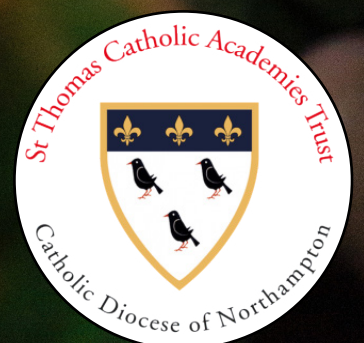




St Margaret of Scotland
Catholic Primary School

Headteacher Candidate Pack





Letter from the Chair of Local Academy Committee

Dear Applicant

Thank you for your interest in St Margaret of Scotland Catholic Primary School, we all really appreciate your curiosity. This application pack has been designed to help you gain an understanding of our school, a school of which we are all very proud. Our school has been on an exciting journey over the past few years, and we are looking for a faithful and dedicated headteacher to take us to the next level, whilst recognising and growing our current strengths and values. We are looking for someone with a proven track record in primary leadership and the ability to lead an enthusiastic team, supported by a dedicated and knowledgeable Local Academy Committee.

St Margaret of Scotland is situated in an area with some complex needs, and the school takes great pride in our love and care for our pupils and staff. We have close links to our local parish which we would like to see deepened and enriched and are supported both by our partner schools in St Thomas Catholic Academies Trust and by the Diocese of Northampton. We are looking for a headteacher, with a strong Catholic faith, someone who can draw on their faith to help spread the word of God and be a humble servant leader.

This pack can only really give you a flavour of our school and to fully appreciate it we strongly encourage you to come and visit and see the children and staff at work. There will be staff on hand to answer your questions and have a chat about all the brilliant things that we do.

The application process and important dates are all detailed in this pack, along with information about the school and job, but if you have any questions, please do not hesitate to contact **Tracy Laverack** at **Academicis** on tlaverack@academicis.co.uk or **07554 118 997/01223 907 979**.

We look forward to receiving your application.

God bless



Debbie Main
Chair of Local Academy Committee





Letter from our Headteacher

Thank you for your interest in the position of headteacher at St Margaret of Scotland Catholic Primary School. With Christ and the children firmly at its centre, St Margaret's focuses on developing the whole child, from nurture to education, to the wider opportunities that school has to offer. Our curriculum is expertly led by our subject leaders, well planned and resourced and successfully delivered by our teachers and support staff. The school serves a multicultural and diverse community, which brings a richness to our school.

The staff are well established, kind, caring and fun. They have been supported to develop excellent subject knowledge of the curriculum they teach and as a result the quality of education is strong across the school. The Senior Leadership Team and the Middle Leadership Team are supportive, hard working and are experts of their areas of responsibility. This is a school where collaboration, team work and expertise work hand in hand. The school works closely with the Local Academy Committee and the St Thomas Academies Trust.

It has been a privilege to be the headteacher of this school for the last nine years. I have been proud to oversee the school improvement journey of the school, the staff here are amazing and dedicated to improving the outcomes for every child. Together, we have created a school that is successful, well led, happy and where children and staff thrive. We are a school where children's behaviour is exemplary and where they learn well. The school prides itself on being fully inclusive and welcoming for all.

I hope that you will come and visit the school, to see for yourself what an opportunity this is, to continue the vision and lead the school onto its next phase of excellence.

Gabe Somes
Headteacher





About St Thomas Catholic Academies Trust: Joe Richardson, Strategic Executive Leader



Thank you for your interest in St Margaret of Scotland Catholic School. As the Strategic Executive Leader of STCAT, it is my pleasure to tell you a little about our Trust and the way that we work.

Where are our schools?

Our Trust is situated in the south of the Diocese of Northampton and covers an area that stretches from Luton and Central Bedfordshire, through to Buckinghamshire and Slough. In each of these three areas we have clusters of primary schools and St Margaret's is in an area with 4 primary schools and two more that are likely to join our trust in the next couple of years.

