

St Helen's Catholic Infant School

'Love one another'



Appointment of Headteacher

Information for Candidates



*Diocese of
Brentwood*



Essex County Council



We follow Jesus as we learn and play together as part of God's family.

Just as I have loved you

You must also love one another.

By this love you have for one another,
Everyone will know that you are my disciples'

John 13 v 34-35

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Appointment of Headteacher

School	St Helen's Catholic Infant School
Telephone	01277 215626
Website	www.st-helens-inf.essex.sch.uk
School Group Size	Group 2 NOR 265
Salary Range	L15 - L21 £57,817-£66,160 (incl London Fringe)
Start Date	01 January 2020

Selection Arrangements - The Process

Thank you for your interest in the St Helen's Catholic Infant School Headteacher post.

To apply for the post, please follow this procedure:

- Download and save the Catholic Education Service Leadership Application Form from the advertisement along with the guidance notes provided at <http://www.essexschoolsjobs.co.uk/Vacancies/SearchResults.aspx?VacancyType=Leadership&Position=Headteacher>
- Complete the form in Microsoft Word on a PC and email it to headships@essex.gov.uk with your completed forms and any additional documents.
- A recruitment monitoring form is supplied.
- Attached to the advert please download and complete the Rehabilitation of Offenders 1974 Disclosure Form.

Prior to appointment, the successful candidate will be sent an occupational health questionnaire which they will need to complete and return to this office along with a childcare disqualification form.

We look forward to receiving your application; please do not hesitate to contact Liz Whitelock on 033301 30777 if you have any queries.

Closing date: Monday 29 July 2019 (midday)

Interview date: Monday 23 September 2019

Please be aware that as the applicant you are responsible for ensuring that your application reaches us before the stated closing date, as late applications may not be accepted.

Referees

All applicants will be required to provide a reference from their parish priest confirming that they are a practising Catholic in good standing with the Catholic Church.

In order to comply with the guidance on safer recruitment, you are requested to provide referees in line with the following guidance:

- Existing Headteachers or Acting Headteachers currently employed in a community or voluntary controlled school are required to provide:
 - One reference from the Chair of Governors of their current school
 - One reference from the Authority
 - One reference from their previous employer if employed by them within the last 5 years.
- Existing Headteachers or Acting Headteachers currently employed in an academy, foundation or voluntary aided school are required to provide:
 - One reference from the Chair of Governors/Chair of Trustees of their current school
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.
- Existing Deputy Headteachers and others currently employed in any school or academy, are required to provide:
 - One reference from their current headteacher
 - One reference from their previous employer if employed by them within the last 5 years, otherwise one from another professional.





Welcome to
St Helen's
Catholic Infant School
"Love One Another"



St Helen's Catholic Infant School
Sawyers Hall Lane,
Brentwood,
Essex,
CM15 9BY

Telephone: 01277 215626

July 2019

Dear Applicant,

Thank you for your interest in the post of Headteacher at St Helen's Catholic Infant School, Brentwood.

The school is a happy and thriving community which has just celebrated its 10th anniversary on its beautiful new site with up to date and sensitively planned buildings and resources. It is situated next door to its sister Junior school and serves the Catholic parishes of Brentwood, Warley, Ongar and Ingatestone.

We are very proud of our school. Our most recent OFSTED inspection reported that excellent teaching ensures high attainment for all groups of pupils, who "make outstanding progress in their learning and greatly enjoy all aspects of school, because work is related very closely to their needs and interest". That commitment to our school family very much encapsulates the aims and ethos of St Helen's Catholic Infant School. Under the strong and careful leadership of our retiring Headteacher, Mrs Sheila Rainsford, care, support and guidance of our school – committed children, dedicated staff and interested parents – have led to a community whose love for each other is at its very heart, in keeping with our motto to "love one another".

Visits to the school are welcome by prior arrangement. We believe that you will be able to feel the atmosphere of calm, focused, reflective but continuing progress from the moment you enter the door. This is one of the most highly resourced schools in the district, with outstanding academic, sporting, music, art, performance, IT and recreation facilities. Our well-developed website provides complete and detailed information on all aspects of the school.

We look forward to meeting you and receiving your application at an exciting time in the school's on-going development.

M Sutherland Harper

Michael Sutherland Harper (Dr)
Chair of the Governing Body

Headteacher – Job Description St Helen’s Catholic Infant School

Responsible to: The Governing Body/Trust Board

1. Introduction

- 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors/trustees as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of life in the school.
- 1.2 The appointment 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.
- 1.3 This job description may be amended at any time, following consultation between the Headteacher and the Governors and will be reviewed annually.

2 Core Purpose of the Headteacher

- 2.1 To set the context, the core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success, a headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.
- 2.2 The core purpose of the Headteacher is to ensure that:
- the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Diocese of Brentwood;
 - religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
 - religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
 - the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
 - the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being; recognise their own dignity and the dignity of others as children of God;

- all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

General Duties and Responsibilities

To carry out the duties of the Headteacher as set out in the current School Teachers' Pay and Conditions Document.

