



All Saints Catholic College

Love • Serve • Learn

Assistant Principal

Behaviour & Attitudes, Attendance and
Careers

Recruitment Pack



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November 2022

Welcome from the Chair of Governors



It is a privilege to serve as Chair of Governors at All Saints, and on behalf of our Governing Body, I welcome your interest in this vacancy and in our College.

Our Governors are a committed team, comprising representatives from across our community who bring varied professional expertise and skills, from both public and private sectors, to the leadership of the College. Our Senior Leadership Team are experienced professionals, and we encourage applications from candidates who will enhance and compliment their skills and knowledge.

We are looking for someone who will not only serve the interests of All Saints well, but who will also act as a strong and positive role model for our students as they continue their academic and spiritual journey towards adult and working life.

Following our 'Good' Ofsted judgement, received in November 2022, we continue our journey to outstanding, always striving to better serve our College community.

We are proud of our College, our students, for whom we have high expectations, and our staff body, who are dedicated to providing the best formation, education and pastoral support to our roll.

I encourage you to visit the College to see the students and staff at work in order to better appreciate what All Saints has to offer.

T Atkinson

'Those responsible for governance are focused on school improvement. They are healthily involved in the life of the school and have a good understanding of the school's strengths and areas for development. They help leaders to take account of staff workload and wellbeing ...' – Ofsted, November 2022

Welcome from the Principal



Thank you for your interest in applying for the vacant position with the All Saints family. This is a perfect time to join our College; we are a “Good” school as identified by Ofsted in our recent inspection in November 2022, and “Outstanding” in terms of our S48 inspection by the Diocese of Leeds in June 2018.

We are a cohesive community, outward-facing and we are keen to continue to develop and deepen our relationship with our families, our partner primaries as well as, of course, our local parishes.

All Saints is a popular school and in 2022/23 will be full in all year groups. It is expected that this over-subscription will continue in coming years.

Our students come from diverse backgrounds from both Kirklees and Calderdale. We have very high expectations of all our students, both in terms of behaviour and academic performance. The college’s values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are looking to recruit ambitious individuals to work with the Senior Leadership Team and staff body to continue to raise standards and help our students fulfil their potential to the maximum. We seek someone with a high degree of visibility, commitment and energy who will serve the whole college community academically, pastorally and spiritually.

The successful applicant will have the support, guidance and counsel of the Principal, Governors and staff, who have demonstrated their strong commitment to the school over many years.

I would very much encourage you to visit the College and find out more about us. If you think you have the right qualities, experience and knowledge to help to lead All Saints in our journey to outstanding, then please apply. I very much look forward to receiving your application.

Karen Colligan

Working in the Diocese of Leeds



Thank you for taking the time to find out more about the role at All Saints Catholic College, Huddersfield, in the Diocese of Leeds.

All Saints is a lead school within the partnership of Catholic schools in Kirklees. In that respect, the Governors are looking for someone who has the vision to work with the school and support its partners through the opportunities and challenges over the next few years. The existing partnership is ambitious to see all schools achieve well, be judged good or better and become examples of best practice in serving the needs of their families and communities. The successful candidate is assured of a warm welcome from colleagues and will have every assistance in getting to know the local community of schools as well as the immediate school and parish community.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 80 primary schools, 13 high schools, a sixth-form college in Leeds and a residential non-maintained school for the deaf. Our smallest school is 20 students whilst the largest is 2,300 students serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. Also, within the Diocesan educational provision is our Catholic University of Leeds Trinity that is also the higher education partner to the teaching school alliance. The primary Principals from across the Diocese meet regularly and organise retreats both local and to Rome. The Bradford partnership offers another opportunity for joint working with similar events bringing the leadership of the schools together.

The Diocese offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme. In future years it is hoped that the teaching schools in the Diocese will also take a role in delivering the programme.

We hope that you will take this opportunity to apply for this exciting vacancy at All Saints Catholic College.

