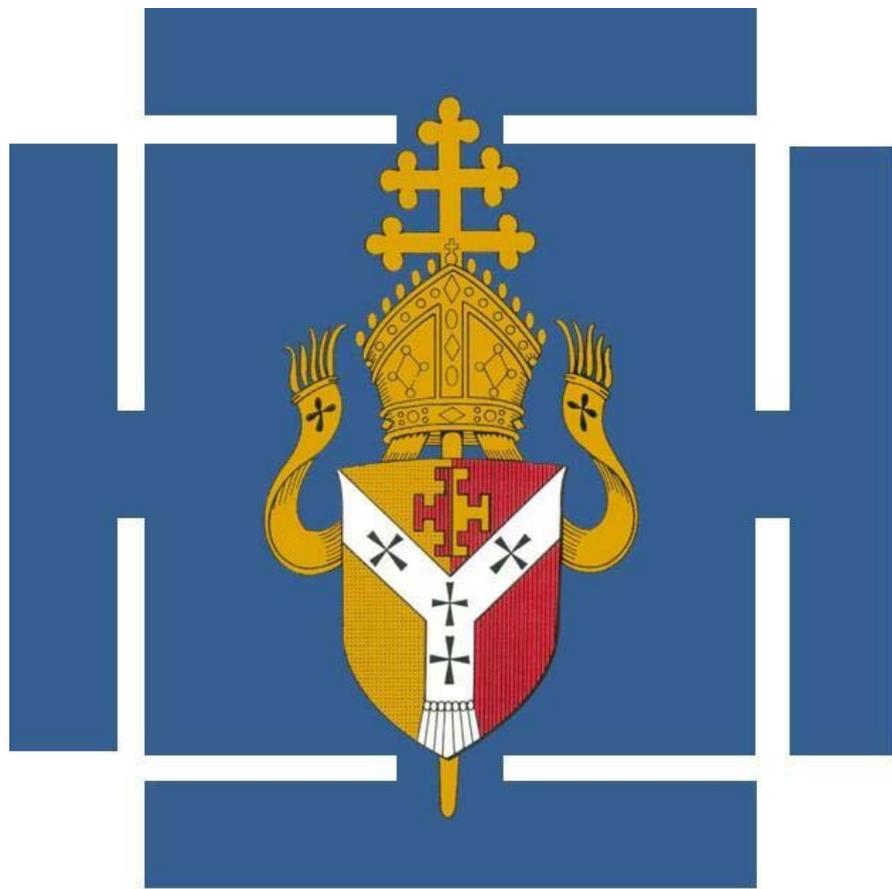


Appointing Leaders

Supporting Documents
November 2016



Archdiocese of Birmingham Registered Charity No 234216

Making Christ Known Today

CONTENTS

1 JOB DESCRIPTIONS

1A: JOB DESCRIPTION - Primary & Secondary Principals **Page 1**

1B: JOB DESCRIPTION - Primary & Secondary Vice Principals **Page 8**

2 PERSON SPECIFICATIONS

2A: PERSON SPECIFICATION - Primary Principals **Page 15**

2B: PERSON SPECIFICATION - Primary Vice Principals **Page 19**

2C: PERSON SPECIFICATION - Secondary Principals **Page 23**

2D: PERSON SPECIFICATION - Secondary Vice Principals **Page 27**

3 SHORTLISTING GRID **Page 31**

4 THE REQUIREMENT FOR A PRACTISING CATHOLIC **Page 32**

5 COMMUNICATION TO LOCAL PARISH PRIESTS **Page 33**

6 CES LETTER OF INVITATION TO INTERVIEW **Page 34**

7 MODEL REQUEST FOR REFERENCE FROM A PRIEST **Page 39**

8 MODEL LETTER OF APPOINTMENT **Page 41**

Document 1A

Name of Catholic School

Principal Job Description

Indicative Salary Range (ISR):

Responsible to: The Board of Directors

Responsible for: All staff within the school¹

1 Introduction

- 1.1 This appointment is with the Board of Directors of the Multi Academy under the terms of the Catholic Education Service contract signed with the Board of Directors as employers. The Board of Directors 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 the life of 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. In carrying out his/her duties the principal shall consult, where appropriate, the Board of Directors, the diocese, the staff of the school, the parents of its pupils and the parish/es served by the school.
- 1.3 This job description may be amended at any time, following consultation between the principal and the Board of Directors and will be reviewed annually.

