision

- Outcomes to be consistently above average for all students as evidenced by ASP/FFT validated data.
- Ensure high quality leadership and management of all subject areas.
- Ensure all lessons are consistently good or better.
- To be an outstanding school as judged by Section 48.
- All De La Salle students progress to further education and training.
- Ensure behaviour remains outstanding.

### Lasallian Identify Framework: Introduction

The Lasallian Identity Framework is guided by the vision and traditions of St John Baptist de La Salle, founder of the De La Salle Brothers and patron saint of all educators of youth. Lasallian schools are Christian schools in the Catholic tradition. They are characterised by Key Features that give them a unique and distinct Lasallian identity. Their educational policies are centred on the young, designed to prepare them to take their place in society; and determined to enable students to “live life to the full” (Jn. 10:10) through a quality human and Christian education.

Lasallian schools are transparently Christian. “Their Christian identity involves more than courses of religious instruction and pastoral programmes. The Christian dimension permeates and shapes every aspect of school life: tone, atmosphere, spirit, signs, symbols, relationships, curriculum, requirements, policies, regulations,; As Christian schools, they are called to propose but in no way to impose Jesus Christ, accepting with love and respect all the young people entrusted to their care, whatever their religious beliefs.... An institution can legitimately call itself Lasallian only if it is unambiguously Catholic”

We appreciate that Lasallian schools also have many students and members of staff of other faiths who must be accorded respect and sensitivity to their religious beliefs and traditions. Consequently, in Lasallian schools, “one can meet Brothers, other Christians, members of other religions, and persons of goodwill whose point of reference is the human and spiritual values recognised and pursued by all Lasallians (mediation, service of the poor, the family, the rights of children). Let it be stated clearly and unambiguously that calling oneself Lasallian is not relegated only to those of the Christian faith. Many faith-filled people professing other creeds participate daily in the Lasallian educational missions. They are a valued part of this community.”

An unambiguously Christian School is inclusive of people of other faiths while being explicit about its own faith tradition. Consequently, in Lasallian schools in the Christian tradition, “when pupils of other faiths are present....the task must be to promote their human growth in such a way that they can integrate their particular faith with every aspect of their lives. ‘This principle determines the care, status and responsibility accorded to such pupils in our schools.’”



Lasallian Identify Framework: Key Features of a Lasallian Education	
Key Feature	<b>Lasallian schools are committed to living their Lasallian heritage</b>
1	An education based on the Lasallian history, spirituality and pedagogical approaches of St. John Baptist de La Salle.
Key Feature	<b>Conscious awareness of the presence of God in an educational setting</b>
2	An education motivated by a conscious awareness of the presence of God in every aspect and person within the educational community.
Key Feature	<b>Teaching motivated by vocation</b>
3	Lasallian educators see their work as a response to a personal call.
Key Feature	<b>Inspired by Gospel values</b>
4	An education inspired by the Gospel values of <i>Faith, Hope</i> and <i>Love</i> .
Key Feature	<b>Commitment to the educational service of the poor</b>
5	An education sensitive to the human needs of young people, especially the poor.
Key Feature	<b>A human and spiritual education</b>
6	An education that enables students to reach their full potential through a holistic approach addressing their spiritual, academic and social needs.
Key Feature	<b>Responsive to the learning needs of each student</b>
7	An education that recognises and dignifies every human being as being unique, unrepeatable, and educable, and is attentive to the needs of each student.
Key Feature	<b>Quality relationships</b>
8	An education based on quality relationships. Lasallian educators are mindful of their responsibility to promote healthy relations with staff and students alike.
Key Feature	<b>Promotes inclusive, collaborative educational communities</b>
9	An education that creates an inclusive community that welcomes and celebrates diversity. Service of others is done in a spirit of collaboration.



# HEADTEACHER'S JOB DESCRIPTION

**Salary: Group 5 L29 – 32 £80,642 - £86,713 (including Fringe Allowance)**

**Reporting to:** Chair of the Governing Body of De La Salle School.

**Responsibilities:** The Headteacher of De La Salle School will take overall responsibility for the leadership, management and conduct of the school in accordance with all legal requirements, the articles of government and the policies of the Governing Body. The Headteacher will be expected to carry out professional duties in accordance with the most current School Teachers' Pay and Conditions Document and the National Standards for Headteachers, 2018.