Our College

All Saints Catholic College is a successful 11 – 16 voluntary aided comprehensive school with 900 students. The College is located in the town of Huddersfield, close to the Pennines, midway between Leeds and Manchester. Students come from multiple feeder Catholic primary schools and also from non-Catholic feeder schools across a wide geographical area. The College admission criteria are based on Catholic/Christian Faith and/or on students' attendance at feeder schools. A higher than average number of our students stay in education and training beyond age 16.

All Saints has a climate of high expectations where students make good progress in a diverse learning community and was judged to be a 'good' school at the most recent inspection by Ofsted in November 2022. Ofsted reported that students enjoy their learning and feel safe and happy. This is because leaders have worked extremely hard to create an inclusive school. We were also judged "Outstanding" in the Section 48 Inspection in May 2018. Since the inspections, leaders and Governors continue to have a keen focus upon the key areas identified for development, and these are now being addressed. RE results have continued to improve and are above national average. Standards in English and Mathematics remain strong. Students know how to improve their skills and learn independently.

One of the College's aims is to include all students and ensure that they progress with qualifications and aspirations to lead a successful life whilst developing talents to serve others. College improvement has consistently focussed on improving outcomes for disadvantaged students. Teachers and support staff raise aspirations and encourage students to continue their education and training post 16. The NEET figure is consistently below national average. Students benefit from being part of the Pennine School Sports Partnership and compete at regional level in basketball and athletics. There are opportunities to study academic subjects including the English Baccalaureate as well as GCSEs in creative arts, ICT and technology.

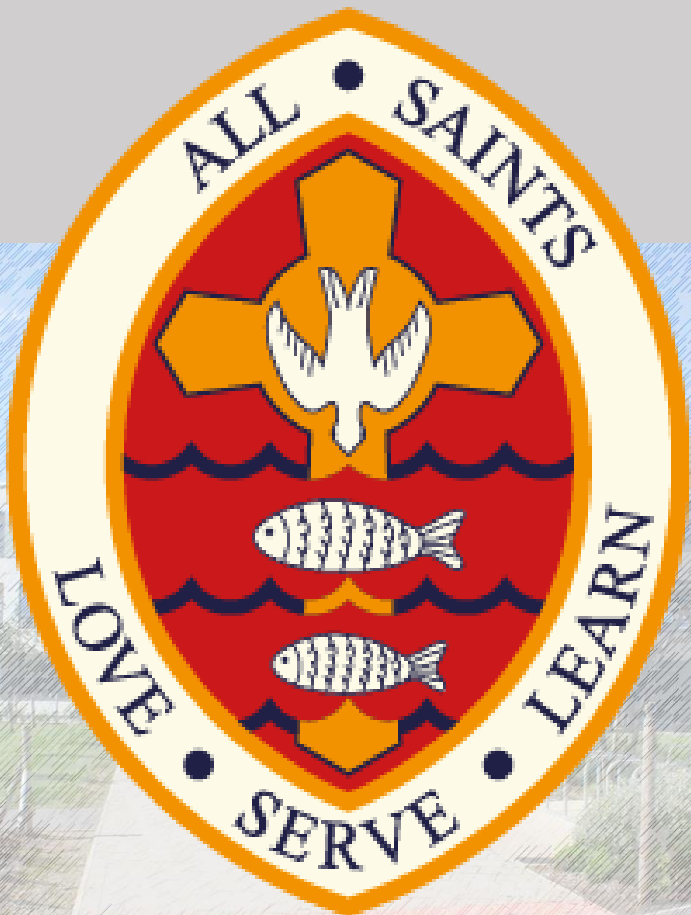
The 2022 cohort entered school with a Key Stage 2 Average Point score of 102.5. They achieved within the national range in KS4 outcomes with Progress 8 at -0.02. Computer Science, Drama, History, RE and Textiles were higher performing subjects, with History and RE performing significantly higher than the national average (FFT).

Much strategic work has been done to ensure progress is accelerated and bespoke interventions are employed for subgroups and individuals. We are a very outward-facing school and are working with other schools and the Diocese to share best practice for optimum outcomes. New systems have been put in place to ensure predictions remain accurate through a robust system of regular assessment and standardisation. SISRA Analytics is utilised as a managerial aid in the monitoring of progress.

