

# St Winefride's Catholic Primary School

## A Voluntary Academy

St Paul's Avenue, Wibsey, Bradford, BD6 1SR

Tel: 01274 677705

Email: [office@win.bcwcat.co.uk](mailto:office@win.bcwcat.co.uk)

Executive Headteacher: Mr Ben Lavin

Head of School: Mrs Louise Walsh



### Head of School

(Required from September 2024)

**NOR: 434**

**Age Range: 4 –11**

**Pay Scale: L12 – L18 £61,882 - £71,728**

The Blessed Christopher Wharton Catholic Academy Trust are seeking to appoint an ambitious, experienced, and highly enthusiastic Head of School for St Winifrede's Catholic primary School for September 2024.

The successful candidate will be someone with visionary leadership skills to engage all stakeholders and take a lead role in the day-to-day oversight of the leadership and management of the school. We are seeking to appoint a highly motivated and caring leader, who can ensure that learning remains enjoyable and enriching for all but fully underpinned by our Catholic faith.

This is an excellent opportunity for a strong leader to undertake a pivotal strategic role in the leadership and development of a fantastic school and the work of the Blessed Christopher Wharton Academy Trust.

#### **The successful candidate will:**

- Be a practicing Catholic
- Have a proven track record of raising standards of teaching and learning, leading to improved achievement and attainment.
- Be effective in developing strong relationships with staff, parents, academy councillors and the local community.
- A proven track record of effective leadership and management of people and a commitment to working in partnership with staff, parents, academy councillors and other schools and the local community.
- A clear vision which focuses on raising achievements and standards through a wide variety of teaching and learning experiences.
- A desire to maintain and enhance the existing strengths of the school, bringing inspirational drive and ambition for continual improvement that is demonstrated through improved outcomes for children.
- An ability to be forward-thinking and flexible to adapt to the changing educational landscape.
- A passion to ensure that all children reach their potential and provide all children with a happy, secure, and stimulating environment in which they can learn and flourish.

#### **In return we can offer you:**

- The opportunity to make a difference and drive 'Winnies' forward to be outstanding.
- A dynamic Catholic ethos which is integral to the life of the school.
- Dedicated, hardworking and skilled staff.
- Happy, responsive children who are motivated to learn.
- Continuing professional development.
- The support of a fully committed Local Academy Council and Trust Board.
- An established partnership with the parents, Church and wider community.

The school provides extensive professional development opportunities through the Bishop Christopher Wharton Catholic Academy Trust, the Diocese of Leeds and regional Teaching School hubs. Through our carefully planned provision for staff wellbeing, we demonstrate a genuine commitment to listening to the views of all. In partnership with the Trust and the Diocese, you will be fully supported in your own spiritual and professional development.

Visits are encouraged and we would love to welcome you to the school for a visit so we can show you how wonderful and unique our school is – not just through our Information Pack.

To arrange a visit, please contact Angela Yates in the school office on **01274 677705** or email the school via [office@win.bcwcacat.co.uk](mailto:office@win.bcwcacat.co.uk)

To request an application pack please email [office@win.bcwcacat.co.uk](mailto:office@win.bcwcacat.co.uk)

If you have any questions relating to this role, please contact [ben.lavin@BCWCAT.co.uk](mailto:ben.lavin@BCWCAT.co.uk)

Closing date: Friday 15<sup>h</sup> March at 1.00pm

Shortlisting date: Friday 15th March

Interview date: Friday 22nd March

***St Winefrides Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

***This appointment is subject to checks including an enhanced Disclosure and Barring Service check.***



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### Head of School

### Job Description

#### 1. Introduction

St Winefride's Catholic Primary School has been designated a voluntary academy with a religious character. Its Memorandum and Articles state 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 Leeds.

