

# St Katherine's School



## **JOB APPLICATION PACK** **Deputy Headteacher**



St. Katherine's  
School

# St Katherine's School

## ABOUT ST KATHERINE'S

St Katherine's is a dynamic, aspirational school situated on the edge of Bristol in a beautiful rural setting. The school aims to create an environment where students feel confident, secure and valued to help them perform at their best.

Our thriving, diverse community is founded on our core values of respect, responsibility and resilience; we actively encourage everyone within our community to 'live and breathe' our values everyday. We have high standards of behaviour, built on the collaborative relationships fostered between staff and pupils. Our committed staff nurture young people through our strong pastoral care and our learners achieve highly, finding their way to a range of higher education and apprenticeship opportunities. We believe in treating young people as individuals and nurture their skills in the academic, creative, physical, emotional and practical domains.

Our ambition is for every student to be happy and to thrive at St Katherine's, ultimately fulfilling their potential regardless of their starting point. Each young person is valued for who they are and what they can become. We celebrate achievement in many forms and value students' positive contributions to school life. With smaller than average class sizes and targeted support from teachers who are passionate about learning, we keep a close eye on attainment and progress, and nurture effort, perseverance and self-improvement.



We were delighted to join Cathedral Schools Trust (CST) in January 2019 and this partnership is already having a very positive impact on our school. We are actively involved in the North Somerset Teaching Alliance (NSTA) and are privileged to offer first class Continuous Professional Learning (CPL) opportunities through the trust and NSTA links. Our staff place great value on their CPL and this

remains a priority for the school each year as we focus on what makes the difference - the classroom. CST also has a well developed Teaching School Alliance with a full suite of NPQ qualifications on offer along with a significant SLE presence across the Bristol area. The successful candidate may be asked to contribute to school improvement activities across the trust and region where appropriate.

Students, staff, parents/carers and governors are very proud of the school and its achievements. We were left disappointed in March 2018 with our Requires Improvement judgement from Ofsted and we continue to deliver on improvements across the school inline with our improvement plan. We deliver a high quality education for all our young people, focusing on the whole child with equal value being placed on outcomes and character. We have been oversubscribed for the last two years and are confident we are rapidly becoming a very good school. Further information is available on our school [website](#).



We are committed to delivering our Quality Improvement Plan and our two most recent strategic changes have been the introduction of our Houses in September 2018, along with improving our climate for learning through our Ready To Learn approach. This is an exciting time for the school and we are looking for applicants with a passion for young people to drive their success even further. In return, you can expect effective support and challenge from our strong leadership team along with a hardworking, talented and passionate staff body. Along with this, our dedicated governing body are fully committed to delivering the best opportunities for our confident, thoughtful, articulate and creative young people.



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## JOB DESCRIPTION

### Deputy Headteacher

#### Position Profile

Job Title:	Deputy Headteacher
Responsible to:	Headteacher
Salary:	CST Leadership Scale L18- L22
Start date:	1st September 2020

#### Purpose of the role

The Deputy Headteacher will assist the Headteacher to embed the vision, values and ethos of St Katherine's School. They will assist with the strategic and day-to-day leadership of St Katherine's School and deputise as required. They will have significant input into the development of the school and will be key to our success.

#### Responsibilities of the role

##### Key Responsibilities

- Work alongside the Headteacher, Senior Leadership Team, Governors, Staff and Students to motivate, inspire and empower all members of the school community to develop and fulfil the vision and expectations of St Katherine's School.
- Work alongside the Headteacher, Senior Leadership Team, Governors, Staff and Students to develop rigorous and sustainable school development planning.
- Take a lead role in curriculum planning and development across the school; be responsible for its quality and effectiveness.
- Create and monitor a school teaching timetable.
- Coordinate and implement tracking and assessment systems to help evaluate student progress and inform interventions.
- Implement systems of review and quality assurance.
- Identify areas or performance requiring improvement, and challenge and support as appropriate.
- Lead in planning staffing organisation and deployment.
- Lead the daily efficient organisation and safe running of St Katherine's School.

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- Lead on developing and reviewing school policies.
- Coordinate effective communication for students, staff, parents, governors and outside agencies.
- Coordinate short-term and long-term planning of the school diary and calendar.
- Keep up to date with current initiatives and outstanding practice disseminating this information where appropriate.
- Promote a culture where Health & Safety, Safeguarding and Wellbeing of all members of the community are paramount.
- Line manage areas of Teaching and Support Staff.