The Senior Leadership Team of All Saints comprises six senior leaders as well as the Business Manager and PA/HR to Principal. The roles of the team are well-defined and linked into the School Improvement Plan (SIP). Senior leaders meet daily.

In September 2017 the College moved into a new building and sports centre. It has purpose-built facilities for all faculties including technology suites, a dance studio, a sports hall and innovative information technology services.

In January 2023, we started improvement work on our Caretakers Houses to provide additional office and meeting space, and to also provide opportunities for the local community. The space will also be available to support our examination processes.



Our Mission

Our mission is to put Christ at the centre of our community. In loving and serving God and one another, we encourage everyone to flourish through learning.

Our Motto

Love • Serve • Learn

Our Focus Virtues

Virtues are qualities that we practise in order to help us become the best version of ourselves.

In our community at All Saints, we focus on 5 main virtues.

- LOVE: To do everything for God, for others and for self with kindness.
- SERVICE: To work together for the benefit of everyone.
- FAITH: To be guided by faith in all that we do, trusting in God.
- COURAGE: Doing the right thing even when it is difficult.
- RESPECT: To have respect for ourselves, each other, and our environment.



Our Vacancy

Assistant Principal Behaviour & Attitudes, Attendance and Careers

Contract Type	Full-time
Salary	L13 – L17
Start Date	January 2024
Closing Date	Friday, 16 th June 2023 at 9am
Shortlisting	Friday, 16 th June 2023
Interview Date	Friday, 23 rd June 2023

Due to a promotion, we are seeking to appoint an inspiring and enthusiastic practitioner to the role of Assistant Principal who will provide proactive support to the Principal / Senior Leadership Team and Governors to ensure that the leadership and management of the college operates at the most effective level possible.

You will have excellent leadership qualities and possess the energy and enthusiasm which is necessary to drive forward rapid and on-going developments, as we continue our journey to outstanding, achieving the best possible outcomes for all of our students.

This is an exciting and challenging opportunity for an ambitious and dynamic individual, who will help to shape the future of the college.

Applications are invited from strategic thinkers who wish to develop their career within a fast-moving environment and who have:

- A proven record of successful leadership at senior or middle level.
- A clear understanding and the capacity to develop and promote the college vision.
- The interpersonal skills necessary to inspire others to ensure whole college commitment and enthusiasm.

Leadership of Catholic Life strategy may be a possible addition for the successful candidate.

Guidance for Applicants

Please refer to the Job Description and Employee Specification documents as they are an essential part of our recruitment and selection process.

The Job Description will provide you with information relating to the expectations of the position, and roles and responsibilities to be undertaken by the successful candidate.

The Employee Specification advises you of the criteria used to determine a candidate’s suitability for the role, and details experience, skills and knowledge required for this position.

Should you wish to visit the College in advance of submitting your application, please email hr@aschc.com and we will arrange a convenient time for you.

Document Links Application documents can be found on our website using this link: [Assistant Principal Advert & Application Documents](#)

Completed Applications Completed application documents should be emailed for the attention of Miss C Taylor to hr@aschc.com in advance of the deadline.

Please note, CVs will not be accepted.

Shortlisting All applications will be shortlisted by the interview panel who will make their decision to interview based on how well applicants meet the job description and employee specification criteria.

References Referees of shortlisted applicants will be contacted via email prior to interview to request a reference.

Interview The interview is a two-way process – the panel will assess if you are the right person for the position, and you will be able to find out more about our College.

Through a range of different activities, you will have the chance to demonstrate your abilities and potential.

The day will include:

- A tour of the school
- Observation of teaching
- A task such as evaluating data or a report
- A presentation
- A formal interview

Unsuccessful Candidates Unsuccessful applicants can request feedback as a developmental opportunity by emailing hr@aschc.com.

What we offer



An attractive pension scheme for both teaching and support staff.



A high-quality wellbeing package including medical cover, counselling, physiotherapy, fast track medical cover, care service and a 24-hour GP helpline.



Kirklees Employee Health Care, which also includes wellbeing support, physiotherapy.