At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

In our Catholic schools, professional leadership is provided in the context of a community rooted in the Catholic Faith recognising a joint responsibility across all schools. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education. The Trust Board and the Diocese acknowledge the importance of the role of Catholic leaders and will actively offer long term support, encouragement, affirmation, and realistic challenge to the successful candidate. The core purpose of the headteacher of any school is to provide professional leadership and management. In an Executive Headteacher teacher ship leadership structure, the Head of School takes on those responsibilities on the academy site on a day-to-day basis but consults and reports to the Executive Headteacher who has the final decision-making responsibility.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God. The leaders share responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, priests, parishioners, diocesan officers and colleagues and agencies such as CAFOD, Family Life and Youth Ministry as and when appropriate. In a Catholic school, the role of the headteacher is one of leadership of a learning community rooted in faith. The leadership must take Christ as its inspiration. The leader's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. The discharge of this role requires a significant theological insight and vision of the development of this Catholic school.



This appointment is with the Trust Board of the Blessed Christopher Wharton Catholic Academy Trust under the terms of the Catholic Education Service contract to be signed. The academy council will appoint a practicing Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects. The appointment is subject to the current conditions of service for school leaders (Deputy Headteachers) contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Head of School shall consult the Executive Headteacher as required by the latter and develop strong relationships with the Trust CEO, Trust Board, Diocese, the Local Authority, the staff of the school, the parents of its pupils, the parishes served by the school and other local Catholic schools where necessary.

The Head of School will promote and support the vision and Catholic mission of English Martyrs Catholic Primary School by providing the day-to-day leadership that will enable it to build success and provide high quality education for its children. The Head of School leads and manages the school on a day-to-day basis and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Head of School will be an ambassador for the school and will promote and raise its profile in the local and wider community.

The Executive Headteacher has overall and strategic responsibility for St Winefride's Catholic Primary School and will support and advise the Head of School in each school and is their line manager. As an employee within a trust, you may be required to work at any school in the trust.

## **2. Key responsibilities:**

The Head of School will continue to raise standards of achievement, be responsible for all day- to -day management of the children, staff, adult users, resources and buildings so as to promote and secure the achievement and well-being of all children and adults. The Head of School will work with the Executive Headteacher, senior leaders and Academy Council to provide an environment in which all staff and children are enabled to achieve success and to build towards achieving their potential.

In order that this is achieved the Head of School will have a key part in ensuring the effective management of children's behaviour by actively promoting good behaviour, supporting staff, parents, and carers in promoting good behaviour in all children and ensuring that all children and adults are enabled to succeed in school without hindrance or disruption.

The Head of School will be responsible on a day-to-day basis for the internal organisation, management and control of the school. In carrying out their duties the Head of School will consult and liaise with and work in partnership with the Executive Headteacher. They will consult, as appropriate, with the Trust Board, the Academy Council, the staff of the school, the pupils and the parents and carers of its pupils.

Staff are seen as the major resource in achieving the academy's success. The Head of School therefore has the major role of effectively managing, encouraging, developing and supporting staff and actively and visibly demonstrating their responsibility towards them.

The Head of School will be closely involved with the Executive Headteacher in recruiting, retaining and deploying staff appropriately so that the goals and targets for the school can be achieved.

**The Head of School will report to and be under the line management of the Executive Headteacher. They will be supportive of the Executive Headteacher and work with them in the following ways reflecting national headteacher standards:**

### **Section 3: Ethics and professional conduct**

Catholic Heads of School are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes<sup>1</sup> and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic heads of school are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic Heads of School uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Catholic Heads of School are custodians of diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic heads of school are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic heads of school:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God<sup>2</sup> and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

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<sup>1</sup> The Gospel of Matthew 5:3-12

<sup>2</sup> The Book of Genesis 1:26-27

understanding that such values are rooted in the Catholic understanding of dialogue<sup>3</sup> and the Church's Social Teaching<sup>4</sup>.

- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

As leaders of their Catholic school community and profession, heads of school:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education
- make a positive contribution to the wider education system within and without the Catholic sector

### **Section 3: National Headteachers' Standards**

#### **1. School culture**

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and diocese
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education<sup>5</sup> and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God

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<sup>3</sup> *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican.

<sup>4</sup> Compendium of the Social Doctrine of the Church, 2004, Vatican.

<sup>5</sup> The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles

- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

## **2. Teaching**

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.<sup>6</sup>
- ensure effective use is made of formative assessment

## **3. Curriculum and assessment**

Headteachers:

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

## **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour

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<sup>6</sup> The Gospel of John 10:10

- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

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

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching<sup>7</sup>
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **6. Professional development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

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<sup>7</sup> The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity.

