



**Newman Catholic College**  
***Everyone Counts, Everyone Contributes, Everyone Succeeds***

**Harlesden Road, London, NW10 3RN**

**Deputy Headteacher Recruitment Pack**

**February-March 2023**



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Dear prospective candidate,

Thank you for showing an interest in the position of Deputy Headteacher at Newman Catholic College. I have recently been appointed as Headteacher this academic year, having previously worked at this inspiring school since 2010 as Assistant and then Deputy Headteacher. This is a truly exciting time for the future of our school, with institutional and structural change on the horizon. I hope that the successful candidate will become a powerful voice in this story, and the potential to positively impact upon lives in our profession could not be any truer at Newman.

We have a passionate staffing body who inspire and motivate a diverse cohort of students. Our student intake in the Brent locality is a reflection of the rich cultural and linguistic diversity that makes Brent such a vibrant place in which to work.

There is specific information in this pack about our school and of this role. This is an opportunity to work with a team dedicated to the academic and holistic development of our students and the community as a whole.

Visits to the College can be arranged by contacting Tomcy Rohan (HR manager) at [trohan@ncc.brent.sch.uk](mailto:trohan@ncc.brent.sch.uk)

Thank you again for the interest that you have shown and I look forward to receiving your application in due course.

Yours faithfully

**Andy Dunne**

**Headteacher**



## NEWMAN CATHOLIC COLLEGE – DISTINCTIVE FEATURES

**Newman Catholic College is an institution on an upward trajectory.** It is a boys' college (with girls in the sixth form) of c. 750 students, situated in Harlesden, an inner-city area marked by significant deprivation. Currently there are c. 150 students in the sixth form, largely following a range of vocational options, within a flexible curriculum structure appropriate for the significant number of students that may have arrived late to the college, or often to the UK itself. Students can access an A level curriculum through our participation in the south Brent consortium. The budget is tight, but balanced and the College benefits from a strong private fund to support its public income. Ten years ago the college's roll was c.450, it was carrying a debt of £650,000, and had little positive impact in the local community. This gradual process of transformation has been based on hard work, clarity of vision, and attentive management – and this positive story continues.

**The College has a sound OFSTED record and secures strong value-added outcomes for its students.** The College has been inspected three times since 2011 (most recently in March of this year) and has been designated "Good" on each occasion. Westminster Diocese felt the college merited an "outstanding" judgement in its last section 48 inspection in 2017. Examination results at Year 11 have been consistently marked by positive P8 scores in recent years. If anything, the published data understates the strength of the positive value-added achievement of both students and teachers, as it does not include the outcomes of the significant minority of students that join us after year 7 for whom there is no accepted baseline data. Vocational results in the sixth form are very strong.

**The college is a model of how a public institution can function as a wider source of civic strength and community outreach in the neighbourhood and families that it serves, beyond its core educational work.** For many years summer schools hosted at Newman College have engaged a wide variety of local children and refugee children (see below) in learning and play when most other schools are simply closed. It has done so in partnership with Caritas (a leading Catholic charitable organisation) and the metropolitan police. The college has been a longstanding member of Citizens UK, a national community organising movement; it won London Citizens School of the Year in 2020 to mark its involvement in a number of campaigns. In 2015 it performed logistical miracles to host the whole pupil and staff community of St Joseph's Primary school (up to 400 extra people) for two terms following a devastating fire at their own school. It was entirely consistent with this tradition of community outreach that from the very beginning of the pandemic, in partnership with Waites – a local employer – the

college set up a foodbank on its site that continues to support both its own families and others in the neighbourhood in need of extra household support.