2 Core Purpose of the Principal

- 2.1 The core purpose of the principal 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 principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring 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 Archdiocese of Birmingham;
 - **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;

¹ The term school is used throughout this document rather than academy, to indicate the individual institution to which the principal is appointed and to avoid confusion with the Multi-Academy as a whole.

- 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 develop fully as persons and to 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.

2.2 The principal is the leading professional in the school. Accountable to the Board of Directors and the local Academy Committee, the principal provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The principal working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

2.3 As one of the principals in a multi academy, the principal will support the board of directors in ensuring that they and their school collaborate with the other schools in the multi academy for their mutual benefit in enhancing the Catholic life of the multi academy and improving standards.

2.4 The principal, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, principals play a key role in contributing the development of the education system as a whole and collaborate with others to raise standards locally.

2.5 Drawing on the support provided by members of the school community, the principal is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3 General Duties and Responsibilities

3.1 To carry out the duties of a headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

4 Creating the Vision

4.1 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.

4.2 The principal, working with the board of directors the local academy committee 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, moral purpose and be inclusive of stakeholders' 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.

Actions

- Ensure 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.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in partnership with the board of directors, the local academy committee and through personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create 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.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Teaching and Learning

- 5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.
- 5.2 Principals have a central responsibility for raising the quality of teaching and learning and for pupils' 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.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral and Values Education in accordance with the teachings and doctrines of the Catholic Church.

- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

6 The Self Improving School System and Working with Others

- 6.1 In a Catholic school the role of principal is one of leadership of a learning community rooted in faith. The principal's leadership should take Christ as its inspiration. The principal's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- 6.2 The principal must manage themselves and their relationships well. Being a principal is about building a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the principal should support 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, principals should be committed to their own continuing professional development.

Actions

- Treat 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.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

7 Creating Systems and Processes to Manage the Organisation

- 7.1 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.
- 7.2 The principal needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The principal should also seek to build a successful organisation through effective collaboration with others.

Actions

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure 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.

- Use and integrate a range of technologies effectively and efficiently to manage the school.

8 Ensuring accountability

- 8.1 In a Catholic school the principal fulfils his/her responsibilities in accordance with the mission of the school. The principal supports the board of directors in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.
- 8.2 With Gospel values at the heart of his/her leadership, the principal has a responsibility to the whole school community. In carrying out this responsibility, the principal is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The principal is legally and contractually accountable to the board of directors for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the board of directors.
- Develop 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.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the board of directors and the local academy committee (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

9 Building Community

- 9.1 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.
- 9.2 The principal needs to commit to engage with the internal and external school community to secure equity and entitlement. The principal should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The principal should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The principal shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

Actions

- Build 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.
- Build 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.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain 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.
- Seek 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.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children

10 Safeguarding Children & Safer Recruitment

- 10.1 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 principal should ensure that:

- The policies and procedures adopted by the board of directors 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.

Document 1B

Name of Catholic School

Vice Principal Job Description

Indicative Salary Range (ISR)

Responsible to: The Principal

Responsible for: [to be defined]

1 Introduction

- 1.1 This appointment is with the directors of the academy under the terms of the Catholic Education Service contract signed with the directors as employers. The directors 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 the life of the school².
- 1.2 The appointment is subject to the current conditions of service for deputy headteachers³ 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 principal and the vice Principal and will be reviewed annually.