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's Catholic mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Headteachers:

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

## **10. Governance and accountability**

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation
- ensure that staff know and understand their professional responsibilities and are held to account

- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

*Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards but reflecting the ethos of the Catholic school and the vocational role of a Catholic headteacher in upholding the mission of the Church*

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### Head of School

### Duties and role

*The Head of School will promote and support the vision and direction of the school by providing day-to-day leadership and management. The Head of School is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Head of School is directly accountable to the Executive Head teacher, who retains ultimate responsibility for the school.*

### Key Responsibilities:

- The Head of School will be the engine that drives high aspirations towards school improvement, success, and standards of achievement, being responsible for the day-to-day management of the children, staff, and resources, to promote and secure the wellbeing and outcomes of all children.
- The Head of School will be responsible for the safety of all children as the designated safeguarding lead.
- The Head of School will embody the school as a school leader, being an effective and autonomous professional, making positive things happen.
- The Head of School will lead on religious education and Catholic life and work with parents, governors, diocese, and parish to ensure Catholic faith is integral to all we do.

### Vision, Direction and Development

The Head of School will:

- Support the Executive Headteacher in developing and articulating both the spiritual and educational strategic and operational plans for securing the vision and direction of the school.
- Work with senior leaders, staff, and governors to rigorously evaluate progress towards targets and outcomes.
- Support the Executive Headteacher in ensuring that all school policies are regularly reviewed and updated, and that staff and governors are involved in this process.
- To play a key role in the formation and implementation of the aims and objectives of the school
- Alongside the Executive Headteacher, prepare the school and staff for Ofsted inspections, LA visits, including the school's internal monitoring and assessment exercises, reporting as required.
- Ensure that all statutory requirements are published on the school website.
- Keep up to date with all relevant local and national policies and initiatives.
- Undertake any other duties that the Executive Headteacher may reasonably request.

### Leading Teaching and Learning

The Head of School will:

- Ensure all learning and progress is at the heart of strategic planning and resource management, considerate of varying starting points, cognition, learning, physical and sensory complexities.



- Ensure that statutory requirements for the National Curriculum are met where appropriate or applicable, and that all children are enabled to access a broad, balanced, and relevant curriculum at Early years, Key Stages 1, and Key stage 2.
- Give priority to developing high quality teaching and personalised learning.
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place.
- Take a lead in monitoring and tracking progress, in target setting and in raising standards.
- Ensure the school environment supports learning.
- Create a culture and ethos of high expectations, challenges, and engagement.
- With the Executive Headteacher ensure that there is an effective system for assessing, recording, and reporting children's progress, in line with national expectations and developments.
- Ensure that data is used effectively and that the impact of interventions is monitored and evaluated.
- Encourage new developments in the curriculum and capitalise on local and national initiatives.

### **Safeguarding, Personal Development, Behaviour and Welfare**

- Being the lead figure in ensuring a safeguarding culture is evident throughout the school.
- To provide a high standard of duty of care for staff and pupils and to comply with all legislation and guidance relating to child protection.
- Ensure staff training and development is current and effective and keep secure records of training.
- Implement strategies that encourage high standards of behaviour and attendance.

### **Leading and Managing Staff**

The Head of School will:

- Deploy teaching, support, and clerical staff on a day-to-day basis, and to ensure adequate oversight of the work of contractors and other non-school employees working on site by school staff including site staff.
- Liaise with the Executive Headteacher and governors in the recruitment of teaching and support staff.
- Take a leading role in the performance management of staff, linking to the school's development priorities.
- Ensure CPD needs and opportunities are regularly assessed and implemented.
- Be an effective team leader, coach and mentor encouraging and supporting all staff.
- Support the Executive Headteacher and governors in creating and maintaining good working relationships amongst all members of the Trust communities.
- At all times be empathetic towards staff wellbeing, promoting initiatives for secure workforce health.
- Motivate and support staff by identifying and addressing areas for development and building on their strengths to support school succession planning.
- Promote the highest standards of courtesy and mutual respect amongst all stakeholders.
- Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulations.
- Develop and strengthen leadership, including middle leadership, across the school.
- Deputise for the Executive Headteacher at whole school events/ meetings when required to do so.