The Headteacher will have responsibility for ensuring the attainment of the highest possible educational standards at De La Salle School, making it the school of choice for students, parents & carers and staff. S/he will liaise with and report to the Chair of Governors, maintaining and developing the Lasallian ethos and forging mutually beneficial links with the Lasallian and Diocesan networks both within the United Kingdom and internationally.

The successful candidate will have overall responsibility and accountability for safeguarding and promoting the welfare of pupils.





### **Vision and core purpose**

1. Articulate the school's mission, clear values and moral purpose for leadership of De La Salle School, focused on providing a first class education for our students which incorporates pupils' spiritual, moral, social and cultural development.
2. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
3. Model positive relationships and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.
4. Ensure that the education and interests of our students are at the centre of everything we do at De La Salle School.

### **Meeting our objectives through improving learning and achievement in the classroom.**

5. Lead by example – with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
6. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
7. Lead the improvement and development of De La Salle School on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for all our staff.
8. Ensure that De La Salle School's development as a school is consistent with our core objectives and seeks further to serve our local community.
9. Demand high standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
10. Maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.

### **Leadership and management**

12. Establish an education 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.
13. Maintain and sustain an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
14. Identify emerging talents at all levels in De La Salle School, coaching current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
15. Hold all staff to account for their professional conduct and practice.
16. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

17. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
18. Provide a safe, calm and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
19. Establish, implement and maintain rigorous and transparent systems for managing the performance of all staff, celebrating and rewarding success, addressing under-performance and supporting staff to improve.
20. Welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular to welcome governance functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
21. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.
22. 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.
23. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
24. Consult and communicate with the Governing Body, staff, pupils, parents and carers.
25. Lead and manage/be responsible for safeguarding and promoting the welfare of children.

### **Wider engagement and contribution**

26. Develop the capacity of De La Salle School to work with other schools, including the Basildon Catholic Collegiate Trust, and improve the quality of education locally.
27. Develop effective relationships with other services to improve academic, spiritual, moral, cultural, pastoral and social outcomes for all students.
28. Continue close relationships with the local parishes.
29. Harness the findings of well evidenced research to help contribute to the self-improving and school led system.
30. Make De La Salle School a centre of good practice in initial and continuing teacher education. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
31. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
32. Participate in arrangements for their own further training and professional development including appraisal and review of own performance.

### **Other Duties**

33. To undertake any other reasonable duties that the Governing Body may from time to time require, notably in relation to changing local and national circumstances and legislations.



## HEADTEACHER'S PERSON SPECIFICATION

### PERSONAL QUALITIES

	ESSENTIAL	DESIRABLE
To be a practising & committed Roman Catholic.	✓	
To be able to articulate an inspiring, compelling vision for the school.	✓	
To possess the capacity to think and act strategically.	✓	
To have the ability to operate in a mature organisation, modelling a positive and proactive attitude to change.	✓	
To display an enthusiasm for the role, the ability to motivate all stakeholders and a high level of commitment to the school, the local community and to education.	✓	
To portray a desire to involve all stakeholders in planning, implementing and evaluating the quality of provision and outcomes for students in the school.	✓	
To demonstrate initiative as well as the capacity to work collaboratively as a team member.	✓	
To be able to listen to and value the ideas of others and implement them when appropriate.	✓	
To demonstrate an ability to communicate effectively, orally and in writing, with a range of audiences including staff, pupils and students, parents and carers, governors and other stakeholders.	✓	
To have an exemplary capacity to remain composed, confident and enthusiastic when working under pressure and to deadlines.	✓	
To practise outstanding interpersonal skills which inspire, challenge and motivate others.	✓	
To have an exceptional ability to organise work, prioritise tasks, make informed and wise decisions, managing time and resources effectively.	✓	

### EXPERIENCE AND TRAINING

To demonstrate a proven record of successful and effective leadership at Assistant Head, Deputy Head or Headteacher level.	✓	
To be able to provide examples of successful change management in a range of contexts.	✓	
To demonstrate experience of leading and managing a full range of professional development activities which resulted in a positive impact on students' learning and/or personal development.	✓	
To be able to provide evidence of further personal professional development relating to all aspects of school leadership and management.	✓	
To possess a relevant Level 5 qualification.		✓
NPQH.		✓
Experience across Key Stage 3 and 4 and an appreciation of post 16 education	✓	