2 Core Purpose of the Vice Principal

- 2.1 To set the context, the core purpose of the principal 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 principal must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Principals must establish a culture that promotes excellence, equality and high expectations of all pupils.
- 2.2 The core purpose of the Vice Principal is to support the principal in ensuring 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 Archdiocese of Birmingham;
 - 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;

² In order to avoid confusion between the 'Multi-academy Company and the individual academies that make up the company, the term school is used throughout to describe the individual institution.

³ While the term vice principal is used in the academy, the directors have adopted the School Teachers' Pay and Conditions document which uses the term 'deputy headteacher' to describe this role.

- 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.

3 General Duties and Responsibilities

- 3.1 To carry out the duties of the deputy principal as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

4 Shaping the Future

- 4.1 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

The vice principal supports the principal in:

- 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 governors⁴ 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.

⁴ The term 'governors' is used to describe all those involved in the governance of the school – the board of directors and the local academy committee representatives.

- Ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.

5 Leading Learning and Teaching

5.1 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

The vice principal supports the principal in:

- 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 teachings and doctrines 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 improving pupils' achievement and personal development 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 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.

6 Developing Self and Working with Others

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

Actions

The vice principal supports the principal in:

- 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.

7 Managing the Organisation

7.1 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.

7.2 The vice principal helps provide effective organisation and management of the school and seeks ways of improving organisational structures and functions based on rigorous self-evaluation. The vice principal also helps deploy 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

The vice principal supports the principal in:

- 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.

8 Securing accountability

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

Actions

The vice principal supports the principal in:

- Fulfilling commitments arising from contractual accountability to the principal.
- 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 governors (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 directors, parents and carers.
- Reflecting on personal contribution to school achievements and take account of feedback from others.

9 Strengthening Community

9.1 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

The vice principal supports the principal in:

- 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 promote 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.

10 Safeguarding Children & Safer Recruitment

10.1 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 vice principal should support the principal in ensuring that:

- The policies and procedures adopted by the governors 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.

Document 2A
PERSON SPECIFICATION - PRIMARY PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • CCRS or equivalent • NPQH award
3. Experience	<ul style="list-style-type: none"> • Experience as an effective deputy or assistant headteacher or key stage leader • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools /organisations /agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and ‘governors’⁵ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils’ 	<ul style="list-style-type: none"> • Knowledge of the role of governance in a Catholic voluntary aided school or Academy
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages

⁵ The general term ‘governor’ includes directors or local academy representatives in academies

Category	Essential	Desirable
6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, /induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and governors • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to 'governors' • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation

NOTE:

- The Panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

Document 2B

PERSON SPECIFICATION – PRIMARY VICE PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • NPQH award or Leadership Pathways certification • CCRS or equivalent
3. Experience	<ul style="list-style-type: none"> • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or Academy • Experience as assistant headteacher • Teaching experience in at least 2 of the 3 key stages: Foundation Stage, KS1 and KS2 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school • Experience teaching mixed age classes
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities

Category	Essential	Desirable
4. Professional Development (Continued)		<ul style="list-style-type: none"> • Ability to identify own learning needs and to support others in identifying their learning needs
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school • Ability to inspire and motivate staff, pupils, parents and 'governors'⁶ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or Academy • Evidence of having successfully translated vision into reality at whole-school level
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

⁶ The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of directors and the representatives on local academy committees

Category	Essential	Desirable
6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and 'governors' • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to 'governors' • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation

NOTE:

- The panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

APPENDIX 2C

PERSON SPECIFICATION - SECONDARY PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • Catholic Certificate of Religious Studies or equivalent • NPQH award
3. Experience	<ul style="list-style-type: none"> • Experience as an effective deputy or assistant headteacher • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or academy • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
<p>5. Strategic Leadership</p>	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school • Evidence of having successfully translated vision into reality at whole-school level • Ability to inspire and motivate staff, pupils, parents and governors⁷ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils' 	<ul style="list-style-type: none"> • Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy
<p>6. Teaching and Learning</p>	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

⁷ The general terms 'governing body' and 'governors' also includes, in the case of academies, the Board of directors and the representatives on local academy committees.

