



When You Love To Learn
You Learn To Love



HEADTEACHER

Vacancy Information Pack



*We stand united in our faith with the courage to build a
loving world of truth, justice, peace and wisdom.*



ARCHDIOCESE of
SOUTHWARK

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November 2025

Dear Prospective Headteacher,

Thank you for your interest in the position of Headteacher at St John Fisher Catholic Primary School.

We are a single-form entry primary school for children from the age of 4 years. Our school is successful and thriving, with deep roots in the local Catholic community and strong connections with the local parish.

Our academic standards are consistently outstanding, and we place equal importance on providing a safe, caring community with the Catholic faith at its core. We strive for the highest standard, enabling pupils to be independent, resilient, and determined while developing strong values within a Catholic environment. This creates committed young disciples who understand their role in both the local and global community.

We are proud to have been awarded the Oscar Romero award at Developer Level, where we develop and embed the key principles of Catholic Social Teaching in our ethos and culture. This means that everyone understands the school values and has the courage and confidence to live them every day. Mutual respect, inclusion, and a sense of purpose are our daily experiences, all based on love, a sense of welcome, belonging, smiles, and kindness. The message of God's love for humanity and the world, as revealed to us in the life, words, and example of Jesus Christ, is at the heart of everything that happens in our school.

We look forward to your application and please feel free to contact us if you have any queries or questions.

Kind Regards,

Esther Phillips

Chair of Governors

St John Fisher Catholic Primary School

Our Mission Statement

“We stand united in our faith with the courage to build a loving world of truth, justice, peace and wisdom”.

St John Fisher is a very successful small, one form entry, primary school with 178 pupils on roll. We are a high achieving and fully inclusive school with a strong Catholic ethos serving the parishes of St. John Fisher, St. Benet's, St Paul's, St David's and the local Thamesmead area.



St John Fisher aims to provide an environment in which all pupils will have the opportunity to develop self-respect and self-discipline and an awareness of their own and other people's dignity as pupils of God and members of His family. To respect and understand the differences between cultures and races in our multi-cultural society and, at the same time understand the fundamental unity of mankind.

We in St John Fisher Catholic Primary School are committed to practice, which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

For further information about the school, please visit <https://www.sjf.bexley.sch.uk/>

Our location

School full address: Kale Road, Erith, Kent, DA18 4BA

Telephone number: 0208 3107311

Email address: admin@sjf.bexley.sch.uk



Ofsted Rating

Our last full inspection took place in January 2025. The inspection confirmed our performance across the relevant judgement areas, with the following grades:

Ofsted made the following key judgements following school inspection on 21 January 2025:

| | |
|----------------------------|--------------------|
| Quality of education: | Outstanding |
| Behaviour and attitudes: | Outstanding |
| Personal development: | Outstanding |
| Leadership and management: | Outstanding |
| Early years provision: | Good |



“The school strives for the highest standards. Pupils rise to this. They concentrate and work hard in lessons. They are not deterred when things go wrong. Pupils show resilience and determination to succeed. This helps all pupils to achieve highly and produce work to an extremely high standard across the curriculum.”

The full report can be read at: [Ofsted Inspection Report](#)

Safer Recruitment

St John Fisher Catholic Primary School is committed to safeguarding and promoting the welfare of all students and expect all staff and volunteers to share this commitment.

Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

Equal Opportunities

St John Fisher Catholic Primary School is committed to equality and diversity in employment practice and service delivery.



Guaranteed Interview Scheme for Applicants with Disabilities

As part of our commitment to equalities and diversity, we aim to ensure that candidates are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We guarantee an interview to any disabled candidate whose application meets the minimum essential criteria for the post.

We are also committed to make **Reasonable Adjustments** to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their abilities and skills.

About Bexley

Bexley lies within the south-east corner of Greater London and borders the River Thames in the north and Kent in the South, with good transport links to Central London, Kent Countryside and the Coast, it's the best of both worlds. The borough covers 23 square miles, stretching from the Thames in the north to Kent in the south.

Bexley is made up of different neighbourhoods: Belvedere, Thamesmead, Erith, Slade Green, Welling, Sidcup, Crayford, Fools Cray, Blackfen, Bexleyheath and Bexley, each with its own distinct history and identity. Although much of the borough is developed, there are also more than 100 parks and 1100 hectares of Green Belt Land. open spaces, and some of London's most fascinating heritage at places like Crossness Pumping Station in Thamesmead, Hall Place in Crayford and Danson House near Bexleyheath.