Care First Advice - a 24/7 information and counselling service.



We are part of the Cycle to Work scheme. Tax free bikes and safety equipment can be payable by payroll deduction through a partnership with Cyclescheme.

Safeguarding

All Saints is committed to safeguarding and promoting the welfare of children and young people. Therefore, we expect all workers, volunteers and employees to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced Criminal Record with Barred List check through the Disclosure and Barring Service (DBS).

It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

A conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.



Job Description: **Assistant Principal – Behaviour & Attitudes, Attendance and Careers**

Purpose:	<ul style="list-style-type: none">• To work as part of the Leadership Team in developing and maintaining the Catholic ethos of the whole College.• To ensure students feel safe, are valued and protected.• To provide professional leadership for the College to facilitate high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.• To promote the development of each child, spiritually, socially, emotionally and academically.• To play a leading role in the process of College self-evaluation.• To develop and enhance the practice of others as appropriate and to take responsibility for systems to monitor and improve processes and protocols within specific areas of responsibility i.e. behaviour.• Lead behaviour systems and processes, ensuring there are good standards of behaviour and consistency throughout the College.• To be accountable for leading, managing and developing the Behaviour for Learning (BfL) Manager and BfL team.• To lead on attendance of the College.• To oversee and organise the strategic approach and implementation of the college's rewards policy.• To effectively manage and deploy teaching/support staff, financial and physical resources as appropriate, within an approved remit.• Undertake the role of careers lead.• To support the work of other colleagues in the role of line manager.• Work in partnership with Governors, the Principal and other senior leaders.
Reporting to:	Principal / Vice Principal
Responsible for:	<ul style="list-style-type: none">• Behaviour for Learning (BfL)• Behaviour and attitudes of students in College• Ensuring high expectations of behaviour throughout the College• Attendance• Rewards• Enterprise and business links• Careers and Careers Quality Mark• Managed transfers• BACs (Behaviour & Attendance Collaborative)• Restorative practices• Student chronologies• Line management of a Faculty Leader, BfL team, Attendance team and Careers• A year group SLT link



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Liaising with:	Principal, Vice Principal, Assistant Principals, BfL and Attendance teams and relevant staff with cross-College responsibilities, relevant non-teaching support staff, Governors, Diocese, LA staff, and other outside agencies, parents.
Working Time:	Full-time
Salary/Grade:	Leadership 13 – 17
Disclosure level:	Enhanced
Operational/ Strategic Planning:	<ul style="list-style-type: none">• To share in the writing of the whole College development plan and self-evaluation documentation.• To actively contribute to the work of the Senior Leadership Team.• To actively support the work of Governors.• To deputise for the Principal and Vice Principal as and when required.• To lead and work with others to ensure that the work of the BfL team fully promotes and reflects the College's distinctive ethos, virtues, and mission.• To work with colleagues to formulate aims, objectives and strategic plans for designated areas, which have coherence and relevance to the needs of students and to the aims, objectives, and strategic plans of the College.• To lead or oversee the development of appropriate policies for Behaviour for Learning & Rewards, Attendance, Exclusion & Suspensions, Anti-Bullying and Careers Education.• To lead and manage the strategic planning of the allocated subject department, and to ensure that the planning activities reflect the needs of students within the subject area, SIP/FIP and the aims and objectives of the College.• The day-to-day management, control, and operation of the BfL team, including effective deployment of staff and physical resources.• To implement College Policies and Procedures, e.g. Equal Opportunities.• To support those being line managed so that their work fully promotes and reflects the College's distinctive ethos and mission and that they formulate aims, objectives and strategic plans for their areas that have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the College.• To work with the Attendance team to develop strategic planning and operational procedures.
College Curriculum Provision:	<ul style="list-style-type: none">• To work as part of the leadership team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for specific students or groups of students which complements the School Improvement Plan.
College Curriculum Development:	<ul style="list-style-type: none">• To keep up to date with national developments in teaching practice and methodology.• To ensure that the development of areas line managed are in line with national developments, initiatives, guidance and policy.
Staffing:	<ul style="list-style-type: none">• To work with the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.• To be responsible for the efficient and effective deployment of relevant support staff.• To undertake appraisal review(s) and to act as reviewer for a group of staff.



