



# Newman Catholic College

*Everyone Counts, Everyone Contributes, Everyone Succeeds*

Harlesden Road, London, NW10 3RN

**Headteacher Recruitment Pack**

**September 2022**



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Dear prospective candidate

Thank you for showing an interest in the position of Headteacher at Newman Catholic College. The vacancy has arisen because the previous incumbent, Danny Coyle, has taken on leadership of Cardinal Wiseman College in Greenford from this September. Danny gave nine years of outstanding service as Headteacher at Newman Catholic College and we are looking for a candidate able to sustain the momentum of achievement and growth that has marked the last decade in the College's history.

I have been Chair of Governors since September 2012 and am very pleased to lead a group of dedicated and informed governors who have been active and conscientious in their support of the College and its development in this period. As governors, we have always been deeply appreciative of the commitment and expertise all college staff have shown in this time and the successful candidate will find the staff an amenable, engaged and supportive collegiate body with which to work.

I have written a little more about the distinctive context and identity of Newman Catholic College in the section that follows. Interested candidates are free to discuss this opportunity with me. I can be contacted at [oposh@blueyonder.co.uk](mailto:oposh@blueyonder.co.uk) and calls can be arranged from there. Visits to the College can also 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

Paul O'Shea

Chair of Governors



**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

**Salary: Group Six, Inner London L31 £96,168 -L35 £104,211.**

**Start date:** January 2023 (a start date for the beginning of the summer term 2023 is also possible for those whose contractual obligations do not permit a January start)

The Governors wish to appoint a 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

### Key Areas of Responsibilities:

- 1 Catholic Purpose and Identity of the College
- 2 Leadership in Catholic Education
- 3 Shaping the Future
- 4 Leading Learning and Teaching
- 5 Developing Self and working with others
- 6 Managing the Organisation
- 7 Securing Accountability
- 8 Strengthening Community
- 9 Other Relationships

### 1. Catholic Purpose and Identity of the College

#### Key Area of Responsibility:

The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church.

He or she must ensure that this Catholic identity is reflected in every aspect of the life of the college, in particular in the curriculum, the day to day organisation of the college, staff development, staff and pupil relationships and the partnership between college, home, parish, local community, other colleges, the LA and other



agencies. This duty provides the context for the proper discharge of all other duties and responsibilities.

## 2. Leadership in Catholic Education

### Key Area of Responsibility:

The Headteacher is the leader of a Catholic educating community and the discharge of this vital role requires a significant theological insight and vision of the development of this Catholic School.

Each Catholic Headteacher has responsibility to develop his or her understanding of this leadership role through regular reading and participation in appropriate courses, together with frequent reflection. The Headteacher must provide professional leadership and management for the college. This will promote a secure foundation from which to achieve high standards in all areas of the college's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils.

## 3. Shaping the Future

### Key Area of Responsibility:

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholder's 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.

The 'aspirational goal', expressed in the strategic vision and development of the Catholic college, stems from the educational mission of the Church, which is reflected in the college's mission statement and the college improvement plan. The Headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining college improvement and ensuring that the college moves forward for the benefit of its pupils.

This requires the Headteacher:

- a to understand and communicate the mission of the Catholic college
- b to promote Gospel values in policy, practice and relationships
- c to ensure that the Religious Education programme is given full regard both in terms of classroom religious education and in the whole Catholic life of the college.
- d. to ensure that the vision for the college is clearly articulated, shared, understood and acted upon effectively by all.
- e. to embody in all you say and do the values of the Gospel and teachings of the Catholic Church.
- f. to lead by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice in order to create a shared culture and positive climate.
- g. to work within the college community to translate the vision for an effective Catholic college into reality through agreed objectives and operational plans which will promote and sustain college improvement and secure the college's mission.
- h. to create and implement a strategic plan, underpinned by sound financial planning, which aims for college improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress and so protect and pursue the right and opportunity for everyone to be the best they can be as a child of God
- i to ensure creativity, innovation and the use of appropriate new technologies to aim to 'reduce the gap' between aspiration and achievement for children in your care and to enable them to achieve excellence and enjoyment.
- j to ensure that policies and practices take account of national, local and diocesan advice and guidance.
- k. to develop and maintain the educational partnership currently existing between the college and parents, governing body, local parishes, linked first/middle/high college, cluster colleges, the diocese, the LA, the local community and other agencies including the health authority and social services.
- l. to ensure that strategic planning takes account of the diversity, values and experiences of the college, Church and community at large.

#### 4. Leading Learning and Teaching

##### Key Area of Responsibility:

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations 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.