Bexley is a diverse and growing borough with some 246,500 people living in the borough. It is estimated that by 2030 the population will be over 260,000 and almost 300,000 by 2050. Almost 25% of our population is Black and Asian Multi-Ethnic. 30% of our residents are young people (under the age of 25) which makes us the 15th youngest borough in London. Unemployment is relatively low, at almost half the London average. However, there are pockets of unemployment in some parts in the north of the borough. These areas, together with some in the south, suffer from comparatively high levels of disadvantage and deprivation. Bexley is one of the safest boroughs (consistently in the top 5 for safety) in London, with a low number of offences compared to the rest of London.

Here in Bexley, our residents and workers alike can benefit from the new high-speed and well-connected Elizabeth Line which can take you from Abbey Wood, here in Bexley, all the way to Reading, Southeast England. With the Elizabeth Line you will be able to get from Abbey Wood to Paddington in only 29 minutes! Along with the well-connected train system here in Bexley, we also offer great bus links both further into London and then also into Kent.

In Bexley, there are:



- 59 primary schools of which 16% were judged as 'Outstanding' and 75% were judged as 'Good' by Ofsted
- 15 secondary schools including four selective schools and one all-through school in the borough

We are the 6th highest London borough for rising numbers of students going into higher education.

There are currently 10 maintained schools in Bexley, consisting of 9 primary and 1 secondary special school. In addition, the borough of Bexley benefits from 7 Catholic primary schools and 1 Church of England primary school, as well as 57 Academies (41 primary and 15 secondary) and 3 Free Schools. Educational attainment at GCSE is above the national average. There is an active and growing voluntary and community sector which is highly valued by local people and there is a strong tradition of successful partnership working.

School Tours

You are warmly welcomed to visit the school. To arrange a visit please contact Susan Oram on 020 83107311 or by email admin@sjf.bexley.sch.uk to arrange.

How to Apply

To apply for this vacancy please email Schools.HR@bexley.gov.uk to request an application pack.

Completed applications should then be emailed to Schools.HR@bexley.gov.uk for the attention of Bradley Green, HR Officer.

The closing date for receipt of applications is 5pm, on Thursday 08 January 2026.

The assessment and interview dates are scheduled for 19 and 20 January 2026.

It is important that you complete all sections of the CES Senior Leaders application form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative. Reference is made on the application form that you must disclose whether you are related to anyone within the School or if you have any financial interest in contracts with the School or pending tenders; or if you are currently employed by the School. Canvassing for appointment disqualifies.

If you are shortlisted for interview, you will be notified of this in writing via email. Emails will be sent to the email address provided on your application form.

References

References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our on-going commitment to Safer Recruitment Practices. Please ensure your referees are aware that they may be contacted as soon as your application is shortlisted.

Self-Disclosure

[The Rehabilitation of Offenders Act \(1974\) \(Exceptions\) Order 1975 \(Amended\) \(England and Wales\) Order 2013](#) recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits. Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, applicants shortlisted for interview will be provided with a self-disclosure form which must be completed and returned prior to interview.

Information obtained through the self-disclosure process will be used to inform the overall assessment of an individual's suitability for the role.

Disclosure forms will only be accessed by those who need to see it as part of the recruitment process and will be stored securely and only for as long as necessary. Disclosure forms of unsuccessful candidates will be destroyed.

Please note: applicants do not need to declare any criminal record information that is 'protected' and therefore filtered under [The Rehabilitation of Offenders Act 1974 \(Exceptions\) Order 1975 \(Amendment\) \(England and Wales\) Order 2020](#). Further guidance on whether a conviction, caution, final warning, or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance>.

Online Searches

Online searches will be undertaken on shortlisted applicants to review publicly available information that would either harm the reputation of the school or make an applicant unsuitable to work with children. Information that causes concern will be explored with the applicant at interview.

Identity and Right to Work

We are required to check that a job applicant is allowed to work in the UK before we employ them. You will therefore be required to provide evidence of your identity and right to work in the UK at interview.

Qualifications

Candidates will be asked to provide evidence of qualifications relevant to the role, and in accordance with the Person Specification at interview.