**The college has shown a distinctive generosity of spirit and unique approach in curriculum planning to accommodate the needs of young people that come to northwest London as asylum seekers or refugees, particularly from Syria. Its pioneering work in this respect was recently highlighted in national coverage on Sky News.** Since 2014 the college has enrolled literally hundreds of boys and girls seeking refuge in the UK, sometimes with their families, sometime alone. Its outstanding language support department, strong pastoral support and flexible learning mean that these young people adjust to, and succeed in the mainstream curriculum as quickly as they are able and can, consequently, access the qualification routes that takes them to fulfilling employment and/or higher education. This includes students now studying Medicine, Bio-Chemistry and other degree programmes at leading universities. The Refugee Council recognises the college as a “School of Sanctuary” and a “Refugee Welcome School” for its inspiring work in this area. The college has run an extensive summer school programme for this particular cohort of children and young people every year since 2014, and this programme itself often serves as a starting point for recent arrivals to subsequently become full members of the college community.

**The college has developed specialist provision for boys presenting emotional and behavioural challenges that need to be overcome and resolved so that these young men can regain momentum in their learning and personal development, reducing the risk of sliding into risky associations and activities outside college and home.** Newman Catholic College has avoided the permanent exclusion of any student for the last four years which is highly unusual in an inner-city context. The college has always made use of an innovative psycho-dynamic behavioural approach through its work with the Sports and Thought organisation for its own pupils facing behavioural and emotional challenges and in recent years it has opened this provision to rehabilitative work with students from other schools; this unit has now been accessed by 250 students from 15 other schools across north London since 2017 to positive effect and wide professional acclaim. Additionally, the college works with the West Side Young Leaders organisation, which is a supplementary school for black youth in west London seeking to reverse some of the negative educational outcomes from this community. The college also leads on the training of black Afro-Caribbean teachers in this part of London. Together with Brent local authority it is about to embark on a project hosting all-through provision for 30-90 students with a SEND background.

### **What are the immediate challenges?**

The College’s buildings and physical fabric do not reflect the quality of its work. The young people educated there, and the teachers supporting them, deserve a better environment that can more appropriately facilitate and dignify their learning and teaching. The College would have been next in line for a building upgrade before the then government ended the “Building Schools for the Future” programme in 2010. Although monies have been available

for infrastructure upgrades since then, we are keen to be as responsive and as innovative as possible should opportunities for significant building programmes present themselves.

Newman Catholic College is not currently a member of a multi-academy trust. We are aware that it is the strategic goal of the Westminster Diocese that all its schools eventually become academies through membership of a Catholic MAT. We are not resistant to this prospect, but wider plans are yet to be made; the successful candidate will have to be alert and receptive to the challenge of academisation.

The College remains a smaller than average secondary school in a London context. Maintaining and even incrementally increasing our student roll will be a continuing priority. There are promising demographic trends with which to work, although these are matched by the competition that comes with new local provision.





## INFORMATION FOR APPLICANTS

**Start date:** September 2023

The Governors wish to appoint a Deputy Headteacher who:

- Is a practising Catholic
- Relishes the challenges of inner-city education and is motivated by the social transformation it can secure
- Has a strong leadership record in raising achievement
- Is community orientated
- Can work in a collaborative manner with colleagues, governors and partner institutions

The Job description and person specification provides much more detailed information on the responsibilities of the role and the skills and competencies required. Informal visits to Newman Catholic College can be organised through contact with Tomcy Rohan (HR manager) at [trohan@ncc.brent.sch.uk](mailto:trohan@ncc.brent.sch.uk).



## JOB DESCRIPTION



### NEWMAN CATHOLIC COLLEGE JOB DESCRIPTION: DEPUTY HEADTEACHER

#### MISSION STATEMENT:

*“Everyone contributes, everyone counts, everyone succeeds”*

#### Job details:

**Salary:** L24 £86,391 (negotiable based on experience of successful candidate)

**Contract type:** Full time, Permanent.

**Reporting to:** Headteacher

**Responsible for:** Deputising for the Headteacher, as directed. Pastoral leadership of the school and other responsibilities as directed.