In a Catholic college the search for excellence is expressed in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Headteacher, supported by the governing body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

This requires the Headteacher:

- a to interpret aspirations for pupil achievement in the light of Gospel values and the teachings of the Catholic Church
- b to determine and organise the curriculum so there are real, relevant and planned opportunities to embed purposeful links and connections with religious education, collective worship, liturgy, prayer and provision for pupils' spiritual, moral, social and cultural development
- c to promote high standards of behaviour and models of behaviour management that are characterised by self-discipline that is lovingly nurtured and exercised out of respect for our own God-given dignity and that of others, as well as Gospel values of compassion, forgiveness, understanding, tolerance and peace
- d to create and maintain an environment which promotes and secures creative, responsive and effective approaches to learning and teaching, high expectations and high standards of achievement.
- e to ensure strategies for inclusion, diversity and access to a diverse, flexible and relevant curriculum that are based on our equality as children of God, which compels us to care for the well being of one another, including those with Special Educational Needs, with English as an additional language and

more able pupils, drawing on the Gospel values of truth, justice, tolerance and service.

- f to promote pupils' spiritual growth and maturity from a perspective of faith, through the planned curriculum, relationships within the college, and their experience of living and working as part of the college community.
- g to establish and maintain effective systems of planning, assessment for learning, recording and reporting, using data and benchmarks to monitor progress in every child's learning.
- h to monitor and evaluate curricular provision, regularly review classroom practice and the achievement of all pupils in order to set and meet challenging, realistic targets for improvement.
- i to manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.
- j to maintain and develop curriculum continuity and progression with partner colleges and to encourage curriculum links through learning networks with other colleges and the LA.

## 5 Developing Self and Working With Others

### Key Area of Responsibility:

Effective relationships and communication are important in headship as Headteachers work with and through others. Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

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

The Headteacher must manage themselves and their relationships well. The Headteacher will build 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 Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

This requires the Headteacher:

- a. to give a clear lead to all staff in the development and the continuing formation of the college's Catholic identity.
- b. to support and advise staff both in the deepening of their understanding of Christian education and in all areas of their work and professional development.
- c. to promote the Gospel values of service and sacrifice in modelling leadership for others
- d. to create a positive and collaborative learning culture within the college by treating people fairly, equitably and with dignity, justice and respect to create and maintain the Catholic ethos
- e. to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.
- f. to implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.
- g. to motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high quality induction and continuing professional development opportunities in the context of the college's agreed improvement priorities.
- h. to acknowledge the responsibilities and celebrate the achievements of individuals and teams
- i. to share leadership, build teams, and work co-operatively and collaboratively within the college and the parish community to achieve the college's mission
- j. to maintain and develop a senior management team and wider management structure and culture which enables effective
- k. to regularly review own practice, set personal targets and communication, involvement and development. take responsibility for own personal development.
- l. to manage own workload and that of others to allow for an appropriate work/life balance.
- m. to promote the notion of 'vocation' in your work, articulating and demonstrating your headship as a calling to do God's work

## 6. Managing the Organisation

### Key Area of Responsibility:

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

This requires the Headteacher:

- n. to ensure the spiritual and moral development of individuals is given clear focus and is promoted through the prayer life and liturgy of the college
- o. to create an organisational structure which reflects the college's values, enabling the management systems, structures and processes to work effectively in line with legal requirements.
- p. to produce clear, evidence-based improvement plans and policies for the development of the college and its facilities.
- q. to work with governors and senior colleagues to recruit and employ staff, using the Catholic Education Service contract, and consider how each person appointed will contribute to building the community which is "the Catholic college"
- r. to retain and deploy staff appropriately, ensuring that their conditions of employment are fulfilled and professional duties carried out and where necessary use the Catholic Education Service personnel policies
- s. to implement performance management taking account of the fact that the governors are the employer in a Catholic college
- t. to deploy and manage finances to best effect, taking account of the statutory responsibilities of governors in a voluntary aided college and the different sources of funding.
- u. to manage and organise the accommodation effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations taking account of the fact that governors as employers in a Catholic college have particular responsibilities.
- v. to ensure an attractive college environment which meets the needs of the curriculum, stimulates learning, and the appearance of the college.
- w. to manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

- x. to use and integrate a range of technologies effectively and efficiently to manage the college.

## 7. Securing Accountability

### Key Area of Responsibility:

With values at the heart of their leadership, Headteachers have a responsibility to the whole school community. In carrying out this responsibility, Headteachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LEA. They are 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. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work.

This requires the Headteacher:

- a to ensure that governors are welcomed into the college and invited to share in its Catholic life
- b to work with the chair of governors to enable the governing body to meet its responsibilities in relation to specific requirements of governance in a Catholic college in terms of the trust deed, admissions, personnel and financial matters
- c 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.
- d to ensure that the college is led and managed in accordance with the Trust Deed and Instrument of Government
- e to create and develop a college ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes.
- f to monitor, evaluate and review the work of the college to determine its effectiveness as a Catholic college
- g to ensure individual staff accountabilities are clearly defined, are in accordance with the aims and objective of the college, understood and agreed and are subject to regular review and evaluation.

- h to present a coherent and accurate account of the college’s performance in a form appropriate to a range of audiences, including governors, the Diocese of Westminster Education Service, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- i to reflect on personal contribution to college achievement and take account of feedback from others.
- j to ensure that parents and pupils are well informed about the curriculum, the attainment and progress of pupils are able to understand realistic and challenging targets for improvements and to make a contribution to achieving them.