Category	Essential	Desirable
6. Teaching and Learning (Continued)	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, /induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, ‘governors’, parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and ‘governors’ • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to ‘governors’ • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils’ learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation

NOTE:

- The panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

Document 2D

PERSON SPECIFICATION – SECONDARY VICE PRINCIPAL

Category	Essential	Desirable
1. Faith Commitment	<ul style="list-style-type: none"> • A practising and committed Catholic • Secure understanding of the distinctive nature of the Catholic school and Catholic education • Understanding of leadership role in spiritual development of pupils and staff • Understanding of the school's role in the parish and wider community and in promoting community cohesion 	<ul style="list-style-type: none"> • Evidence of participation in faith life of the community • Experience in leading acts of worship in Catholic schools
2. Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Postgraduate level qualification • NPQH award or Leadership Pathways certification • CCRS or equivalent
3. Experience	<ul style="list-style-type: none"> • Successful experience of leading one or more subject areas • Substantial, successful teaching experience 	<ul style="list-style-type: none"> • Recent experience in a Catholic voluntary aided school or academy • Experience as assistant headteacher • Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16 • Curriculum leadership in one or more core subjects • Experience of teaching in more than one school
4. Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning 	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to Catholic ethos, mission and religious education • Experience of working with other schools/organisations /agencies • Experience of leading/co-ordinating professional development opportunities • Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
5. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school • Ability to inspire and motivate staff, pupils, parents and ‘governors’⁸ to achieve the aims of Catholic education • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils • Understanding of and commitment to promoting and safeguarding the welfare of pupils’ 	<ul style="list-style-type: none"> • Knowledge of the role of the ‘governing body’ in a Catholic voluntary aided school or academy • Evidence of having successfully translated vision into reality at whole-school level
6. Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Experience of effective monitoring and evaluation of teaching and learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • A secure understanding of the requirements of the Curriculum Directory for Religious Education • Understanding of successful teaching and learning in religious education across the key stages • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

⁸ The general terms ‘governing body’ and ‘governors’ also include, in the case of academies, the Board of directors and the representatives on local academy committees

Category	Essential	Desirable
7. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of performance management and supporting the continuing professional development of colleagues • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Experience of working with 'governors' to enable them to fulfil whole-school responsibilities • Successful involvement in staff recruitment, appointment/induction, understanding needs of a Catholic school • Understanding of how financial and resource management enable a school to achieve its educational priorities
8. Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, 'governors', parishioners and clergy • Experience of effective whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and 'governors' • Secure understanding of strategies for performance management 	<ul style="list-style-type: none"> • Experience of presenting reports to 'governors' • Understanding the criteria for the evaluation of a Catholic school • Leading sessions to inform parents • Experience of offering challenge and support to improve performance
9. Skills, Qualities & Abilities	<ul style="list-style-type: none"> • High quality teaching skills • Strong commitment to the mission of a Catholic school • Commitment to their own spiritual formation and that of pupils • High expectations of pupils' learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively 	

Category	Essential	Desirable
9. Skills, Qualities & Abilities (Continued)	<ul style="list-style-type: none"> • Empathy with children • Good communication skills • Good interpersonal skills • Stamina and resilience • Confidence 	
10. References	<ul style="list-style-type: none"> • Positive and supportive faith reference from priest where applicant regularly worships • Positive recommendation in professional references • Satisfactory health and attendance record 	<ul style="list-style-type: none"> • Faith reference without reservation • Professional reference without reservation

NOTE:

- The panel are advised to focus on determining whether the candidates meet the requirements in relation to the ten broad categories, rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is substantial and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application and observing all the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.

