



# Diocese of Hallam

**"... an enthusiasm for the things of God"**

**Diocese of Hallam School's Department.**



**St. Mary's Catholic Primary School**

A Catholic Voluntary Academy

## **HEADTEACHER**

### **Job Description and Specification**

**Name:.....**



**A Catholic Voluntary Academy**

Head Teacher:

Mrs. Kath Thomas

Deputy Head Teacher:

Mrs. Molly Doran

St. Mary's Catholic Primary School  
Herringthorpe Valley Road  
Rotherham S65 2NU

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**Autumn 2017**

Welcome to St. Mary's

*"A genuine sense of care and community is reflected in everything the school does."*

*Ofsted, Feb 2016.*

Our Mission Statement is:

**S**afe, loving and enriching environment

**T**rust, and patience

**M**otivation to reach individual's full potential

**A**cceptance and celebration of uniqueness

**R**espect for all

**Y**oung people nurtured in the Spirit of God.

**S**chool full of awe and wonder

St. Mary's School is a Rights Respecting School and as such the needs and well being of our children are at the heart of all policies in accordance with the United Nations Convention on the Rights of the Child.

Thank you for your interest in the role of Headteacher at St. Mary's. I am fortunate to have spent my teaching career here having joined as a Newly Qualified teacher in 1999.

St Mary's is a wonderful school with enthusiastic children, committed staff at all levels, dedicated governors and supportive parents.

We are an oversubscribed school with seven classes, F2 only and one class per year group. The total number of pupils is 210 and we are full to capacity. Over the years we have recruited high quality staff and built a Senior Leadership Team dedicated to ensuring that our pupils receive the best possible Catholic Education.

The school has close links with the parish of the Immaculate Conception and school is very appreciative of our Parish priest Fr Desmond Sexton, who is a regular visitor in school and continues to celebrate weekly mass with us.

The Catholic ethos of the school permeates everything we do. In March 2017 we achieved the UNICEF Level 1 Rights Respecting School Award. Our aim is to educate our children to become Global Citizens and prepare them for life in the future we can only imagine.

### **Context**

- St. Mary's is a member of the Holy Spirit Umbrella Trust together with St Bede's, St Gerard's, St Mary's Maltby and St Joseph's Dinnington, which are all feeder schools for St Bernard's Catholic High School, which is also part of the Trust
- St. Mary's Catholic Primary School serves a large urban catchment of approximately a three-mile radius. Our children come from two parishes and nine different electoral wards in Rotherham, ranging from some of the most deprived areas nationally, to others of affluence
- Single form entry starting with Foundation 2. School receives pupils from a wide range of Foundation 1 providers. The 'on entry profile' shows that children start school with average starting points and an increasing number of children are entering F2 with identified EAL needs
- Predominately white community with a high percentage of baptised Catholics
- There is a small and growing number of ethnic children in school whose families choose to come to us because of their commitment to a Christian education. The percentage of pupils with English as a second language is rising with Malayalam and Polish being the most widely spoken
- The number of children (10%) eligible for free school meals is below national and local averages
- Wrap around care is now provided through Breakfast Club every weekday morning and After School Club on three weekday afternoons.

### **Catholic Life of the School**

We have a Governors Community Committee, which oversees the Catholic Life of the School. The Chaplaincy group in our Learning Community is very proactive in organising community events linked to the Church's Year. We have a Chapel in school and the Blessed Sacrament is brought over from the church on Mondays and Fridays for adoration by the children.

Our two Chaplains share the role and are very proactive in forging links between the school, parish and Learning Community.

## Governors

The Governance of the school is strong and there is an appropriate level of challenge and support from all governors. Parent Governor vacancies are always filled through election owing to the high number of parents willing to stand. The Governing Body brings a wide range of skills to ensure effective governance of the school.

## Outcomes for pupils

The end of Key Stage attainment in both KS1 and KS2 is consistently above the local and national average. However, school is not complacent in this and is always striving to improve further. Our priority for this year is to increase the number of pupils working at greater depth in Key Stage 1, as this is an area where we are below national and local attainment.

<b>ACHIEVEMENT OF PUPILS</b>			
<b>Summer term 2017</b>			
<b>KEY STAGE 1</b>			
<b>Y1 phonics screening check</b>			
<b>Percentage meeting or exceeding threshold. 2017 90%</b>			
<b>2016 87% LA 78.8% Nat 80.6%</b>			
<b>Y2</b>			
<b>% Expected and above</b>	<b>School</b>	<b>LA Provisional 2016</b>	<b>National Provisional 2016</b>
<b>Reading</b>	77	70.9	74.1
<b>Writing (TA)</b>	77	65.2	65.5
<b>Maths</b>	80	71	72.6
<b>Combined RWM</b>	74	59.9	60.3
<b>% Greater Depth</b>	<b>School</b>	<b>LA 2016 Provisional</b>	<b>National 2016 Provisional</b>
<b>Reading</b>	10	21.5	23.5
<b>Writing (TA)</b>	6.7	12.5	13.2
<b>Maths</b>	13	17.1	17.2
<b>Combined RWM</b>	6.7	8.9	8.9

**Achievement by group**

Gender	No of pupils	Number making expected level or exceeding Reading	Number making expected level or exceeding Writing	Number making expected level or exceeding Maths
Male	16	11	11	13
Female	14	12	12	11
EAL	6	5	5	6
FSM/PP/LAC	5	3	3	4
SEN	4	0	0	1

At KS1 school achievement at expected level was above local and national averages in all subjects.