Key Areas of Responsibility

1. Shaping the future

1.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

Actions

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Working within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Establishing a commitment amongst pupils, staff and parents to the school's mission in partnership with the governing body and through the example of personal conviction.
- Demonstrating the vision and values in everyday work and practice. Motivating and working with others to create a shared culture and positive climate.
- Creating a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensuring there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

2. Leading Learning and Teaching

2.1 In a Catholic school, the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.

Actions

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensuring that learning is at the centre of strategic planning and resource management
- Securing high quality religious education for all pupils in accordance with the doctrines and teachings of the Catholic Church.
- Ensuring high quality Personal, Social and Health Education and Citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensuring quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establishing creative, responsive and effective approaches to learning and teaching.
- Creating and maintaining an effective partnership with parents to support and improve pupils' achievement and furthering the distinctive Catholic nature, purposes and aims of the school
- Developing effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole school community.
- Implementing strategies that secure high standards of behaviour and attendance.
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Challenging underperformance at all levels and ensuring effective corrective action and follow-up.

3. Developing Self and Working with Others

3.1 In a Catholic school, the role of Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership should take Christ as its inspiration. The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

Actions

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities.

- Developing and maintaining effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

4. Managing the Organisation

4.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.

4.2 The Headteacher provides effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher deploys people and resources efficiently and effectively to secure the school's aims and mission through meeting specific objectives in line with the school's strategic plan and financial objectives.

Actions

- Creating an organisational structure which reflects the school's values, and enabling the management systems, structures and processes to work effectively in line with legal requirements.
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensuring that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school, implementing successful performance management processes with all staff.
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Using and integrating a range of technologies effectively and efficiently to manage the school.

5. Securing accountability

5.1 In a Catholic school the Headteacher fulfils his/her responsibilities in accordance with the mission of the school. The Headteacher supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

Actions

- Fulfilling commitments arising from contractual accountability to the governing body.
- Developing the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflecting on personal contribution to school achievements and taking account of feedback from others.

6. Strengthening Community

6.1 In a Catholic school there is a special relationship with the Parish and the Church, as well as the local community with its distinctive social context.

Actions

- Building a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Building a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.

- Ensuring learning experiences for pupils are linked into and integrated with the wider community and promoting commitment to serving the common good and communion with the wider-world.
- Ensuring a range of community-based learning experiences.
- Collaborating with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seeking opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

7. Safeguarding Children & Safer Recruitment

7.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

Actions

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.

Headteacher – Person specification St Helen’s Catholic Infant School



‘Love One Another’

Please write your supporting statement /letter giving evidence of how you meet each of the essential criteria.

	Essential	Desirable
Qualifications and Training		
1. Practising and committed Catholic in good standing with the Church	V R	
2. Degree + QTS	V AD	
3. Evidence of continuing professional development in preparation for HT post	V A	NPQH Post Grad level qualification MA in Catholic School Leadership
4. Catholic Certificate in Religious Studies (CCRS)		V D
5. Willingness to undertake CCRS within 2 years of appointment	V A	
Experience		
6. A record of substantial, successful teaching experience, including teaching EYFS and more than 1 Key Stage in the primary age range.	V ARI	Exper.in a variety of schools
7. Experience as a successful Headteacher, Head of School, Deputy or Assistant Headteacher	V ARI	
8. Experience of effecting change in teaching, learning or curriculum either at phase or whole school level and following it through to completion.	V ARI	
9. Experience of leadership role within an infant or primary school.	V ARI	
Professional Knowledge and Understanding		
10. Understanding the expectations in the new Ofsted Framework about what makes an effective school.	V AI	
11. Working knowledge of school planning, evaluation, assessment and accountability and a commitment to delivering successful outcomes.	V ARI	
Promoting the welfare of children		
12. A good understanding of up to date policy and practice with regard to Safeguarding. Commitment to the safeguarding and well-being of staff and pupils	V I	Designated safeguarding lead DA

Professional Skills and Abilities		
13. Evidence of working effectively with the Headteacher, staff, governors and parents	√ RI	Understanding the value of the school website and IT and how it can strengthen engagement with parent, carers and the wider community
14. Ability to challenge underperformance at all levels and ensure effective collective action and follow-up	A I R	
Personal Qualities		
15. Commitment to high standards and equality of opportunity for all pupils	√ A I	Experience of developing strategies for an inclusive school
16. Evidence of leading by example, demonstrating good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.	√ RI	
17. Stamina and resilience; confidence	RI	
Other		
18. Understand and support the Catholic ethos of our Catholic School, including the spiritual development of the pupils and the school's role within the community.	√ AIR	
19. Evidence of a strong commitment to Catholic education;	√ AIR	

A – Application form
D – Documents
I – Interview
R - References

References

- Positive and supportive reference from the Priest where the applicant regularly worships; in good standing with the Church; reference without reservation.
- Positive recommendations in professional references, without reservation.

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 or maternity, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
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.

A copy of our Recruitment Procedure is available upon request.