#### Purpose of post:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Monitoring progress towards the achievement of the school’s aims and objectives
- To lead, inspire and motivate the members of Newman Catholic College community
- To provide a positive model of leadership for the Catholic education of our students
- To support the headteacher in providing vision, leadership and direction for the school, and ensuring that it is managed and organised to meet its aims and targets
- To support the headteacher in providing professional leadership for the school which secures its excellent performance



- To ensure that every student has an opportunity to experience an education that inspires the development of knowledge and skills that fulfil their future career ambitions

### **Key Responsibilities**

- The deputy headteacher will also be expected to fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).
- To deputise for the Headteacher, assuming full responsibility for the day-to-day running of the school in any period of their absence
- To play a key strategic and tactical role in ensuring that Newman Catholic Colleges goes from strength to strength as an institution

### **Catholic Purpose and Identity of the School**

- To make a significant contribution to the Catholic life of the school, and safeguard the teaching of the Church.
- To support the Headteacher in leading an inclusive Catholic educating community; showing insight and vision of the development of a Catholic Secondary school in our inclusive context.

### **Leadership in Catholic Education**

- To be able to lead and motivate teams of people and to be a role model of leadership
- To work with the Headteacher and the Governing Body to create a shared vision which expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs
- Serve in the best interests of the school's pupils

### **School culture and behaviour**

Under the direction of the headteacher, the deputy headteacher will:

- To have overall responsibility for Child Protection and safeguarding within the school, and to liaise with all relevant outside agencies to ensure all issues are dealt with speedily and thoroughly
- To have oversight and overall responsibility for all aspects of the Inclusion programme within the school
- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of professionalism and high levels of accountability of staff

- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- To take responsibility for the Behaviour for Progress remit and its strands (including our inclusion programmes, therapeutic interventions, Fair Access protocols, rewards, sanctions and any other aspects of pastoral standards, expectations and conduct).
- To develop innovative and impactful policy bespoke to the unique nature and challenge of our cohort based on educational research
- To apply the analysis of school attainment and pastoral data to inform and direct student intervention and whole school strategy to maximise performance

### **Teaching, curriculum and assessment**

- To work with the Headteacher to raise the quality of teaching and learning and promote students' achievement
- To line manage an agreed number of Middle Leaders, and ensure that they receive frequent and regular support in leading their area
- To lead the Pastoral leadership team of the school in supporting the students through any difficulties they may encounter in meeting their targets
- To take responsibility for agreed areas of the Curriculum
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

### **Additional and special educational needs (SEN) and disabilities**

Under the direction of the headteacher, the deputy headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

### **Organisational management and school improvement**

Under the direction of the headteacher, the deputy headteacher will:

- To work with the Headteacher to provide effective organisation and management of the school in order to maintain an efficient and safe learning environment that reflects Gospel values
- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- To provide an open and consultative style of leadership

### **Professional development**

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs
- To work with the Headteacher to establish effective relationships and communication in order to build a professional learning community which enables all to achieve
- To make a major contribution to maintaining staff morale, providing leadership with a sensitive understanding and awareness of needs

### **Governance, accountability and working in partnership**

Under the direction of the headteacher, the deputy headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- To work closely with the Governing Body, and to attend their meetings as necessary

- To review and to organise the contribution and implementation of policies as may be required
- To contribute to financial planning and to be accountable for any relevant part of the budget

### **Strengthening Community**

- With the Headteacher, to work collaboratively at both strategic and operational level with all connected with the school community, including the local parishes, local community and diocese for the well-being of all children and their families, and to secure the future support of these groups for the school
- To work as appropriate in partnership with the Diocese of Westminster Education Service, the Local Authority, the Trust Partners and other relevant organisations
- To support the school's community events when required

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, in negotiation with the Headteacher.