As school outcomes in KS1 reading are good we have been asked to take part in LA run workshops aimed at supporting schools whose attainment is not as strong. (Oct 2016)

The number of pupils working at greater depth is, however, below local and national averages in all areas.

**KEY STAGE 2  
July 2017**

**Y6 Results 2017**

% at or exceeding expected level	School 2016	School 2017	LA 2016	National 2017
Reading	73	90	63	71
Writing (TA)	60	74	74	76
Maths	87	83	72	75
SPAG	80	74	71	77
Combined RWM	50	74	54	61

### Working at greater depth

%	School 2016	School 2017	LA	National 2017
Reading	20	29%		25
Writing (TA)	13.3	35%		18
Maths	10	23%		23
SPAG	16.7	36%		31
Combined RWM	6.7	13%		8.7

### Achievement by group

Gender	No of pupils	Number making expected level or exceeding	Number making expected level or exceeding	Number making expected level or exceeding
		Reading	Writing	Maths
Male	16	13	10	11
Female	15	15	13	15
EAL	2	1	1	2
FSM/PP/LAC	9	8	4	5
SEN	7	5	1	2

St. Mary's is a wonderful community grounded in our faith and it has been a privilege to be part of that community. Our school is on a continuing journey towards being Ofsted rated outstanding and it has many outstanding qualities. I hope this gives you an insight into school. I am happy to talk further to you at a mutually convenient time.

Yours faithfully,  
**Kathryn Thomas**  
Headteacher.

The governing body and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will continue to offer and provide on going support, encouragement, affirmation and realistic challenge to the successful candidate.

**The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undertake a Disclosure and Barring Service check (DBS)**

### **The role of the Catholic Headteacher**

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of its work.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the classroom. In a Catholic school, the Headteacher leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching, which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst all pupils and staff which stem from Christ's vision for humanity.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. In a Catholic school, the Headteacher's leadership should take Christ as its inspiration. His/her relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. This should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. The Headteacher is responsible for ensuring that such principles are priorities for the school and are evident in its organisation and management.

They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. In a Catholic school, the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations, as well as with the wider educational system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher, together with those responsible for governance, are guardians of the nation's schools. In a Catholic school, the Headteacher fulfils his/her responsibilities in accordance with the Instrument of Government/ Articles of Association. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation.

The Headteacher accounts to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

The following description outlines the desirable features for the Headteacher as agreed by the governing body. The successful candidate will be required to-

### **Qualities and knowledge**

- Work within the school and parish to hold and articulate clear values and moral purpose. Purposefully considering the school's Catholic mission while focusing on providing a world-class education for the pupils they serve
- Demonstrate an optimistic personal behaviour, which stems from Christ's vision for humanity; working to promote positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community. Clearly recognising their individual worth as made in the image and likeness of God
- Reflect that they are inspired by Christ; leading by example with integrity, creativity, resilience, and clarity. Aply drawing on their own scholarship, expertise and skills, and that of those around them
- Have a sustained and wide current knowledge and understanding of education and school systems locally, nationally and globally. Enthusiastically pursuing continuous professional development and challenge
- Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching. This will be centred on the school's vision, ably translating local and national policy into the school's context
- Communicate in a compelling manner, the school's vision and drive strategic leadership, empowering all pupils and staff to excel.

### **Pupils and staff**

- Have confidence in the setting of ambitious standards for all pupils, overcoming disadvantage and advancing equality. Therefore, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes and reflecting the distinctive characteristics of Catholic education
- Assuredly secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design; ensuring the provision of both rich curriculum opportunities, and pupils' personal development. This will be founded on the belief that the academic, social and moral well being of all pupils and families is of paramount importance
- Continue to develop our educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis



- Possess the ability to consolidate and enhance the ethos within which all in the school community are required to treat all people fairly and equitably; with dignity and respect. As well as possessing the ability to inspire, encourage and support staff to develop their own skills, subject knowledge and compassion to support each other
- Display the skills and humility to identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, and ensuring clear succession planning
- Diplomatically hold all staff to account for their professional conduct and practice; emphasising the distinctive nature of Catholic Education and ethos of the school.

### **Systems and process**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose. Therefore, clearly upholding the principles of transparency, integrity and probity reflecting the school's Gospel values
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community; to promote Gospel values which unite society in a commitment to social justice and the common good
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff; this will include clearly addressing any under-performance, whilst supporting all staff to improve and recognising and celebrating excellent practice
- Co-operatively welcome strong governance, rooted in faithful stewardship of the Gospel values. This will be shown through active support of the governing body in its primary functions of setting school strategy and verifying the deliverance of the appointed headteacher for pupil, staff and financial performance
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
- Distribute leadership throughout the organisation, developing teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

### **The self-improving school system**

- Lead an outward-facing school which works with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools

- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance; displaying confidence in the vital contribution of internal and external accountability.

The successful candidate will Inspire and influence others - within and beyond schools - to believe in the fundamental importance of Catholic education in young people's lives and to promote the fundamental value of education.

#### **HOW TO APPLY**

**Application forms and an information pack are available upon request from the school business manager, Ms Dot Kay, at [office@stmarysherringthorpe.co.uk](mailto:office@stmarysherringthorpe.co.uk) or call 01709 361502.**

#### **CLOSING DATE**

**The closing date for all applications: Monday 15<sup>th</sup> January at 12 noon.**