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## Specific Professional Duties

Deputising for the Headteacher is an important role in the operational management of the school and in-line with the school's approach to succession planning, the Deputy is expected to have knowledge and understanding of *The National Standards of Excellence for Headteachers*:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396247/National\\_Standards\\_of\\_Excellence\\_for\\_Headteachers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf)

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## Systems and Day-to-Day Organisation

- Deputise for the Headteacher.
- Ensure the smooth day to day running of the school, including overseeing event and calendar planning.
- Proactively identify Health & Safety and Safeguarding concerns and solutions.
- Demonstrate a hands-on understanding of all school systems.
- Facilitate the effective functioning of the school through proactive identification and resolution of problems or issues no matter how seemingly trivial or important.
- Develop and communicate school policies and protocols.

## Teaching and the Curriculum

- Promote and lead in the development of school Teaching and Learning protocols.
- Demonstrate excellent Teaching and Learning practice in the classroom.
- Promote and encourage new initiatives led by other staff.
- Promote and develop a challenging, exciting, relevant curriculum.
- Monitor and review the quality of teaching and learning.
- Monitor and review the achievement of all groups of students, identifying appropriate interventions.

## Behaviour Management

- Maintain and promote high expectations of behaviour and achievement for all students and groups.
- Ensure the use of positive praise and encouragement.
- Deal effectively with behaviour management concerns referred by colleagues and non-teaching staff, and support them in maintaining consistent standards of behaviour.

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- Liaise closely with the pastoral leaders and SENDCo in managing systems of student behaviour.
- Monitor and review safeguarding systems and concerns.

## **Relationships and Organisation**

- Provide visible leadership.
- Support other colleagues in their roles both by formal and informal discussions.
- Assist in ensuring the wellbeing of all staff and students.
- Promote a culture where all staff are valued and views can be shared openly.
- Ensure that all staff, including temporary, are aware of and adhere to school policy.
- Maintain effective relationships and channels of communication between school, home and external agencies.
- Establish and maintain effective working relationships with Governors.
- Lead and promote the school's Equalities, Diversity and Inclusion plan.

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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

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## Person Specification

Criteria	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Higher qualification in education and/or management</li> <li>• Achieved NPQSL or NPQH</li> </ul>	AF C
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience at senior level</li> <li>• Proven track record of raising educational standards</li> <li>• Experience of successfully leading change and inspiring others</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, Teaching and Learning and pastoral experience at senior management level</li> <li>• 11-19 school experience</li> <li>• Experience of Senior Leadership in more than one school</li> </ul>	AF SP RP
<b>Leading Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Ability to lead and inspire high quality teaching and learning</li> <li>• Ability to inspire, demonstrate and support the highest of expectations for all</li> <li>• Commitment to include and make a difference for every child</li> </ul>		AF SP R
<b>Leading Pastoral Care and Respect</b>	<ul style="list-style-type: none"> <li>• Believe that every child really matters</li> <li>• Have emotional intelligence, knowing when to challenge and when to support</li> <li>• Commitment to the encouragement, empowerment and training of staff</li> <li>• Commitment to own self development</li> </ul>		AF SP R

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Criteria	Essential	Desirable	Evidence
<b>Managing the Organisation</b>	<ul style="list-style-type: none"> <li>Capacity to build on and manage high performance teams</li> <li>Ability to use strong and effective management systems underpinned by clear communication</li> <li>Ability to produce and implement appropriate improvement plans and policies</li> <li>Commitment to the continuation of our strong links and partnerships with governors, staff, parents, pupils, the wider community, other schools and international work</li> </ul>		AF SP R
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>Ability to delegate responsibility with accountability</li> <li>Capacity to sustain the ongoing improvement of results</li> <li>Ability to create and implement an effective evaluation schedule that impacts on raising standards</li> </ul>		AF SP R
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>Ability to continue to develop the school's response to its changing community</li> <li>Commitment to promoting community links and cohesion</li> <li>Ability to recognise and build on the school's excellent multi-agency links</li> </ul>	<ul style="list-style-type: none"> <li>Experience of developing significant partnerships with external organisations</li> </ul>	AF SP R
<b>Personal Qualities &amp; Attributes</b>	<ul style="list-style-type: none"> <li>Passionate about education</li> <li>An effective communicator</li> <li>Interpersonal awareness and concern for impact</li> <li>Resilient and energetic</li> <li>Firm and fair</li> <li>Lead by example with high professional standards</li> <li>Dynamic and motivational</li> <li>Diplomacy and tact</li> <li>Pragmatism</li> </ul>		AF SP R
<b>Safeguarding Children</b>	<ul style="list-style-type: none"> <li>Ability to ensure and deliver effective safeguarding</li> <li>Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>		AF SP R