	<ul style="list-style-type: none">• To undertake Safer Recruitment training and participate in the recruitment and interviewing process for teaching/support staff posts when required and to ensure effective induction of new staff in line with College procedures.• To promote teamwork and to motivate staff to ensure effective working relations.• To be responsible for the day-to-day management of staff as appropriate and act as a positive role model.
Quality Assurance:	<ul style="list-style-type: none">• To ensure the effective operation of quality control systems.• To establish the process of the setting of relevant targets e.g., reducing exclusions, and to work towards their achievement.• To monitor implementation of the BfL policy providing support and challenge as appropriate.• To monitor the BfL manager and BfL team ensuring consistency in application of College policy.• To establish common standards of practice within relevant teams.• To implement College quality procedures and to ensure adherence to those within managed areas.• To take a role in monitoring and evaluating the work of the College in line with agreed College procedures including evaluation against quality standards and performance criteria.• To monitor and evaluate the work of relevant teams in line with agreed College procedures including evaluation against quality standards and performance criteria.• To seek/implement modification and improvement where required.• To ensure that the quality assurance procedures of the areas within own responsibility meet the requirements of self-evaluation and the Strategic Plan.• To engage in quality assurance processes in relation to attendance.
Management Information:	<ul style="list-style-type: none">• To ensure the maintenance of accurate and up-to-date information concerning students on the management information system.• To analyse and evaluate performance data related to areas of responsibility.• To identify and take appropriate action on issues arising from data, systems, and reports, setting deadlines where necessary and reviewing progress on the action taken.• To produce reports within the quality assurance cycle.• To produce reports on areas of responsibility as appropriate.• To provide the Governing Body with relevant information within designated remit.
Communications:	<ul style="list-style-type: none">• To ensure that those line-managed are fully understanding of their responsibilities.• To ensure effective communication/consultation as appropriate with parents/carers of students.• To liaise with partner colleges, outside agencies e.g., LA, social workers etc.• To provide relevant information for the Principal and Governors.
Marketing and Liaison:	<ul style="list-style-type: none">• To contribute to College liaison and marketing activities, e.g. the collection of material for the newsletter.• To engage in the effective promotion of the College at Open Evenings, Parents Evenings and other events.• To actively promote the development of the College with external agencies.



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Management of Resources:	<ul style="list-style-type: none">• To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying given budgets, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
Teaching:	<ul style="list-style-type: none">• To undertake a programme of teaching in accordance with the duties of a standard scale teacher with the appropriate lesson loading.
Safeguarding:	<ul style="list-style-type: none">• To take responsibility for promoting and safeguarding the welfare of children and young people within the College, always upholding the College's policies in respect of Safeguarding and Child Protection.
Catholic Life:	<ul style="list-style-type: none">• To support and uphold the Catholic ethos and practices of the College, living out our focus virtues in all aspects of your role, encouraging staff and students to follow your example.
Additional Duties:	<ul style="list-style-type: none">• To play a full part in the life of the College community.• Leading Catholic Life strategy may be a possible addition to the role depending on the successful candidate. This will be for discussion and mutually agreed.



Employee Specification: **Assistant Principal: Behaviour & Attitudes, Attendance and Careers**

Please note source of evidence of fulfilled criteria:

Application Form – A Letter – L References – R Interview – I Cert - Certificates

Experience and knowledge	Essential or Desirable	Evidence
Is a practising and committed Catholic (see below)	D	A/I/R
Qualified Teaching Status	E	Cert
Good Honours Degree	D	Cert
Experience as an effective leader at middle or senior leadership level in a school	E	A/I
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	E	A
Leads by example and is a positive role model with excellent communication skills	E	A/I/R
Personal impact and presence	E	I
Has an understanding of the leadership role in the spiritual development of students and staff in the college	E	A/I/R
Has an understanding of current educational provision and the wider school systems	E	A/I
Has a record of effective classroom practice based on high expectations of all students	E	A/I/R
Has a record of effective behaviour management based on high expectations of all students	E	A/I/R
Demonstrates management, leadership, and interpersonal skills	E	A/I/R
A comprehensive understanding of recent or impending curriculum changes including those relating to behaviour, attitudes and personal development	E	A/I
Knowledge and understanding of the latest legislation, future impending changes and current research in the areas of behaviour & attitudes	E	A/I
Students and staff	Essential or Desirable	Evidence
Has ambitious standards and high expectations for all students	E	A/I/R