Document 3

The person specification documents converted to a comparison grid for shortlisting are available from the DES

Contact r.potter@bdes.org.uk

Eg.

Headteacher Appointment- Selection Criteria Grid (for use in shortlisting)

ESSENTIAL CRITERIA (from person specification)	CANDIDATES			
Faith Commitment				
• A practising and committed Catholic				
• Secure understanding of the distinctive nature of the Catholic school and Catholic education				
• Understanding of leadership role in spiritual development of pupils and staff				
• Understanding of the school's role in the parish and wider community and in promoting community cohesion				
Qualifications				
• Qualified teacher status				
Experience				
• Experience as an effective deputy or assistant headteacher or key stage leader				
• Successful experience of leading one or more subject areas				
• Substantial, successful teaching experience				
Professional Development				
• Evidence of continuing professional development relating to school leadership and management, and curriculum/ teaching and learning				
Strategic Leadership				
• Ability to articulate and share a vision of primary education within the context of the mission of a Catholic school				
• Evidence of having successfully translated vision into reality at whole-school level				
• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education				
• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement				
• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these				
• Knowledge of what constitutes quality in educational provision, the characteristics of				

Document 4

REQUIREMENT FOR A PRACTISING CATHOLIC⁹

Statutory provision for schools with a religious character to maintain their relevant religious ethos

Statutory legislation in England and Wales makes provision for schools with a religious character to maintain their relevant religious ethos.

Academies that have converted from Voluntary Aided Schools are treated for this purpose as independent schools.

Section 124A of the School Standards and Framework Act 1998 makes the following provision:

124A Employment of teachers at independent schools having a religious character

- (1) This section applies to an independent school which has a religious character.
- (2) Preference may be given, in connection with the appointment, promotion or remuneration of teachers at the school, to persons—
 - (a) whose religious opinions are in accordance with the tenets of the religion or the religious denomination specified in relation to the school under section 124B(2), or
 - (b) who attend religious worship in accordance with those tenets, or
 - (c) who give, or are willing to give, religious education at the school in accordance with those tenets.
- (3) Regard may be had, in connection with the termination of the employment or engagement of any teacher at the school, to any conduct on his part which is incompatible with the precepts, or with the upholding of the tenets, of the religion or religious denomination so specified.

A similar legislation for Voluntary Aided schools can be found at section 60 of this Act.

N.B

The equality act 2010 in Schedule 22 specifically states that:

4 A person does not contravene this Act only by doing anything which is permitted for the purposes of—

- (a) section 58(6) or (7) of the School Standards and Framework Act 1998 (dismissal of teachers because of failure to give religious education efficiently);
- (b) section 60(4) and (5) of that Act (religious considerations relating to certain appointments);
- (c) section 124A of that Act (preference for certain teachers at independent schools of a religious character).

⁹ See *Catholic Schools and the Definition of a 'Practising Catholic'* by Father Marcus Stock 2009. Available on DES website.

Document 5

**COMMUNICATION TO LOCAL PARISH PRIESTS TO REACH PRACTISING CATHOLICS
IN NON-CATHOLIC SCHOOLS**

PRIVATE AND CONFIDENTIAL

Name and Address of Priest:

.....

Date

Dear Father

The Board of directors of is / are currently seeking to recruit a new principal. We are keen to attract a wide field of suitably qualified and experienced applicants as possible. We are aiming to attract applications from practising and committed Catholics who may presently be employed outside the Catholic sector for a whole variety of sound reasons.

Therefore, we are asking your co-operation in publicising the vacancy of Principal for our school. We would be very grateful if you could draw attention to our request in your verbal and written communication with parishioners, through the notices read out at the end of Mass on Sunday and through your parish newsletter. We hope that someone who attends your church may be interested and seek further information about the vacancy.

The post is advertised in and closes on Interviews will take place on I have enclosed copies of a poster so you could make them available at the back of the church.