**PERSON SPECIFICATION**

	<b>Qualifications</b>	<b>Experience</b>	<b>Skills and Abilities</b>
<b>Essential Criteria</b>	<ul style="list-style-type: none"> <li>• Practising committed Catholic</li> <li>• Understand the nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school</li> <li>• First degree/teaching certificate and Qualified Teacher Status</li> <li>• Recent professional development relevant to senior management</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership experience in a secondary school</li> <li>• Successful experience of curriculum or pastoral leadership role</li> <li>• Successful and relevant experience of teaching a Catholic maintained school</li> </ul>	<ul style="list-style-type: none"> <li>• Good communication skills both verbally and in writing</li> <li>• Having the potential and ambition for Headship</li> </ul>
<b>Desirable Criteria</b>	<ul style="list-style-type: none"> <li>• Hold a Catholic Certificate of Religious Studies or equivalent (or other Catholic qualifications), be engaged in a course of study to achieve it or to be willing to work towards it.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children who present challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Strong ICT skills</li> </ul>
<b>Key Areas of Leadership</b>	<b>Knowledge</b>	<b>Professional Qualities</b>	

<p>Shaping the Future</p>	<p>Knows about:</p> <ul style="list-style-type: none"> <li>• Local, national and global trends</li> <li>• Ways to build, communicate and implement a shared vision</li> <li>• Strategic planning processes</li> <li>• Strategies for communication within and beyond college</li> <li>• New technologies, their use and impact</li> </ul> <p>Leading change, creativity and innovation</p>	<p>Is committed to:</p> <ul style="list-style-type: none"> <li>• Promoting Gospel values in policy, practice and relationships</li> <li>• A collaborative college vision of excellence and equity that sets high standards for every pupil</li> <li>• The setting and achieving of challenging goals and targets</li> <li>• The use of appropriate new technologies</li> <li>• Inclusion &amp; the ability and right of all to be the best they can be</li> </ul> <p>Is able to:</p> <ul style="list-style-type: none"> <li>• Think strategically, build and communicate a coherent vision in a range of compelling ways</li> <li>• Inspire, challenge motivate and empower others to carry the vision forward</li> </ul> <p>Model the values and vision of the college</p>	
<p>Leading Learning and Teaching</p>	<p>Knows about:</p> <ul style="list-style-type: none"> <li>• Strategies for raising achievement and achieving excellence</li> <li>• The development of a personalised learning culture within the college</li> <li>• Models of learning and teaching</li> </ul>	<p>Is committed to:</p> <ul style="list-style-type: none"> <li>• the college being a 'learning community' in which everyone who is a member has the right and opportunity as a child of God to grow and</li> </ul>	

	<ul style="list-style-type: none"> <li>• The use of new and emerging technologies to support learning and teaching</li> <li>• Models of behaviour and attendance management</li> <li>• Strategies for ensuring inclusion, diversity and access</li> <li>• Curriculum design and management</li> <li>• Tools for data collection and analysis</li> <li>• Using research evidence to inform teaching and learning</li> <li>• Monitoring and evaluating performance</li> <li>• College self-evaluation Strategies for developing effective teachers</li> </ul>	<p>develop to reach their full potential</p> <ul style="list-style-type: none"> <li>• interpret aspirations for pupil achievement in the light of Gospel values and the teachings of the Catholic Church</li> <li>• The entitlement of all pupils to effective teaching and learning</li> <li>• Choice and flexibility in learning to meet the personalised learning needs of every child</li> </ul> <p>Is able to</p> <ul style="list-style-type: none"> <li>• Demonstrate personal enthusiasm for the learning process</li> <li>• Demonstrate the principles and practice of effective teaching and learning</li> <li>• Access, analyse and interpret information</li> <li>• Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement</li> </ul> <p>Acknowledge excellence and challenge poor</p>	
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		performance across the college.	
Developing self and working with others	<p>Knows about:</p> <ul style="list-style-type: none"> <li>• The significance of interpersonal relationships, adult learning and models of continuing professional development ( CPD )</li> <li>• Strategies to promote individual and team development</li> <li>• Building and sustaining a learning community</li> <li>• The relationship between managing performance, CPD and sustained college improvement</li> </ul> <p>The impact of change on organisations and individuals</p>	<p>Is committed to:</p> <p>Promote the Gospel values of service and sacrifice in modelling leadership for others</p> <ul style="list-style-type: none"> <li>• Treat people fairly, equitably and with dignity, justice and respect to create and maintain the Catholic ethos and hence Effective working relationships</li> <li>• share leadership, build teams and work co-operatively and collaboratively within the college and local Church community to achieve the college's mission</li> <li>• CPD for self and all others within the college</li> </ul> <p>Is able to:</p> <ul style="list-style-type: none"> <li>• Foster an open, fair, equitable culture and manage conflict</li> <li>• Develop, empower and sustain individuals and teams</li> <li>• Collaborate and network with others within and beyond the college</li> <li>• Challenge, influence and motivate others to attain high goals</li> <li>• Give and receive effective feedback and act to improve</li> </ul>	