## KNOWLEDGE, UNDERSTANDING AND SKILLS

	ESSENTIAL	DESIRABLE
To demonstrate an awareness of contemporary local and national developments in education, notably the most current inspection arrangements and academy regulations.	✓	
To be able to use research evidence to enhance educational provision and outcomes for students.	✓	
To possess the skills, experience and ability to promote high quality pastoral care to meet the needs of all pupils and staff.	✓	
<b>THE COMMUNITY</b>		
To demonstrate a track record of excellent cross-phase liaison with partner primary schools and post-16 providers, not only enhancing the reputation of The De La Salle School in the locality but also promoting continuity and progression.		✓
To have an awareness of and be able to respond effectively to changes to the raising of the participation age for students.	✓	
To be committed to playing a proactive role with the Catholic Parishes in maintaining excellent professional relationships with partner primary school headteachers.	✓	

To have the capacity to maintain outstanding working relationships with outside agencies, the media and other local education providers in order to further enhance the quality of curriculum provision.	✓	
To work proactively with local and county headteacher groups such as the Basildon, Billericay and Wickford headteachers' consortium and ASHE.	✓	
To be able to utilise opportunities provided by school accommodation and its potential use by the community.		✓
To have a clear understanding of and commitment to the Catholic Ethos, Mission and Vision of Education in addition to the unique Lasallian ethos and tradition, of this De La Salle School.		✓

To demonstrate an ability to work with the governing body, staff, parents and pupils to move the school to what inspectors would deem to be "outstanding".	✓	
To be able to demonstrate a proven track record of working in partnership with a Governing Body to raise standards.	✓	
To use effective self-evaluation strategies including the use of published and in-house data, lesson observation, surveys and discussions to identify and share priorities for whole-school development.	✓	
To be able to lead on the use of data and information to track pupils' performance and initiate appropriate intervention strategies to accelerate learners' progress.	✓	
To possess a deep understanding and appreciation of all curriculum areas including academic, pastoral, spiritual, moral, social and cultural aspects.	✓	
To be able to practise and model the use of an array of leadership styles in order to enthuse and empower colleagues.	✓	
To delegate in a manner which both empowers and develops others and leads to school improvement.	✓	
To be able to work effectively and efficiently with the school's financial management team to implement school priorities, achieving outstanding value for money.	✓	
To possess an entrepreneurial approach to income generation and resources management where appropriate, whilst maintaining the integrity and standing of the school in the local and regional community.		✓



To have an expansive knowledge and demonstrable experience in teaching and learning strategies that meet the differing needs of pupils across the age and ability range.	✓	
To have the ability to use lesson observation as a professional development activity for teachers, engaging in professional dialogue in a constructive manner. To ensure that colleagues in leadership positions possess a similar degree of competence.	✓	
To have an appreciation of the characteristics of exemplary attitudes and behaviour in students which contribute to a positive learning environment in which all pupils flourish.	✓	
To have the ability to maintain successful whole school behaviour management strategies so that all pupils have a sense of wellbeing which enables them to focus on learning.	✓	
To be able to demonstrate a track record of using ICT to promote the effective, efficient and economic administration of the school.	✓	
To have a commitment to maintaining excellent communication with all stakeholders incorporating the innovative use of ICT to, for example, keep parents and carers informed of their sons'/daughters' attainment and progress and attendance and punctuality.	✓	
To have a thorough and highly informed understanding of current safeguarding procedures.	✓	





## RECRUITMENT AND SELECTION POLICY STATEMENT

1. The Governing Board is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief. This procedure covers appointments to all permanent and temporary staff. Certain posts including **Head Teacher, Deputy Head Teacher, Chaplain and Head of Religious Education** may have special recruitment procedures. The posts of Head Teacher, Deputy Head Teachers, Chaplain and Head of Religious Education will normally be reserved for applicants who are practicing Catholics.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
  - receipt of satisfactory references\*
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children verification that you are not prohibited from teaching verification of medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period
  - verification that you are not subject to any s128 directions preventing you from holding a management position within a school
  - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***



\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.