If anyone wishes to contact me about applying I would be most happy to speak with them. My contact number/email is Alternatively, they are welcome to contact at the Diocesan Education Service on 01675 464755

Thank you very much for your assistance in this matter.

Yours sincerely

Name

Title

Enclosed: Posters



MODEL INVITATION TO INTERVIEW

INSERT APPLICANT'S NAME HERE

INSERT APPLICANT'S ADDRESS HERE

INSERT DATE HERE

Dear INSERT APPLICANT'S NAME HERE

Re: INSERT POST TITLE - DEPARTMENT HERE

Thank you for submitting your Application Form together with supplementary forms for consideration for the above post.

I am delighted to invite you to attend an interview on INSERT DATE HERE at INSERT TIME HERE to be held at INSERT VENUE HERE . On arrival you should report to INSERT NAME OF PERSON/RECEPTION ETC HERE .

Interview Details

The interview will be conducted by a panel made up of INSERT NAMES AND JOB TITLES OF INTERVIEWERS HERE . The interview will last for approximately INSERT HOURS/MINUTES HERE .

IF RELEVANT, PROVIDE INFORMATION ABOUT INTERVIEW FORMAT HERE E.G. PRESENTATION/ASSESSMENT ETC. IF IRRELEVANT, PLEASE DELETE .

Documents Enclosed with this Letter

Enclosed with this invitation to interview letter are the following documents:-

1. The Catholic Education Service Model Contract of Employment for DELETE AS APPROPRIATE: SENIOR LEADERSHIP GROUP 1/SENIOR LEADERSHIP GROUP 2/TEACHER/SUPPORT STAFF/LAY CHAPLAIN which will be the contract of employment offered to the successful applicant;

2. Catholic Schools and the Definition of a Practising Catholic which sets out our understanding and expectations of what it means to be a “practising Catholic” which we believe will assist applicants to understand our Catholicity requirements as indicated in the post advertisement and/or the Application Form and Notes to Applicants.
3. Equality Act 2010 Reasonable Adjustments Statement – see below.
4. Disqualification Policy for Staff; a signed copy of which must be returned to the Designated Safeguarding Lead at the school should you wish to accept employment if it is offered to you.
5. INSERT ANY OTHER ENCLOSURES AS APPROPRIATE. DELETE THIS PARAGRAPH WHERE NOT RELEVANT.

At the interview you will be required to sign a copy of this letter confirming that you have received, read and understood the content of this letter and the enclosures thereto, as well as signing a Declaration that you have read and understood the CES contract and had the opportunity to ask questions, if appropriate.

Disclosure & Barring Service Check

This post is conditional upon satisfactory completion of Disclosure & Barring Service (DBS) Checks. You will be required to submit to DBS Checks should your application be successful and you have indicated your consent to such DBS Checks being made in your Application Form.

Disqualification Policy

Should your application be successful, you will be required, as a condition of an offer of employment being made to you, to submit a signed copy of the Disqualification Policy to the Designated Safeguarding Lead at the School. For more information relating to the Disqualification Policy, please visit the guidance section of the Catholic Education Service website (www.catholiceducation.org.uk).

Right to Work in the UK

Under the provisions of the Immigration, Asylum and Nationality Act 2006 (as amended) we are legally required to verify that you have permission to work in the UK. Therefore, please bring original documentary evidence of such to the interview. Examples of evidence required can be found in the Notes to Applicants which were provided with your Application Form, although a full and up to date list can be accessed on the Home Office website.

Evidence of Identity

As part of the DBS Checks we are required to gather certain prescribed forms of evidence to confirm your identity (the list of documents is set out below). There are three routes for identity checking prescribed by the Disclosure and Barring Service, being:

Route 1

Please note that we are always required to consider Route 1 in the first instance.

If you can provide a group 1 document, you will need to bring 3 documents verifying your identity being:

- 1 document from group 1 and

- 2 further documents from group 1; group 2a or 2b; one of which must verify your current address.