Has an understanding and experience of behaviour management processes and procedures relating to subgroups and whole school	E	A/I/R
Excellent understanding of high-quality teaching and learning	E	A/I/R
Promotes the development of the whole child	E	A/I/R
Uses data analysis to effectively drive whole school improvement	E	A/I/R
Encourages all staff to develop their unique potential	E	A/I/R
Is an effective teacher	E	A/I/R
Systems and process	Essential or Desirable	Evidence
Ensures the safety of all staff and students at all times	E	A/I/R
Promotes excellent behaviour and positive attitudes to school life	E	A/I
Uses systems for performance management to hold staff to account	E	A/I
Ability to challenge under-performance	E	A/I
Self-improving school	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/I/R
Effective partnerships with a range of professionals	E	A/I
Uses well evidenced research to achieve excellence	D	A/I
Provides high-quality opportunities for staff development	E	A/I/R
Confident, entrepreneurial, and innovative approach to school improvement	D	A/I
Source of inspiration and encouragement for all in the college community	E	A/I
Securing accountability	Essential or Desirable	Evidence
Contributes to the development of a Catholic school ethos	E	A/I/R
Ensures individual staff accountabilities are clear, understood, agreed, reviewed, and evaluated	E	A/I
Works with the Senior Leadership Team and Governing Body to enable it to meet their responsibilities	E	A/I
Develops an accurate and understandable account of the school's performance for a range of audiences	E	A/I
Personally contributes to school achievements taking account of feedback from others	E	A/I
Strengthening the community	Essential or Desirable	Evidence



Builds a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	A/I/R
Creates and promotes strategies for challenging racial and other prejudices	E	A/I
Ensures learning experiences for students are linked into and integrated with the wider community	D	A/I
Ensures a range of community-based learning experiences	D	A/I
Collaborates with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of students and their families	D	A/I
Creates and maintains an effective partnership with parents and carers	E	A/I
Invites local community into school to enhance and enrich the college	D	A/I
Shares effective practice working in partnership with other schools	E	A/I
Application form and letter	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L
Confidential references and reports	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships	D	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

Criteria Key

D – Desirable
 E – Essential

Assessment Key

A – Application Form
 I – Interview
 L – Letter
 R – References

What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?

To objectively define what a 'practising Catholic' is when assessing applicants for key leadership posts within a Catholic school, it is necessary to understand that there are general obligations as well as essential components that constitute 'practice' of the faith in the teaching of the Catholic Church.

The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an



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informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic faith in its widest and all- encompassing sense. At the heart of these general obligations though, there are essential components for "*full communion*" with the Catholic Church. These are sacramental initiation (Baptism, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church. It is what essentially constitutes being a committed and 'practising Catholic'.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see 'Christ at The Centre: Why the Church provides Catholic Schools' by Mgr Marcus Stock 2012.



CES Guidance

CES Model Application Forms and Supplementary Forms

Notes to Applicants

These Notes accompany the relevant CES Model Application Forms for each category of employee and:

- the Model Recruitment Monitoring Form;
- the Model Rehabilitation of Offenders Act 1974 – Disclosure Form; and
- the Model Consent to Obtain References Form,

together referred to as the “supplementary forms”.

Where there is a distinction between the categories of employee to which these Notes apply, it will be clearly highlighted.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School / College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust Company, a Multi Academy Trust Company and / or its Governing Body / Board of Directors / Local Governing Body as appropriate.