OUR MISSION:

The glory of God is a human being fully alive!' (St Irenaeus)

OUR VISION:

Our vision is rooted in the mission statement. We started thinking about the person God wants us to be and we thought carefully about what being 'fully alive' might mean, not just for the children we serve, but for each one of us:

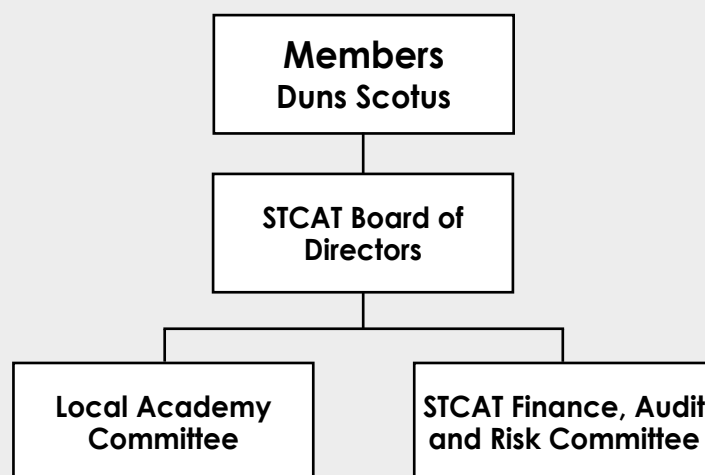
'Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith – to love – to joy – and to learning. They are daily becoming the person God created them to be and they are ready to delight in their God-given gifts, and to use them in the service of the Common Good.'

You will notice that at the heart of this vision statement are four qualities: faith, love, joy and learning. You will also notice that these qualities start with faith, have love and joy at the heart and end in learning. This is not accidental. We are inspired by our faith, the highest of all gifts is love and that which we do together will result in learning.

Governance structure and arrangements

There are some important differences between governance arrangements in academies compared to voluntary aided schools. One key difference includes the executive role of the Board of Directors in setting out key policies that are common to our schools. Through this work, we are able to ensure the work of Local Academy Committees is focused on Catholic life, student achievement, well-being and school improvement. Moreover, the number of meetings required under the academy framework is far fewer than a Voluntary Aided school – something we regard crucial to the wellbeing of our Headteachers.

Our governance structure is well supported and very well developed. We have a clear governance cycle in place, there is access to quality training, and we have established excellent roles for governors that add great value to the work of leaders in school. We will be excited to tell you more about this when you visit.



The Duns Scotus Trust was established by the Bishop and Trustees of Northampton Diocese to oversee the establishment and development of its two Catholic Multi Academy Trusts.

Within STCAT there are 3 key committees:

1. The Board of Directors has overall responsibility for the MAT.
2. The Finance, Audit and Risk Committee oversees most regulatory elements of the MAT.
3. The Local Academy Committee for each school oversees support and challenge for school improvement in a similar way to a traditional Governing Body.

About St Thomas Catholic Academies Trust *continued*:



Support for you and support for your school:

i. Support for you:

As the Strategic Executive Leader of our Trust, it is very important to me that each Headteacher becomes a powerful advocate for our Trust, not because that is their job, but because it is a consequence of the support they have received over time.

- Every Headteacher has my support 24/7. I am always contactable and I am always ready to either help myself or find someone who can.
- Any Headteacher retaining responsibility as part of the Designated Safeguarding Team will have automatic access to supervision.
- We are arranging for all our Headteachers to receive half termly counselling, with the option to extend this whenever it may be needed. We all know the role of a Headteacher can be stressful at times. There are times children and staff find themselves in difficult places and this can cause school leaders great worry and great concern. The purpose of our support structure is not to fix the mental health of our Headteachers when things go wrong, the purpose is to ensure our Headteachers are so well supported that their mental health and well-being is maintained at all times.
- Headteachers are asked to be all knowing about everything including the fine details of estates management and IT – impossible! We have an excellent Trust estates and IT team that will provide a service to you and your school moving forward so that you can concentrate on the one thing that matters most – the children.

ii. Support for your school:

The strength of our Trust is its schools and the staff within those schools. A great deal of support for St Margaret's will come from staff in other schools who are celebrated and recognised for their excellence – in the same way as staff from St Margaret's have been celebrated. There are some key ways in which your school will be supported:

- Strategic Executive Leader support and challenge visits half termly throughout the year
- Strategic Executive Leader support for appraisal and performance review
- Bespoke support for key projects
- Annual Peer Review supporting the process of monitoring and evaluation
- Bespoke support from Head of Primary Improvement on key curriculum and school improvement projects
- Support from Trust Leaders of Education on specific areas of the curriculum
- Support from key trust strategic groups for Safeguarding and SEND
- Support through the primary curriculum group network focusing on curriculum, pedagogy and assessment
- Support through Trust-led CPD
- Support through Trust Leadership Forum, focusing on developing best practice across our family of schools



Karen Armstrong
Head of Primary
Improvement

About your growth:

As you develop in this role it is very much our hope and expectation that you will develop the skills and experience required to work across our family of schools. The upper reaches of the generous pay scale assigned to this post are reserved to recognise additional responsibilities that may be undertaken working across the Trust. These responsibilities would be significant and sustained.

We will want to invest in you as a person. You will be entrusted with the spiritual, academic, social, emotional and physical development of every child in our great school and we know that anyone with that level of responsibility will require our love, care and deep support. You will have that – we will do all that we can.

Finally, please know that the greatest strength of working in a Trust is that you are not alone. You will walk with around 20 other Headteachers, you will share ideas, work things out together and you will feel the comfort, ambition and hope of our shared prayers. Truly, if we are successful in our work together, you will feel the presence of Our Lord, Jesus Christ in your work each and every day. I look forward to meeting you in person in the weeks ahead.

God bless,

Joe Richardson





Job Description

Headteacher • Catholic Primary • Salary: L25-L31

Job title: Headteacher

Job purpose

The Headteacher is responsible for providing vision, leadership and direction for the school and ensuring that it is managed and organised effectively to meet its aims and targets. The Headteacher shall provide professional leadership for the school which secures its success, ensuring high quality education which realises the potential of all pupils.

Key responsibilities

The professional duties of the Headteacher are contained in the School Teachers' Pay and Conditions Document and the key areas of headship are contained in the DfES National Standards for Headteachers.

1. Catholic purpose and identity of the school

Key responsibility:

The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. S/he must ensure that this Catholic identity is reflected in every aspect of the life of the school. In particular, in the curriculum, the day to day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, diocese, local community, other schools, the Local Authority and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities. This is always exercised reflecting the diocesan policy and strategy for Catholic education as trustee of the school and in accordance with Canon Law.

2. Leadership in Catholic education

Key responsibility:

The Headteacher must provide professional leadership and management for the 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 pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils.

3. Shaping the future

Key responsibility:

To work with the Governing Body to create a shared vision which expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The Headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

- a) To ensure that the RE programme is given full regard both in terms of classroom religious education and the overall programme of the school.
- b) To ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

Job Description continued

- c) To lead by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice to create a shared culture and positive climate.
- d) To work within the school community to translate the vision into agreed objectives and operational plans which will promote and help sustain school improvement.
- e) To create and implement a strategic plan, underpinned by sound financial planning, which aims for school improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress.
- f) To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and enjoyment.
- g) To ensure that policies and practices take account of national, local and school data and inspection research findings.
- h) To develop and maintain the educational partnership currently existing between the school and parents, governing body, schools within the local Catholic partnership cluster schools, the Diocesan Education Service, the Local Authority, the local community and other agencies including the health authority and social services.
- i) To ensure that strategic planning takes account of the diversity, values and experiences of the school community at large.

4. Leading learning and teaching

Key responsibility:

To raise the quality of teaching and learning to ensure achievement for pupils.

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. The Headteacher, supported by the governing body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

- a) To create and maintain an environment which promotes and secures creative, responsible and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.
- b) To determine, organise and provide equal access to a diverse, flexible and relevant curriculum which values and challenges all children, including those with Special Educational Needs, Pupil Premium and English as an additional language, and to ensure that appropriate provision is made for the more able pupils.
- c) To establish and maintain effective systems of planning, assessment for learning, recording and reporting, using data and benchmarks to monitor progress in every child's learning.
- d) To monitor and evaluate: curricular provision, classroom practice, achievement of all pupils, the setting of challenging, realistic targets for improvement.
- e) To manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.