### **Efficient Use of Resources**

The Head of School will:

- Work with the Executive Headteacher and the Governing Body on setting and using the school budgets.
- Be a leading figure in setting and managing the agreed budget, being budget conscious on a day-to-day basis, and ensuring effective administration and value for money.
- Monitor the budget and with the Executive Headteacher making appropriate adjustments to spending patterns in accordance with all financial regulations and audit requirements.
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements.
- Ensure that all staff and children contribute towards building and maintaining a positive learning and working environments for all.
- Support the Executive Headteacher in securing additional and sufficient resources for the school

## **Accountability**

The Head of School will:

- Work with the Executive Headteacher to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements.
- Work closely with the Executive Headteacher, the Chair and members of the Governing Body and the Trust, as appropriate, and build and sustain a positive working relationship; be member of the governing body.
- Provide information and support to the Executive Headteacher and to the Governing body and advice based on a well-grounded and practical knowledge of the school on a day-to-day basis.
- Work with the Executive Headteacher to ensure that the school staff and governors collect and use performance data to support school improvement.
- Work with the Executive Headteacher to regularly update the Self Evaluation Form (SEF), update the school improvement plan and collect evidence to support judgments made in evaluating the school's success. Report to the Trust.
- Ensure that school reporting arrangements are efficient, actioned according to schedule and keep parents informed about their child's attainment and progress whilst outlining how they can contribute to supporting their child's learning.

## **Partnership**

The Head of School will:

- Facilitate and lead collaborative development ventures internal to the Trust.
- Maintain and further develop an effective partnership within the Trust, with partner schools, drawing upon the strengths and expertise of staff, sharing information and ideas, and working collaboratively.
- To take a leading role in initiating and developing school initiatives within the wider community and reporting to governors as necessary to help them fulfil their statutory duties.
- Develop and encourage mutually supportive working relationships with relevant agencies including Social Services, Health professionals, and other stakeholders.

## **School and Trust duties:**

- To act as a model teacher and a model leader, coaching and directing staff within and outside the classroom, across the Trust for both curriculum and Catholic life
- To support new teachers, students, supply staff and work experience students in school and, where necessary, across the Trust
- To ensure compliance with Health and Safety legislation
- To assume complete responsibility for the running of school, accountable to the Executive Headteacher, undertaking all relevant Headteacher duties in accordance with the School Teachers' Pay and Conditions.

## **What is the objective definition of a 'practicing Catholic' for appointments to key posts in Catholic Schools?**

To objectively define what a 'practicing Catholic' is when assessing applicants for key leadership posts within a

Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teaching of the Catholic Church.

The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavoring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic faith in its widest and all-encompassing sense. At the heart of these general obligations though, there are essential components for "full communion" with the Catholic Church.

These are sacramental initiation (Baptism, Confirmation, and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and 'practicing Catholic'.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see 'Christ at the Centre' by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0

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### HEAD OF SCHOOL PERSON SPECIFICATION

*Please note source of evidence of fulfilled criteria:*

*Application Form – A    Supporting statement -S    References – R    Interview - I*

1. QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practicing Catholic and committed Catholic*	E	A, I, R
Qualified Teaching Status	E	A
Degree	E	A
NPQH or similar	D	A
CCRS (Catholic Certificate in Religious Studies)	D	A
Recent Senior Leadership experience in a Catholic primary school	E	S, I
Lead by example and be a positive role model with excellent communication skills	E	S, I
Ability to articulate a clear vision and purpose for Catholic education	E	S, I
Personal impact and presence	E	S, I
Participation in a Parish Community	E	S, I, R
Ability to lead the spiritual development of staff and pupils	E	S, I
Understanding of current educational provision and the wider school systems	D	S, I
Evidence of political and financial awareness	E	S, I

2. PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupil's	E	S, I
Excellent understanding of high quality teaching and learning	E	S, I
Promote the development of the whole child	E	S, I
Use data analysis to effectively drive whole school improvement	E	S, I
Encourage all staff to develop their unique potential	E	S, I
Identify emerging talent, develop excellence and clear succession planning	E	S, I