TECHNICAL INSTRUCTIONS

1. Depending on the recruiting school's / college's own requirements applicants may complete the Application Form and supplementary forms in three ways:
 - Completion and submission electronically;
 - Completion electronically, printing and submitting a hardcopy via post, by fax or by scanning and emailing;
 - Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.

GENERAL INFORMATION

Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school / college where the position applied for is based, or the contact person mentioned in the job advertisement.

Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School / Catholic Voluntary Academy / Catholic Voluntary Multi Academy Trust (if applicable) where the Governing Body / Academy Trust Company / Multi Academy Trust Company is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.

Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application, which are required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon identity and right to work checks and the results of Disclosure & Barring Service and Teacher Services checks (where applicable). For those who have lived or worked outside of the UK, the offer will also be conditional on satisfactory overseas checks including, where necessary, the provision of a letter of professional standing.

Before signing the application form, applicants must ensure that every section has been completed. **Failure to complete all relevant sections may result in an application being rejected.**

All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school / college where the position applied for is based, or as instructed in the job advertisement. **Applicants should not return any Application Form and / or supplementary forms and / or any relevant documentary evidence to the CES.** Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

Details of the Role Applied For

Applicants should complete this section of the Form by inserting the relevant information and ticking the appropriate boxes.

Personal Details

Applicants should insert the requested details and tick the relevant box in order to indicate how they would prefer to be contacted.

If an applicant has obtained qualified teacher status from a jurisdiction other than England or Wales they should insert their membership number for the relevant teaching profession regulator and provide details of the specific regulator.

Support staff and Lay Chaplain Application Forms only – if applicants have not obtained qualified teacher status they should leave this section blank.

Details of Present Employment

Applicants who are not currently employed, should tick the box that says “no” and proceed to the next section.

Employment History

Applicants should provide full and accurate details of relevant employment history and professional or work experience starting with the most recent. They should not repeat the information provided (if applicable) relating to present employment. Where the applicant is a student seeking a first-time appointment, they should provide details of all teaching practice to date (if applicable).

Other Employment / Work Experience

Applicants should provide details of all other employment and paid or unpaid experience after the age of 18 (e.g. employment unrelated to the teaching profession, voluntary work etc).

Applicants must ensure that there are no gaps in the chronology of their education and / or employment history from the age of 18 to the present day and space has been provided on the form for this information. Failure to provide a full account may lead to an application being rejected.

Applicants must declare whether they have ever been ordained and / or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for.

Post-11 Education and Training

Applicants should provide details of education received in this country and / or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained. Please ensure that all relevant classifications and grades are included.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and the Certificate in Religious Education.

Teacher post Application Forms only – applicants should state which subjects they are qualified to teach including other subjects for which they may have experience to teach. Applicants should also provide details of any other specialisms and special areas of teaching interest.

Senior Leadership posts only - the CES recognises that the NPQH is no longer a mandatory requirement in England but applicants should still provide details of the NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of the NPQH as this remains a mandatory requirement for first Headship appointments.

Supporting Statement

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is typed rather than handwritten.

References

All applicants are required to provide details of at least two, and up to three, referees. A referee who is a current or former employer must have full access to the applicant's personnel records. This is in order to ensure that the information provided is accurate.

There may be situations where the referee does not have full access to an applicant's records for data protection and privacy reasons. If that is the case, the referee will need to be in a position to complete the reference to an acceptable standard with information relating to the applicant's dates of employment. All posts are subject to satisfactory references.

It is the applicant's responsibility to ensure that they have obtained their nominated referees' explicit consent to pass on their contact details. Not only is this a matter of courtesy but it ensures that the General Data Protection Regulation is being complied with. **Please also complete the Consent to Obtain References Form and return it with your application.**

Applicants must advise the school / college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school / college to contact their employer until such time that they have given notice to terminate their employment.

Applicants are advised that schools / colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics. In certain specific circumstances, it is possible that a temporary post may be filled by a person who is not a practising Catholic and there is no intention to deter suitable applicants from expressing their interest.