What will happen if you are offered the role?

Any offer of employment made will be subject to clearance of appropriate vetting checks in accordance with Keeping Children Safe in Education 2025.

Disclosure and Barring Service Certificate

You will be asked to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

Overseas checks

Individuals who have been a resident overseas for three months or more within the past five years or were resident overseas prior to the past five years and working with children or young people or were born overseas will be asked to apply for an overseas criminal record check and a “Letter of Professional Conduct” from the professional regulating authority in the country (or countries) in which they qualified/worked. The application process for criminal records checks or ‘Letters of Professional Conduct’ varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children’s Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you have successfully completed a period of teacher induction;
- Whether you are prohibited from working in the teaching profession;
- Whether you are subject to disciplinary sanctions from the GTCE;
- Your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, if relevant; and
- That you are medically fit to undertake the role.

Childcare Disqualification

We are required to ensure that staff and volunteers are not disqualified under the [Childcare Act 2006](#) and [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#).

The regulations prohibit anyone who is disqualified under the regulations from providing early or later years childcare to children under 8 years; or being directly concerned in the management of such childcare.

A person may be disqualified through:

1. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
2. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
3. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations;
4. refusal or cancellation of registration relating to childcare or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2018 regulations.
5. being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom.

The above list is a summary only and the full list of circumstances that disqualify a person are laid out in the [appendices of the Childcare Act 2006 statutory guidance](#).

The post you are applying for has been assessed as falling under the remit of the regulations.

Therefore, we are legally obliged to make you aware that you will have a duty to report any relevant information (even if the information has been previously considered in relation to a DBS check).

Please note: A person will only be required to disclose cautions issued on or after 6th April 2007, or any youth cautions for a relevant offence issued on or after April 2013. **This does not apply to convictions which must be declared irrespective of date.**

False Information

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

Post Title: Headteacher

School: St John Fisher Catholic Primary School

Salary Range: L15 – L21, £77,209 - £87,932 per annum

We are seeking an exceptional Headteacher who can provide decisive, compassionate leadership to a school that has recently experienced the loss of its previous Headteacher and undergone considerable organisational change.

The main purposes of the role are:

- To establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish governors, the school community and Archdiocese.
- To provide professional leadership for the school within a Catholic context to secure its success and improvement.
- To ensure high quality education for all pupils and good standards of learning and achievement.

MAIN TASKS

Strategic direction and development of the school

- To provide inspiring and purposeful leadership for the staff and pupils, within a Catholic context.
- To work in partnership with the governing body, staff and parents, generating the ethos and values which will underpin the school.
- To continue to implement a Development Plan to secure continuous school improvement.
- To monitor and evaluate the performance of the school and respond and report to the governing body as required.
- To ensure that management, finances, organisation and administration of the school supports its vision and aims.
- To ensure that school policies and practices take account of national, local and school requirements.
- To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- To ensure that all those involved in the school are committed to its aims; motivated to achieve them; and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.

Teaching and learning

- To continue to promote the Catholic ethos of the school.
- To continue to maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.
- To determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- To ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- To determine, organise and implement a policy for the personal, social and moral development of pupils.
- To monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.
- To determine and implement policies which promote: promote positive strategies for developing good race relations and dealing with racial incidents and equality of access.
- To determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.
- To develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.
- To continue to maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- To promote extra curricular activities in accordance with the educational aims of the school.

Leading and managing staff

- To promote Catholic leadership and the aims of the school.
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- To implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- To promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- To ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of Headteacher.

- To participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Head would benefit from further training and undergoing such training.
- To ensure that a suitable person from the School Leadership Team assumes responsibility for the discharge of the Headteacher's function at any time when absent from school.
- To continue the development of good working relationships with governors, staff, pupils, parents/carers and the community.

Efficient and effective deployment of staff and resources

- To work with governors and senior colleagues to recruit and retain staff of the highest quality in line with the Catholic ethos of the school.
- To make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- To set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- To manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- To work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- To manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

SEND

- To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social Teaching.
- To ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the needs of SEND children, providing support and adaptation where required.
- To ensure that the school fulfils its statutory duties with regards to the SEND code of practice.

Governance and Accountability

- To continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school and the Catholic ethos.
- To work with governors as strategic partners.