Key to method of assessment:

AF = Application Form SP = selection process C = Certificate R = References



# ABOUT CST

## INTRODUCTIONS

Cathedral Schools Trust was established in February 2016 to include Bristol Cathedral Choir School (an academy since 2008) and Cathedral Primary School (a free school that opened in 2013). Headley Park Primary School and Victoria Park Primary School, joined the trust in August 2017 and St Katherine's School joined in January 2019. Stoke Park Primary School joined the Trust in June 2019 and Trinity Academy is our brand new secondary school which opened in September 2019 with year 7 only. Trinity will grow year on year and will move from temporary accommodation into a state of the art new school building in September 2021, eventually setting up a sixth form centre too. A brief overview of the schools currently in CST is shown below. We expect the trust to grow locally and modestly over coming years.

SCHOOL	PHASE	TYPE	NO. ON ROLL	LOCATION
Bristol Cathedral Choir School	Secondary	Academy (C of E designation)	1087 currently rising to 1150 by 2021	College Square, Bristol BS1 5TS
Cathedral Primary School	Primary	Free school (Christian ethos)	363 currently rising to 420 by 2020	College Square, Bristol BS1 5TS
Victoria Park Primary School	Primary	Academy	420	14 Atlas Rd, Bristol BS3 4QS
Headley Park Primary School	Primary	Academy	420	Headley Lane, Headley Park, Bristol BS13 7QB
St Katherine's School	Secondary	Academy	890	Pill Road, Pill, Bristol, BS20 0HU
Stoke Park Primary School	Primary	Academy	200	Romney Avenue, Lockleaze, Bristol BS7 9BY
Trinity Academy	Secondary	Academy	120 (Yr 7 only) rising to 780 by 2023	Brangwyn Grove, Lockleaze,

## VISION

The vision for the trust has evolved over time and is based upon the following guiding principles:

- Made up of a broad and diverse range of schools to include primary and secondary and culturally and socio-economically diverse schools, to become a mixed MAT.
- Working towards a critical mass of approximately 5-10,000 children within a local catchment area of greater Bristol.
- Ensuring that in the first instance, we grow through strong partnerships, generating high aspirations for all pupils, especially the disadvantaged, and building on the existing success of the founding schools and the Teaching School Alliance.
- Allowing each school appropriate earned autonomy and individuality, with high levels of trust and collaboration between schools. Understanding the drivers which led us to develop the trust and ensuring that other schools retain their identity but are committed to meaningful collaboration and using the trust to create new opportunities for both children and staff.
- Ensuring staff and children fulfil their potential and all are valued and nurtured.
- Delivering a commitment to creative, aspirant, innovative thought and action, rooted in evidence and action research.

Within the trust, our expectation is for all schools to be committed to:

### **People: strong and trusting relationships.**

As a trust we want to ensure that staff at all levels are supported to improve through focused professional development opportunities and appropriate coaching and mentoring. We aspire to treat each other with respect and professionalism being positive but challenging, taking time to ensure that all staff and children feel valued.

### **Music and the arts**

All of our schools will ensure that the curriculum is broad, balanced and appropriate to the community we serve. Curriculum design is the responsibility of individual schools though we are committed to collaboration. Music will be important within all of our schools giving all children the opportunity to sing and play. We will all committed to providing the best co-curricular opportunities for our children.

### **Collaboration**

We are committed to the dissemination of best practice and high levels of support and accountability for all staff. We understand that we are better together and aim to give and receive support from within the trust and further afield. We want to forge wider partnerships in the best interests of children and staff co-creating alignment where it is sensible to do so.

### **Diversity**

We recognise the strength in diversity and are determined to learn from each other. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world.

Our expectation is for every pupil to have:

- An excellent and inspiring experience.
- An education celebrating a wide range of world views and interpretations.
- Access to enrichment opportunities, in particular around music.

In turn our expectation is for staff to be:

- Recognised and valued.
- Provided with opportunities for learning, career development and opportunities for progression across the trust and the wider education system.
- Listened to with good communication across all levels of the organisation.
- Encouraged to try new ideas and to innovate.

## VALUES

We are a values-driven organisation and expect our new Deputy Headteacher to aspire to our core beliefs. You can find out about the Trust by visiting [www.cathedralschoolstrust.org](http://www.cathedralschoolstrust.org)



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