Senior Leadership posts – Applicants are advised that the 'Memorandum on Appointment of Staff To Catholic Schools' provides that 'the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics'. The Memorandum may be viewed by visiting the CES's website at:

<http://www.catholiceducation.org.uk/employment-documents/bishops-memorandum/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

Teacher posts – Applicants are advised that schools / colleges are entitled to give priority to Catholic applicants. A higher degree of priority may be given to practising Catholic applicants but applications from all Catholic applicants (whether practising or not) are eligible to be given priority over applicants who are not Catholic. Nevertheless, applicants who are not Catholic are welcome to apply.

Support Staff posts – Applicants are advised that schools / colleges (in England only) are entitled to give priority to Catholic applicants where it can be demonstrated that attaching this requirement to a particular post is a proportionate means of achieving a legitimate aim (commonly known as a "genuine occupational requirement"). The recruitment documentation should make clear whether this requirement applies to the post.

Definition of “practising Catholic” – Schools / colleges may provide guidance to the applicant regarding the definition of a “practising Catholic” with the application pack and / or in the event that the applicant is shortlisted for interview.

In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants applying for the permanent Senior Leadership posts referenced in the Memorandum must provide such details.

For other teaching posts, Catholics who do not consider themselves to be “practising” may provide a copy of their baptism certificate with their application form, instead of providing a Priest’s reference. Alternatively, they should provide details of the name and address of the Parish where they were baptised and the date of their baptism. For support staff posts, the recruitment documentation should make it clear if being a Catholic is a requirement for the post.

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse / civil partner / partner, with a member, or an employee, of the Governing Body of the school / college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

Right to work in the UK

The Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on receipt of a conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK.

The Home Office guidance entitled “An employer’s guide to right to work checks” provides a list of the documents that can be provided to demonstrate an applicant’s right to live and work in the UK (see Annex A of the guidance).

The Home Office guidance is regularly updated to reflect changes in immigration law. It is important that applicants refer to the current version. Applicants should expect to provide originals of the documents listed in Annex A to the Governing Body as evidence of their right to work in the UK. Verified copies will then be taken of the original documents as required.

Language requirements for public sector workers

The ability to communicate with members of the public in accurate spoken English and / or Welsh is an essential requirement for public facing posts. The Public Sector Workers Code of Practice notes that “to serve the public it is vital that those working in public-facing roles can communicate in English, or in Wales, English or Welsh”¹. The standard of language required is satisfied if it is sufficient to enable

¹ See

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573013/english_language_requirement_public_sector_workers_code_of_practice_2016.pdf

the effective performance of the person's role². Please note that this language requirement may be in addition to mandatory English language requirements associated with an applicant's immigration route.

Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in publicly funded schools.

Declaration

The Governing Body has a duty to make a report where an applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

SUPPLEMENTARY FORMS

Model Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school / college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form, they should return it *with* their completed application form but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

Model Rehabilitation of Offenders Act 1974 – Disclosure Form

As the position applied for gives privileged access to vulnerable groups, all applicants attending interview are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a "protected" conviction / caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013 and 2020) and, therefore, not subject to disclosure.

Applicants invited for interview, should bring The Disclosure Form with them to the interview in a **separate, sealed envelope** clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". Interviewees will be asked to hand the form to the interviewer at the end of the interview.

Interviewees must disclose all spent and unspent convictions on this form other than those which are "protected". This may include driving offences but will not include youth cautions, reprimands or warnings. The rules on multiple convictions were changed in November 2020. If interviewees are unsure about whether or not a conviction requires disclosure they should review the Ministry of Justice guidance on the filtering of "protected" convictions and cautions which can be accessed on the [Ministry of Justice](#) website.

² S.77(8) Immigration Act 2016

The Disclosure Form will only be seen by those persons within the school / academy / college and / or Governing Body / Academy Trust Company / Multi-Academy Trust Company who are required to see it as part of the recruitment process if you are the preferred / one of the preferred candidates for the position.

Model Consent to Obtain References Form

Applicants should ensure that they complete and return the Consent to Obtain References Form with their completed application.

If applicants have any further questions in relation to the position applied for they should contact the school / college where the position applied for is based or they should contact the individual named on the job advertisement.