- To be accountable, provide accurate reports and advise governors on standards and safeguarding.
- To present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the diocese, the local community, Ofsted and others to enable them to play their part effectively.
- To ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 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.
- To embrace the contribution of effective governance, rooted in strategic stewardship of Catholic mission in education, upholding the obligation to give account and accept responsibility.
- To develop and nurture a professional and appropriate relationship with governors which is inspired by a Christ centred vision for human formation.
- To ensure that staff are clear on their professional responsibilities and that they are held to account.
- To ensure that the school operates within the required regulatory frameworks and meets all of its statutory duties.

Safeguarding Children & Safer Recruitment

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

The Headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to 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 whistle blowing practices.



This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers.

Definition of a practising Catholic from Christ at the Centre

“Therefore, for appointment as a member of the Governing authority of a Catholic school or key posts within the school, a ‘practising Catholic’ is to be defined as someone who has been sacramentally initiated into the Catholic Church and who adheres to those substantive life choices which do not impair them from receiving the sacraments of the Church and which will not be in any way detrimental or prejudicial to the religious ethos and character of the school. Inspired by the Gospel and sustained by God’s grace, a ‘practising Catholic’ will give sincere external expression to their interior faith through specific religious, moral and ethical behaviour which is in accordance with the teaching of Christ and the Catholic Church”

Ethics and Professional Conduct

Catholic Headteachers are expected to demonstrate consistently high standards of principled and professional conduct, inspired by Christ and demonstrate the qualities of character, fundamental to the Catholic tradition: faith, hope, love, justice, solidarity temperance, fortitude and practical wisdom. A Catholic Headteacher is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, a Catholic headteacher upholds and demonstrates the Seven Principles of Public Life, at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness • Integrity • Objectivity • Accountability • Openness • Honesty • Leadership

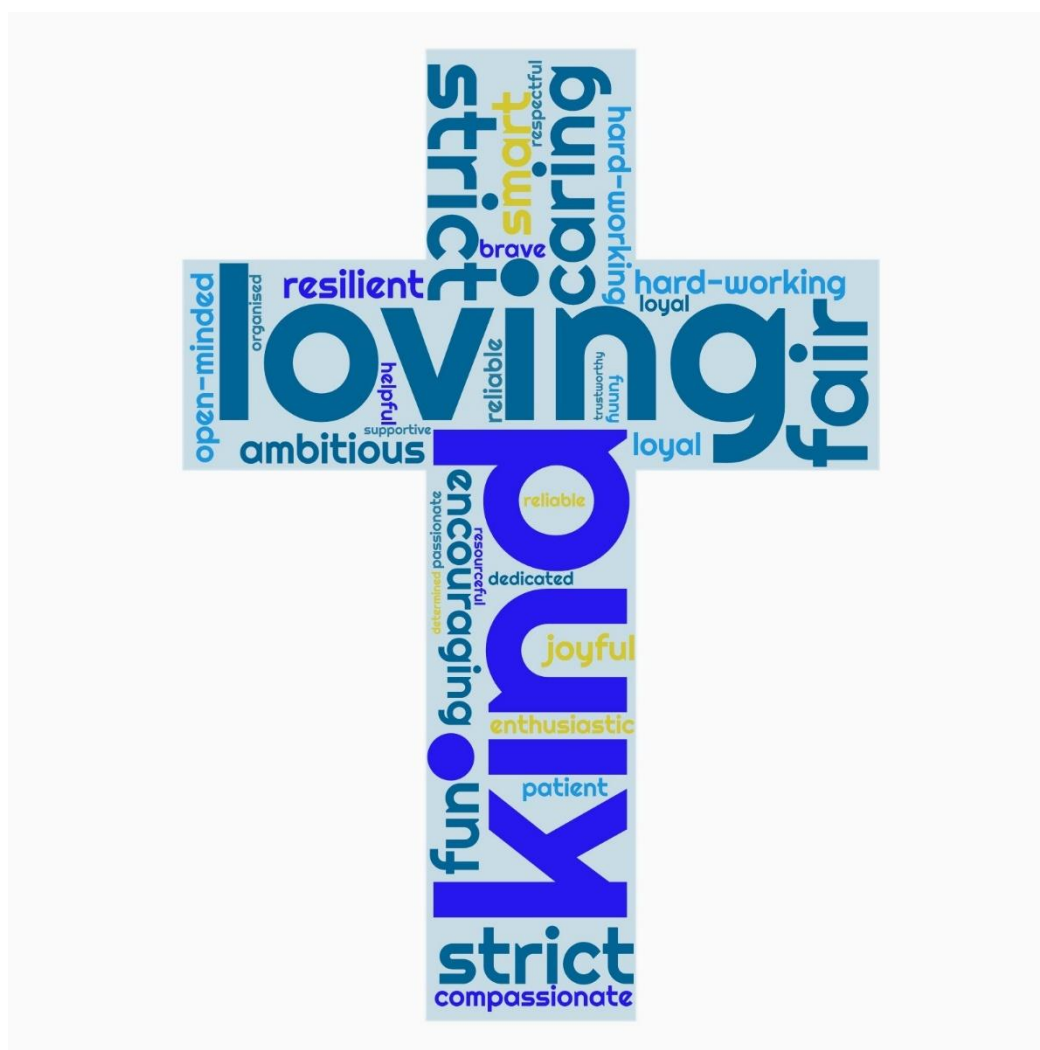
A Catholic Headteacher is the custodian of a Catholic school and as such embodies the abundant hope of the Church has placed in education. A Catholic Headteacher is entrusted with the task of human formation in conformity with Christ and Church teaching, maintaining high standards of ethics and behaviour, both within and outside school.