## 8 Strengthening Community

### Key Area of Responsibility:

Schools exist in a distinctive social context, which has direct impact on what happens inside the school. School leadership should commit to engaging with the eternal school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Headteachers share responsibility for the leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

This requires the Headteacher:

- a. To recognise that the college is part of the Church locally and engage in dialogue with parents and carers, the parish community and other partners to promote their support for the college as a community of faith to benefit pupils’ religious, spiritual, moral and cultural development
- b. to promote and support the positive benefits of living within a culturally and ethnically diverse society, building a college culture and curriculum that is inclusive and respectful of all 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 and one that takes account of the richness and diversity of the college’s communities.
- c. to create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment.
- d. to ensure that learning experiences for pupils are linked into opportunities provided in the wider community.



- e. to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well being of pupils and their families, and work with the relevant agencies to protect children.
- f. to create and maintain positive and effective relationships with parents, the parish, other partners and the community to enhance the education of the pupils and to define and realise the mission of the college.
- g. to encourage parents to support their children’s learning, including in relation to their spiritual and religious development and sacramental preparation
- h. to seek opportunities to invite parents and carers, community figures, businesses and other organisations into college to enhance and enrich the college and its value to the wider community.
- i. to contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other colleges and promoting innovative initiatives
- j. to promote a shared understanding of the contribution that the college can make to the common good

#### **9. Other Relationships**

The Headteacher is required to work in partnership with the Diocese of Westminster Education Service, the Local Authority and other relevant organisations including any organisation representing the parents of pupils at the college

*Newman Catholic College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.*



## PERSON SPECIFICATION

	<b>QUALIFICATIONS</b>	<b>EXPERIENCE</b>	
Essential Headship Criteria	<ul style="list-style-type: none"> <li>• Practising committed Catholic</li> <li>• First degree / teaching certificate and Qualified Teacher Status</li> <li>• NPQH</li> <li>• Recent professional development relevant to senior management</li> </ul> <p>Understand the nature and purpose of Catholic education and be committed to developing the Catholic ethos of the college</p>	<ul style="list-style-type: none"> <li>• Senior Leadership Team experience in a secondary college</li> <li>• Successful experience of curriculum or pastoral leadership role</li> <li>• Successful and relevant experience of teaching, preferably in a Catholic maintained college</li> </ul> <p>Be familiar with the requirements of the Religious Education Curriculum Directory</p>	
Desirable Headship Criteria	<ul style="list-style-type: none"> <li>• Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree)</li> </ul> <p>Hold a Catholic Certificate of Religious Studies or equivalent, be engaged in a course of study to achieve it or another qualification appropriate to leading a Catholic secondary college</p>	<ul style="list-style-type: none"> <li>• Senior Leadership Team experience in a Catholic secondary college</li> <li>• Successful experience of curriculum or pastoral leadership role in a Catholic college</li> <li>• Working in 2 or more colleges</li> </ul> <p>Experience of working with children who present challenging behaviour</p>	
<b>Key Areas of Headship</b>	<b>Knowledge</b>	<b>Professional Qualities</b>	
Shaping the Future	<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> </ul>	<p>Is committed to:</p> <ul style="list-style-type: none"> <li>• Promoting Gospel values in policy, practice and relationships</li> </ul>	

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	
Leading Learning and Teaching	<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> <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> </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 develop to reach their full potential</li> <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>	

	<ul style="list-style-type: none"> <li>• College self-evaluation</li> </ul> <p>Strategies for developing effective teachers</p>	<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 performance across the college.</p>	
<p>Developing self and working with others</p>	<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> </ul>	

		<ul style="list-style-type: none"> <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 personal performance</li> <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 organizations 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 account of the fact that the governors are the employer</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> </ul>	

	<p>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>	<ul style="list-style-type: none"> <li>• Prioritise, plan and organise own workload and that of others</li> <li>• Make professional, managerial and organisational decisions based on informed judgements</li> </ul> <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, including challenging poor performance</li> <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>	<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> <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> </ul>	

		<ul style="list-style-type: none"> <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, community and business partnerships</li> <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>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 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</li> <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</li> </ul>	

		<p>Church believes that every individual has unique value in the eyes of God regardless of race, ethnicity, gender, socio-economic circumstances and ability</p> <ul style="list-style-type: none"> <li>• Promote a shared understanding of the contribution the college can make to the common good</li> <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 Headteacher application form available from the college website.

### **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: Chair of Governors, Paul O'Shea, using the HR manager's email, which is [trohan@ncc.brent.sch.uk](mailto:trohan@ncc.brent.sch.uk) by **12.00 on Friday 30<sup>th</sup> September**

**Shortlisting** will take place in the **week beginning Monday 3<sup>rd</sup> October** and invites to interview will be sent out by **Friday 7<sup>th</sup> October by 5.00.**

**Interview dates will be on Wednesday 12<sup>th</sup> and Thursday 13<sup>th</sup> October.** 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.