3. SYSTEMS AND PROCESS	Essential or Desirable	Evidence
Efficient strategic leadership and prudent financial planning	E	S, I
Ensure the safety of all staff and pupils at all times	E	S, I
Promote excellent behaviour and positive attitudes to school life	E	S, I

Systems for performance management to hold staff to account	<b>E</b>	<b>S, I</b>
Ability to challenge under –performance	<b>E</b>	<b>S, I</b>
Understanding of strong governance to hold the school to account	<b>E</b>	<b>S, I</b>
Ensure budgets and resources are deployed in the best interests of pupils	<b>E</b>	<b>S, I</b>
Promote distributed leadership throughout the organisation	<b>E</b>	<b>S, I</b>

<b>4. SELF IMPROVING SCHOOL</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Knowledge and experience of working with other schools and organisations	<b>E</b>	<b>S, I</b>
Effective partnerships with a range of professionals	<b>E</b>	<b>S, I</b>
Use well evidenced research to achieve excellence	<b>E</b>	<b>S, I</b>
Provide high quality opportunities for staff development	<b>E</b>	<b>S, I</b>
Confident, entrepreneurial, and innovative approach to school improvement	<b>E</b>	<b>S, I</b>
Source of inspiration and encouragement for all in the school community.	<b>E</b>	<b>S, I</b>

<b>5. APPLICATION FORM AND LETTER</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
Application form to be completed in full and legible	<b>E</b>	<b>A/S</b>
Supporting statement to be clear, concise and related to the specific post and appointment criteria	<b>E</b>	<b>A/S</b>

<b>6. CONFIDENTIAL REFERENCES AND REPORTS</b>	<b>Essential or Desirable</b>	<b>Evidence</b>
A positive and supportive written faith reference from a priest where the applicant regularly worships.	<b>E</b>	<b>R</b>
A positive recommendation from current employer or Headteacher	<b>E</b>	<b>R</b>
A second professional reference	<b>E</b>	<b>R</b>

**PLEASE NOTE:**

**\*What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?**

To objectively define what a 'practising Catholic' is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teaching of the Catholic Church.

The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic faith in its widest and all encompassing sense. At the heart of these general obligations though, there are essential components for '*full communion*' with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments of ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and 'practising' Catholic.

For further information including examples of where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see 'Christ at the Centre' by Mgr Marcus Stock, CTS Publications ISBN 978-1-86082-843-0.





## Welcome to Our School

Thank you for applying to be part of our school and parish family. I am immensely proud to welcome you to St Winefride's Catholic Primary School. We are all enormously proud of our school and all we do. Our children love learning and strive to do their absolute best. The children surprise me every day with their enthusiasm and eagerness to learn new things and make progress. They are such wonderful children.

St Winefride's is a truly special school, and we have children that are happy, caring, and thoughtful. We, as with all our Trust schools, strive to stretch and challenge each child to enable them to achieve and fulfil their potential. This is not just academically but, also, morally, and socially.

As a Catholic School our faith identity is not exclusive to just our Religious Education teaching, but is interwoven through our daily school life. The values and teachings of the Gospel are foundational to the school and permeate every aspect of what we do. Such Catholic ethos ensures our children are given the opportunity to achieve their academic potential and grow alongside others as children of God. Our ethos is further supported by excellent relationships within our whole school community, and is demonstrated through many acts of charity, led by our Laudato Si group, pupil chaplains and Mini Vinnies. The Section 48 Report by the Diocesan Board for Inspectors in 2018 graded St Winefride's an "outstanding Catholic Primary School."

We have strong links with the local parish community. The children attend Mass in the parish church and we in turn warmly welcome parishioners to attend important feasts and celebrations in school. The local academy council is primarily made up of foundation governors from the parish. They have significant experience in supporting the school leaders in their provision of a high quality education, in a Gospel-centered community. Parents are strongly supportive of the work of the school. They know that it is a safe environment where the staff strive to ensure that all children meet their potential.

We have very high expectations of all children in their learning, presentation, behaviour, attitude, politeness, and manners. At 'Winnies' we create the conditions for learning to take place but also for our children to grow in confidence and develop respect and tolerance of others and their opinions; where mistakes are used as a learning experience and where injustice and adversity are challenge.