		<p>personal performance</p> <ul style="list-style-type: none"> <li>• Accept support from others including colleagues, governors , the diocese and the LEA</li> </ul>	
Managing the Organisation	<p>Knows about</p> <ul style="list-style-type: none"> <li>• Models of organisations and principles of organizational development</li> <li>• Principles and models of self-evaluation</li> <li>• Principles and practice of earned autonomy (<i>possibly omitted in error from NCSL standards</i>)</li> <li>• Principles and strategies of college improvement</li> <li>• Project management for planning and implementing change</li> <li>• Policy creation through consultation and review</li> <li>• Informed decision-making (<i>possibly omitted in error from NCSL standards</i>)</li> <li>• Strategic financial planning, budgetary management and principles of best value , taking account of the statutory responsibilities of governors in a voluntary aided college and the different sources of funding</li> <li>• Performance management taking</li> </ul>	<p>Is committed to:</p> <ul style="list-style-type: none"> <li>• Distributed leadership and management</li> <li>• The equitable management of staff and resources</li> <li>• The sustaining of personal motivation and that of all staff</li> <li>• The developing and sustaining of a safe, secure and healthy environment</li> <li>• Collaborating with others in order to strengthen college’s organisational capacity</li> </ul> <p>Is able to:</p> <p>Establish and sustain appropriate structures and systems</p> <ul style="list-style-type: none"> <li>• Manage the college efficiently and effectively on a day-to-day basis</li> <li>• Delegate management tasks and monitor their implementation</li> <li>• Prioritise, plan and organise own workload and that of others</li> <li>• Make professional, managerial and organisational decisions based on</li> </ul>	

	<p>account of the fact that the governors are the employer in a Catholic voluntary aided college</p> <ul style="list-style-type: none"> <li>• Personnel, governance, security and access issues relating to the diverse use of Catholic voluntary aided college facilities</li> <li>• Legal issues relating to managing a college, including Equal Opportunities, Race Relations, Disability and Employment legislation</li> <li>• The use of new and emerging technologies to enhance organisational effectiveness</li> </ul>	<p>informed judgements</p> <p>Think creatively to anticipate and solve problems</p>	
Securing Accountability	<p>Knows about</p> <ul style="list-style-type: none"> <li>• Statutory educational frameworks including governance of Catholic voluntary aided college</li> <li>• Public services policy and accountability frameworks, including self-evaluation and multi-agency working <i>(possibly omitted in error from NCSL standards)</i></li> <li>• The contribution that education makes to developing, promoting and sustaining a fair and equitable society</li> <li>• The use of a range of evidence, including performance data to support, monitor, evaluate and improve aspects of college life,</li> </ul>	<p>Is committed to</p> <ul style="list-style-type: none"> <li>• Lead and manage the college in accordance with the Trust Deed and its Instrument of Government</li> <li>• Principles and practice of college self-evaluation to determine its effectiveness as a Catholic college</li> <li>• The college working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils</li> </ul>	