A Catholic Headteacher:

- Builds relationships of mutual respect, rooted in the belief that all are made in the image and likeness of God and observe proper boundaries appropriate to their professional position.

- Will show tolerance and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary society, enabling each person to play their full part in building and sustaining the Common Good.
- Will uphold British values, including democracy, rule of law, individual liberty and mutual respect, tolerance of those of different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue and Catholic Social Teaching.

St John Fisher pupils would like their new headteacher to be:



Post Title: Headteacher

School: St John Fisher Catholic Primary School

Salary Range: L15 – L21

The core purpose of the Headteacher in the Catholic school is to provide leadership in the context of a community rooted in the Catholic faith. Thus it is an essential requirement the person appointed to the post has a strong, personal faith and recognises the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.

| FAITH COMMITMENT | Essential or Desirable |
|--|-------------------------------|
| A practising and committed Catholic | E |
| A secure understanding of the distinctive nature of the Catholic school | E |
| Understanding of the Head's role as pastor | E |
| Understanding of the school's role in the Catholic and wider community | E |
| Ability to demonstrate care, compassion and reconciliation | E |
| Ability to lead acts of worship in the Catholic school | E |
| Evidence of participation in parish or Catholic community life | E |
| QUALIFICATIONS & TRAINING | Essential or Desirable |
| Qualified Teacher Status | E |
| Honours graduate or equivalent | E |
| Evidence of continuing professional development including leadership | E |
| Evidence of ability to lead quality professional development opportunities | E |
| Qualification in Catholic teaching or leadership e.g. CCRS, MA in Catholic Education | D |
| NPQH or equivalent | D |
| EXPERIENCE | Essential or Desirable |
| Proven successful track record of teaching in at least two key stage areas | E |
| Successful experience of senior leadership at assistant or deputy level or equivalent | E |
| Thorough knowledge and understanding of current educational issues | E |
| Recent experience in a Catholic school | E |
| Expertise in maintaining stability, strengthening resilience, and building trust among staff, pupils, and the wider stakeholder community. | E |

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| Expertise in change management strategies tailored to schools facing challenging circumstances. | D |
| Outstanding communication skills and emotional intelligence to support wellbeing across the school community. | D |
| STRATEGIC LEADERSHIP | Essential or Desirable |
| Ability to articulate and share a vision for the Catholic school | E |
| Ability to inspire and motivate all in the school community | E |
| Evidence of successful strategies for planning, monitoring, reviewing and evaluating school improvement | E |
| Ability to analyse data, develop strategic plans, set targets and achieve desired outcomes | E |
| Ability to develop policies and procedures that demonstrate the Catholic ethos of the school and a commitment to equal opportunities for all | E |
| Understanding of the role of the governing body in the Catholic school | E |
| Ability to develop and maintain a positive culture of high expectation and performance | E |
| Understanding of and commitment to promoting the safeguarding and welfare of pupils | E |
| LEARNING & TEACHING | Essential or Desirable |
| A secure understanding of the statutory requirements for the curriculum and assessment | E |
| Knowledge and experience of a range of successful learning and teaching strategies to meet pupils' needs | E |
| A secure understanding of assessment procedures and practices which enhance pupils' learning | E |
| Experience of effective monitoring and evaluation of learning and teaching | E |
| Experience of individual pupil tracking and monitoring to improve achievement including the use of new technology | E |
| Successful experience in creating an effective learning environment and developing and implementing policy and practice to ensure excellent pupil behaviour | E |