If you are unable to provide a group 1 document, we must consider Route 2.

Route 2

You must provide 3 documents from group 2 consisting of:

- 1 document from group 2a; and
- 2 further documents from group 2a or 2b; one of which must verify your current address; and
- We will then use an appropriate external identity validation service to check that the documents you have provided match your records so as to establish your name and living history footprint.

If you are unable to satisfy the requirements of Route 2, we will need to fully explore why you have been unable to successfully verify your identity via Routes 1 and 2 and, to do this, we will need to have a probing discussion with you before we can move on to Route 3 (and a full note of that discussion will be taken and retained by us).

Route 3

If we have no option but to move to Route 3 you will need to provide:

- Birth certificate (UK and Channel Islands) – (issued after the time of birth by the General Register Office/relevant authority i.e. Registrars – photocopies are not acceptable) and
- 4 further documents from group 2 consisting of:
 - 1 document from group 2a; and
 - 3 further documents from group 2a or 2b; one of which must verify your current address.

If you are unable to provide the documents required under Route 3, we will have no option but to send you for fingerprinting by the police which may lead to a delay in the DBS application process.

Specific rules apply relating to EEA nationals and non-EEA nationals which we will consider and comply with in the event that they are relevant.

The groups of documents referred to above are:

Group 1: Primary identity documents

Document	Notes
Passport	Any current and valid passport
Biometric residence permit	UK
Current driving licence photocard - (full or provisional)	UK, Isle of Man, Channel Islands and EU

Document	Notes
Birth certificate - issued within 12 months of birth	UK, Isle of Man and Channel Islands - including those issued by UK authorities overseas, eg embassies, High Commissions and HM Forces
Adoption certificate	UK and Channel Islands

Group 2a: Trusted government documents

Document	Notes
Current driving licence photocard - (full or provisional)	All countries outside the EU (excluding Isle of Man and Channel Islands)
Current driving licence (full or provisional) - paper version (if issued before 1998)	UK, Isle of Man, Channel Islands and EU
Birth certificate - issued after time of birth	UK, Isle of Man and Channel Islands
Marriage/civil partnership certificate	UK and Channel Islands
HM Forces ID card	UK
Firearms licence	UK, Channel Islands and Isle of Man

All driving licences must be valid.

Group 2b: Financial and social history documents

Document	Notes	Issue date and validity
Mortgage statement	UK or EEA	Issued in last 12 months
Bank or building society statement	UK and Channel Islands or EEA	Issued in last 3 months
Bank or building society account opening confirmation letter	UK	Issued in last 3 months
Credit card statement	UK or EEA	Issued in last 3 months
Financial statement, e.g. pension or endowment	UK	Issued in last 12 months
P45 or P60 statement	UK and Channel Islands	Issued in last 12 months
Council Tax statement	UK and Channel Islands	Issued in last 12 months
Work permit or visa	UK	Valid up to expiry date
Letter of sponsorship from future employment provider	Non-UK or non-EEA only - valid only for applicants residing outside of the UK at time of application	Must still be valid
Utility bill	UK - not mobile telephone bill	Issued in last 3 months
Benefit statement, e.g. Child Benefit, Pension	UK	Issued in last 3 months

Document	Notes	Issue date and validity
Central or local government, government agency, or local council document giving entitlement, eg from the Department for Work and Pensions, the Employment Service, HMRC	UK and Channel Islands	Issued in last 3 months
EU National ID card	-	Must still be valid
Cards carrying the PASS accreditation logo	UK, Isle of Man and Channel Islands	Must still be valid
Letter from head teacher or college principal	UK - for 16 to 19 year olds in full time education - only used in exceptional circumstances if other documents cannot be provided	Must still be valid

Evidence of qualifications

You will be required to bring to your interview all evidence of any relevant qualifications and grades attained as indicated by you in your Application Form. Please bring original documents.