5. Developing self and working with others

Key responsibility:

To establish effective relationships and communications, building a professional learning community that enables others to achieve.



Job Description continued

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. Headteachers must manage themselves and their relationships well. The Headteacher will build a professional learning community, which enables others to achieve their potential as children of God. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them; Headteachers should be committed to their own professional development.

- a) Give a clear lead to all staff in the development and continuing formation of the school's Catholic identity.
- b) Support and advise staff both in the deepening of their Christian awareness and in all areas of their work and professional development.
- c) To create a positive and collaborative learning culture within the school by treating people fairly, equitably and with dignity and respect.
- d) To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.
- e) To implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.
- f) To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high-quality induction and continuing professional opportunities in the context of the school's agreed improvement priorities.
- g) To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- h) To maintain and develop a senior management team and wider management structure and culture which enables effective communication, involvement and development.
- i) To regularly review own practice, set personal targets and take responsibility for own personal development.
- j) To manage own workload and that of others to allow for an appropriate work/life balance.

6. Managing the organisation

Key responsibility:

To provide effective organisation and management of the school to maintain an efficient, effective and safe learning environment.

- a) Ensure spiritual and moral development of individuals is given clear focus and is promoted through the prayer life and liturgy of the school.
- b) To create an organisational structure which reflects the school's values, enabling the management systems, structures and processes to work effectively in line with legal requirements.
- c) To produce clear, evidence-based improvement plans and policies for the development of the school and its facilities.



Job Description continued

- d) To work with governors and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the school.
 - e) To set appropriate priorities for expenditure, allocate funds and ensure effective administration and control of financial matters, in partnership with the governing body.
 - f) To manage and organise the accommodation effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations.
 - g) To promote an attractive environment which stimulates learning and enhances the appearance of the school.
 - h) To manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
 - i) To use and integrate a range of technologies effectively and efficiently to manage the school.
- c) To create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment.
 - d) To ensure that learning experiences for pupils are linked into opportunities provided in the wider community.
 - e) To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, and work with the relevant agencies to protect children.
 - f) To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.
 - g) To seek opportunities to invite parents and carers, community figures, businesses and other organisations into school to enhance and enrich the school and its value to the wider community.
 - h) To contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools and promoting innovative initiatives.

7. Securing accountability

Key responsibility:

The Headteacher is accountable for ensuring that pupils enjoy and benefit from high quality education, promoting collective responsibility within the whole school community.

- a) Ensure that governors are welcomed into the school and invited to share in its Catholic life.
- b) To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- c) To create and develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes.
- d) To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.
- e) To be accountable to the Diocese as Trustee for the school as part of the Church's educational mission
- f) To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, trust directors, the local community, OFSTED and others, to enable them to play their part effectively.
- g) To reflect on personal contribution to school achievement and take account of feedback from others.
- h) To ensure that parents and pupils are well informed about the curriculum, the attainment and progress of pupils, can understand realistic and challenging targets for improvements and contribute to achieving them.

8. Strengthening community

Key responsibility:

To work collaboratively at both strategic and operational levels with all connected with the school community for the well-being of all children.

- a) Recognise that the school is part of the Church locally and seek to promote the partnership between contributory parishes, home and school.
- b) To promote and support the positive benefits of living within a culturally and ethnically diverse society, building a school culture and curriculum that takes account of the richness and diversity of the school's communities.

9. Relationship with the other schools and agencies

The Headteacher has a significant contribution to make in the delivery of high-quality Catholic education across the Diocese. To achieve this the Headteacher will be a part of a network of Catholic Head Teachers who meet regularly throughout the year.

The Headteacher is required to work in partnership with the Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES), other schools in their pastoral area, the Local Authority/Trust where appropriate and other relevant organisations.