	<p>including challenging poor performance</p> <ul style="list-style-type: none"> <li>• The principles and practice of quality assurance systems, including college review, self-evaluation and performance management</li> </ul> <p>Stakeholder and community engagement in, and accountability for, the success and celebration of the college's performance</p>	<ul style="list-style-type: none"> <li>• Individual, team and whole-college accountability for pupil learning outcomes</li> </ul> <p>Is able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate political insight and anticipate trends</li> <li>• Engage the college community in the systematic and rigorous self-evaluation of the work of the college</li> <li>• Collect and use a rich set of data to understand the strengths and weaknesses of the college</li> <li>• Combine the outcomes of regular college self-review with external evaluations in order to develop the college</li> </ul>	
Strengthening Community	<p>Knows about</p> <ul style="list-style-type: none"> <li>• Current issues and future trends that impact on the college community</li> <li>• The rich and diverse resources within local communities, including the local Catholic community, both human and physical</li> <li>• The wider curriculum beyond college and the opportunities it provides for pupils and the college community</li> <li>• Models of college, home, Church,</li> </ul>	<p>Is committed to:</p> <ul style="list-style-type: none"> <li>• Engage in dialogue with parents and carers, the local Church and other partners to promote their support for the college as a community of faith to benefit pupils' religious, spiritual, moral social and cultural development</li> <li>• Work with parents "who have the first responsibility for the education of</li> </ul>	

	<p>community and business partnerships</p> <ul style="list-style-type: none"> <li>• The work of other agencies and opportunities for collaboration</li> <li>• Strategies which encourage parents and carers to support their children’s learning</li> <li>• The strengths, capabilities and objectives of other colleges</li> </ul>	<p>their children“ (Catechism of the Catholic Church 2223) to support the learning and human flourishing of all pupils, including in relation to their spiritual and religious development and their sacramental preparation</p> <ul style="list-style-type: none"> <li>• Build and maintain effective relationships with parents, local Church, other partners and the community to enhance the education of the pupils and to define and realise the mission of the college</li> <li>• Ensure the college is inclusive and respectful of other cultures, faiths and beliefs since the Church believes that every individual has unique value in the eyes of God regardless of race, ethnicity, gender, socio-economic circumstances and ability</li> <li>• Promote a shared understanding of the contribution the college can make to the common good</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Collaboration and networking with other colleges to improve outcomes</li> </ul> <p>Is able to:</p> <ul style="list-style-type: none"> <li>• Recognise and take account of the richness and diversity of the college's communities</li> <li>• Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities</li> <li>• Listen to, reflect and act on community feedback</li> <li>• Build and maintain effective relationships with parents, carers, the local Church, partners and the community, that enhance the education of all pupils</li> </ul>	
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All applicants should complete the Deputy Headteacher application.

### **Guidance notes on completing the supporting statement**

A shortlist will be drawn up on the basis of the application form and the supporting statement only. Candidates should structure their supporting statement against the headings described in the person specification. These are:

- Essential Headship Qualifications, including NPQH and evidence of Catholicity
- Shaping the future
- Leading Learning and Teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Strengthening community

It would be helpful for the candidate to provide actual examples of actions you have taken and/or achievement secured under the headings indicated. More specific information about the knowledge and qualities associated with each of these areas is contained within the person specification document, which you might find helpful. The supporting statement should not run beyond three sides of A4 (Arial 11-point font size)

### **RECRUITMENT TIMELINE**

**Closing date:** Completed applications should be submitted by email to HR manager's email, which is [trohan@ncc.brent.sch.uk](mailto:trohan@ncc.brent.sch.uk) by **12.00 on Monday 6<sup>th</sup> March**.

**Shortlisting** will take place in the **week beginning 8<sup>th</sup> March** and invites to interview will be sent out by **Friday 12<sup>th</sup> March**.

**Interview dates will be on Tuesday 21<sup>st</sup> and Wednesday 22<sup>nd</sup> March**. A shortlist will be drawn up at the end of the first day to agree candidates to be invited to the final interview panel on the second day.