All my staff are caring, devoted and professional. They work effectively to provide the best possible learning experience for the children of St Winefride's.

The Faith aspect of school and parish community is our most important feature. As we share our parish with St John the Evangelist Catholic Academy the example of Jesus and the Gospels is lived throughout the daily life of the school. Not only does it underpin all our teaching, but in prayer and worship we help to develop the Faith journey of each individual child. In this we share a partnership not only with you as parents but, equally, with the parish as, for example, with the Sacramental programme.

I am hopeful we can find the right person to further promote and develop our children's confidence and strength in Faith, a love and thirst for learning and the skills to make an impact in changing world in which they live.

God bless.

Yours sincerely

*Ben Lavin*

Executive head teacher





## Our Mission

### Mission Statement (Describes why we exist.)

To promote learning and excellence  
for all, embedded in the values and  
beliefs of the Catholic faith.



St Winefride's Catholic Primary

## Aims of Our school

### Aims

1. To understand and share what it means to be a Catholic.
2. To equip our children for a rapidly changing technological world.
3. To enable our pupils to be mathematicians in the real world so they are self-assured in applying mental and efficient methods to solve problems.
4. To enable our pupils to; express themselves politely and read & write with independence, confidence and for pleasure.
5. To encourage our pupils to be self - empowered, manage their emotions and know how to stay safe.
6. To foster a true partnership with parents/carers which reflects a sense of shared pride in our school.



St Winefride's Catholic Primary



**Dear Applicant,**

On behalf of the Academy Council, I would like to thank you for your interest in the post of Head of School at **St Winefride's Catholic Primary School** within **The Blessed Christopher Wharton Catholic Academy Trust** in Bradford.

*" St Winefride's is a place where we meet Jesus. Everyone is enabled to fulfil their unique potential and together we celebrate being part of God's creation in all we think, say, and do."*

St Winefride's Catholic Primary School is a two-form entry school which takes inspiration from St Winefride in its journey of faith and learning. 'Winnies' has a strong ethos, enriched by the partnership between professionals, children and our parish who together live their mission to support young lives as they learn about Jesus and faith. The words of the school prayer 'May Christ be at the centre of all we do, all that we say, and all that we believe,' are central to the work of our school. Our children are caring, respectful and an absolute delight to work with.

In our school, everyone is respected and cherished, and differences are valued. Each member of our community is supported to truly reflect the person of Jesus. Our mission statement is lived out by all members of the school community and is tangibly woven throughout our school. Visitors to our school often comment on the calm and spiritual atmosphere that they perceive as they move through school and as they interact with our pupils.

It is our desire to appoint a leader committed to our Catholic faith, who can support and promote our mission and aims. We are seeking a dynamic and inspirational leader to support the strategic development of our school as part of our multi-academy trust. The successful candidate will use their talents and knowledge of teaching and learning to enthuse and motivate both staff and pupils and ensure that every member of our community fulfils their unique potential.

We would like to offer you the opportunity to visit our school and meet our staff and pupils.

We look forward to your visit and receiving your application.

Yours sincerely

*Caroline Handley*

**Chair**





**Message from  
our CEO  
Andrew Morley**

The Blessed Christopher Wharton Catholic Academy Trust consists of 17 primary schools and two secondary schools located in Bradford and Keighley.

As a Trust we are committed to ensuring that we work as a family to serve our school

communities, families, staff and most of all our pupils to ensure that all our children and young people have a first-class Catholic education.

As a Trust we are committed to helping each other to be strong in our faith. This involves the school, our families and local parishes working together to ensure the catholic identity of the Trust is a lived reality, following the example of Jesus Christ.

As a Trust we are committed to ensuring all pupils have a school experience that is happy. We work together to ensure pupils gain high standards in all aspects of their school life. We help them with their academic, social and emotional development to ensure they are ready to contribute to their community and be successful in life.

As a Trust we are committed to working together. Every child and young person in all our schools matters deeply to all of us. As leaders and teachers, we strive to ensure teaching is of the highest standard so that pupils achieve well throughout their time at school. We know that it is important to come together as schools to share and celebrate the success of the pupils.