Person Specification

	Essential	Desirable	Evidence
1. TRAINING AND QUALIFICATIONS			
Qualified Teacher Status	√		AF
Degree	√		AF
Master's degree (or equivalent)		√	AF
National Professional Qualification for Headship (NPQH)		√	AF
Recent participation in range of relevant in-service training	√		AF
2. FAITH COMMITMENT			
Practising Catholic	√		AF
Evidence of participation in life of faith community	√		AF
Evidence of an educational philosophy informed by a Catholic faith and ideals whilst encompassing inclusion and respect for other faiths and beliefs.	√		AF
3. EXPERIENCE			
Substantial and significant leadership experience across the primary school Key Stages	√		AF/I
Proven evidence of being a highly effective teacher and practitioner	√		AF/I
Previously held senior level post at least Deputy Head	√		AF/I
Evidence of strategic planning, managing change and identify areas for improvement	√		AF/I
Evidence of successful partnership working with families, parents and carers	√		AF/I
Experience of using data and feedback for developing school improvement initiatives	√		AF/I
Evidence of working with others to monitor the quality of provision and planning for improvement	√		AF/I
4. SKILLS AND KNOWLEDGE			
Excellent skills and knowledge to be able to communicate effectively and with impact with pupils, parents and other stakeholders	√		I
Excellent understanding of what constitutes highly effective teaching to maximise learning outcomes across all Key Stages	√		I
Evidence of Christian leadership and management style	√		I
Evidence and ability to motivate, inspire and create a vision for both the school and in collaboration with the Trust	√		I
Understanding of approaches to curriculum development and the national curriculum requirements	√		I
Ability to plan, monitor, evaluate and review impact of provision including effective self-evaluation	√		I
Ability to develop relationships and effective partnerships within the Trust, other schools, parishes and the local community	√		I
Ability to manage financial, human and material resources liaising closely with Trust central team harnessing their professional expertise	√		I
Ability to recognise the value of effective teamwork within a school/Trust environment appreciating the contribution of all staff whether teaching or non-teaching	√		I
Ability to liaise and work within a Multi Academy Trust, other schools	√		I
Competent in the use of Information Technology including Microsoft, databases and virtual platforms for teaching delivery	√		I
High awareness and understanding of changes within education and impact on pupils, staff and standards	√		I
5. EQUALITY, INCLUSION & SAFEGUARDING			
Evidence of ability to integrate equality and safeguarding policies into service delivery	√		I
Evidence of a strong commitment to inclusion with high expectations of all learners	√		I
Experience of implementing strategies for social inclusion		√	I
6. PERSONAL QUALITIES			
Strong interpersonal skills	√		I
Ability to promote a high standard of education ensuring academic progress and excellent standards of behaviour			I
Evidence of an educational philosophy informed by a Catholic faith and ideals whilst encompassing inclusion and respect for other faiths and beliefs	√		I
Substantial and significant leadership experience across the primary school Key Stages	√		I
Committed to continued professional development of self and others	√		I
Demonstrate ability to remain calm and work under pressure whilst prioritising effectively	√		I
Ability to deal sensitively with people and resolve conflict	√		I
Commitment to maintaining confidentiality at all times	√		I
Commitment to safeguarding and diversity	√		I
7. CONFIDENTIAL REFERENCES AND OUTCOMES			
Applicants must be able to positively provide the following information if successfully appointed:			
At least 2 written professional references			
Positive and supportive faith reference from priest where applicant regularly worships			
Confirmation of professional and personal knowledge, skills and abilities			
Positive recommendation from current employer			
Satisfactory health and attendance record			
Satisfactory enhanced DBS check and other pre-employment checks as required			

AF = Application Form I = Interview



ACADEMICIS

How to Apply

For more information about this exciting opportunity please call our recruitment partner **Tracy Laverack** on **07554 118 997** or **01223 907 979** or via email **tlaverack@academicis.co.uk**

Contact Tracy Laverack to request an application – **tlaverack@academicis.co.uk**

Closing date: **Noon, Monday 31st January 2022**

Shortlisting: **Wednesday 2nd February 2022**

Interviews: **W/C Monday 7th February 2022**



St Margaret of Scotland

Catholic Primary School

Rotheram Avenue, Luton, Bedfordshire, LU1 5PP



This Local Governing Body and Directors are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.