Additional requirements

We are committed to ensuring that all applicants are able to fully participate in the recruitment process as far as is reasonable and, to that end, we enclose our Equality Act 2010 Reasonable Adjustments Statement which sets out some examples of the types of adjustments we may be willing to make, where it is reasonable to do so, to ensure fair access to disabled applicants.

Should you require any additional arrangements and/or adjustments to be made in order to fully take part in any part of the interview process please contact INSERT NAME HERE , INSERT JOB TITLE AND CONTACT TELEPHONE NUMBER HERE with your requirements.

Confirmation of attendance

Please contact INSERT NAME HERE , INSERT JOB TITLE AND CONTACT TELEPHONE NUMBER HERE to confirm your attendance at interview.

INSERT ANY OTHER RELEVANT INFORMATION HERE IF APPROPRIATE. DELETE THIS PARAGRAPH WHERE NOT RELEVANT.

We look forward to hearing from you.

Yours sincerely,

INSERT NAME ETC HERE

Document 7

MODEL REQUEST FOR REFERENCE FROM A PRIEST

PRIVATE AND CONFIDENTIAL

Name and Address of Priest:

.....

Date

Dear Father

Re: Name

Address

.....

Post applied for

School

..... has applied for the above post and has given your name as a referee. I enclose a copy of the job description and the person specification and a copy of Catholic Schools and the definition of a practising Catholic.

I should be grateful if you would complete the attached questionnaire and return it to me in the enclosed stamped addressed envelope by

Thank you for your assistance.

Yours sincerely

Name

Title

Enclosed: Job Description
Person Specification
Definition of a practising Catholic for the purposes of school leadership
Stamped Addressed Envelope

REFERENCE QUESTIONNAIRE

PRIVATE AND CONFIDENTIAL

Applicant's name:

Post applied for:

School:

1. To your knowledge, does this person meet the definition of a practising Catholic described in the diocesan document?

Yes No

2. Is this a person in whom you would have full confidence as the leader of a Catholic school?

Yes No

3. From your knowledge of the person's faith and religious practice, are you able to recommend him / her without reservation for this post?

Yes No

4. Any other comments?

.....
.....
.....

Signed:

Name:

Address:

Document 8

MODEL LETTER OF APPOINTMENT

* Use as appropriate

Either:

Dear

Following the ratification by the Board of Directors of the decision of their appointment committee body on (give date of interview/decision*) I wish to offer you the post of principal of school, which is conducted in accordance with the rites, practices and traditions of the Catholic faith and the Trust Deed of the Archdiocese of Birmingham. This appointment will take effect from

Or

Dear

Following the decision of the Board of Directors on(give the date of interview/decision*), I wish to offer you the post of Principal ofschool, which is conducted in accordance with the rites, practices and traditions of the Catholic faith and the Trust Deed of the Archdiocese of Birmingham. This appointment will take effect from

Then:

The Board of Directors, as employer, offer a Catholic Education Service model contract of employment

Two copies are enclosed with this letter. All documents and procedures relating to conditions of service will be supplied in the near future/are also enclosed.*

Your appointment is subject to the mandatory vetting processes laid down by the Secretary of State to confirm you have the appropriate teaching qualifications, that your health is satisfactory and that you are a suitable person to be working closely with children.

Please return one signed copy of the CES contract of employment together with confirmation in writing of your acceptance of the post to me as soon as possible at the above address (enter address of school). The second copy is for your own files.

May I take this opportunity of wishing you every happiness and success in your work with us at school.

Yours sincerely

Chair of Board of Directors

Please note: If the LA administers this process then it is important that the letter is signed by the Chair of the Chair of Board of Directors as employer.



**Director of Education
Diocesan Education Service
Don Bosco House
Coventry Road, Coleshill, Birmingham B46 3EA
Tel: 01675 464755
Web: www.bdes.org.uk**