| | |
|--|-------------------------------|
| An understanding of the Curriculum Directory for Religious Education | E |
| The ability to role model excellent teaching | D |
| LEADING & MANAGING STAFF | Essential or Desirable |
| Ability to build and support effective teams | E |
| Ability to delegate and support colleagues | E |
| Experience of performance management for staff and supporting continuing professional development relevant to the school and the individual | E |
| Understanding of budget planning, staff deployment and effective use of resources | E |
| A commitment to the pastoral care of staff | E |
| Experience of working with governors in strategic areas | D |
| Involvement in staff recruitment, appointment and induction | D |
| ACCOUNTABILITY | Essential or Desirable |
| An understanding of the relationship between the Headteacher, Trust Board and the governing body | E |
| Ability to communicate effectively in writing and orally to a range of audiences including pupils, parents, staff, governors, clergy, fellow professionals and the media | E |
| Ability to produce clear reports, information and advice to staff and governors | E |
| Ability to provide clear information to the Diocese and the CES when required | E |
| Ability to set clear targets and the means in which to achieve them | E |
| Ability to present the school at its best in the Catholic and wider communities and in the media | E |
| Understanding the criteria for evaluating a Catholic school | E |
| Experience of presenting reports to governors | D |

| SKILLS, QUALITIES & ABILITIES | Essential or Desirable |
|---|-------------------------------|
| High quality teaching skills | E |
| Unreserved commitment to the mission of the Catholic school | E |
| Ability to build and maintain good relationships | E |
| Ability to remain positive and enthusiastic when working under pressure | E |
| Ability to prioritise, meet deadlines and manage own time effectively | E |
| Empathy with children | E |
| Good interpersonal skills | E |



The Offer:

The service is:

- Designed and structured to meet the needs of Headteachers in the Archdiocese
- A confidential provision for Headteachers in all phases
- An opportunity to talk confidentially on a personal and professional basis
- Created to facilitate and nurture links with other Headteachers and professionals

The Aims of the Service:

The service:

- Promotes the wellbeing of Headteachers in the Archdiocese
- Provides support for individual Headteachers
- Assists the Headteacher in the resolution of issues
- Enables the development of networks
- Supports the development of networks and relationships between Headteachers, Governors and diocesan and local authority personnel

The role of the Archdiocese

- The Archdiocese is committed to supporting Headteachers in their role and to working in partnership with its trusts and schools
- The Education Service acts as the agent in the employment of a coordinator for Headteacher wellbeing



Dear Applicant,

Thank you for applying for the post of headteacher in our wonderful Archdiocese.

There are currently 2 all-through schools, 31 secondary schools, 2 tertiary establishments and 127 primary schools serving 68,033 children and young people.

The Archbishop's vision is that our Archdiocese will be home to five Catholic Academy Trusts. At present, we have three established, they are Kent Catholic Schools' Partnership, South East London Catholic Academy Trust and St Benedict Catholic Academy Trust. Our other emerging CATS are Sancta Familia and Christ the Redeemer.

There are a variety of ways in which we encourage our staff to network with one another. All new head teachers are allocated a mentor, join in with a five-part induction process, as well as a variety of spiritual opportunities to meet with and form relationships with other leaders across our wide and diverse Archdiocese.

Should you be making the decision on whether working in one of our Catholic schools would be right for you, we would urge you to visit the school, talk to the current leadership and the parish priest to ensure that you are making the right decision in your career's journey. It is a rewarding commitment, one that will fulfil you professionally and spiritually. If you have any queries about the commitment required, please contact one of our Education Service staff who will be happy to support and advise.

Sincerely in Christ

Canon Victor Darlington

Episcopal Vicar for Education Archdiocese of Southwark