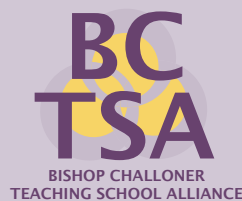




BISHOP CHALLONER CATHOLIC COLLEGE

Application Pack



PLATINUM SCIENCE MARK WINNER 2017-2020





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Archdiocese of Birmingham



Bishop Challoner Catholic College

Institute Road, Kings Heath, Birmingham B14 7EG

Principal

Salary Range: L37 – L43

Required for September 2019

Bishop Challoner Catholic College is a high achieving and heavily over-subscribed Catholic school situated in south Birmingham.

Following the forthcoming retirement of our current Principal in August 2019, the Governors wish to appoint a practising and committed Catholic who is experienced, inspirational and ambitious. The successful applicant will have the expertise, energy and enthusiasm to sustain the unique identity of our school, its high academic standards, and our Catholic life and ethos.

Bishop Challoner Catholic College is a designated Teaching School with a Teaching School Alliance of over 50 secondary, special and primary schools. We are a lead school in the Central Midlands Science Learning Partnership and a Regional Maths Hub, one of 35 Hubs across the country, providing high quality continuing professional development for primary and secondary mathematics teachers. Our PE department works in partnership with over 80 primary and secondary schools developing pedagogy and sharing best practice through the Primary PE, Sport Premium and Secondary Sport England Teacher Training Approach programmes.

In addition, we have developed a very close collaborative working relationship with eleven Catholic primary schools as part of the Tolkien Cluster and have a very strong tradition of school-to-school support. This support includes our sponsorship of an 11-18 Catholic Academy in north Solihull since January 2011.

We have a very experienced Senior and Middle Leadership Team, together with hardworking and dedicated staff and governors and supportive parents.

We wish to appoint an exceptional leader who:

- is a practising and committed Catholic able and willing to give public witness to their faith
- has an outstanding track record of educational leadership with proven success and demonstrable impact.
- is strategic, analytical, creative and evaluative with due regard for accountability.
- demonstrates a commitment to continuous improvement in the development of staff and pupils.
- has the authority to lead effectively with impact
- has the vision, imagination and commitment to meet the highest professional standards and be a role model for our school
- is able to work effectively with a diverse range of families
- is able to work effectively with a variety of external agencies.

The school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to all the necessary pre-employment checks, including an Enhanced DBS; Prohibition Check; Childcare Disqualification (where applicable) qualifications (where applicable) medical fitness; identity and right to work.

All applicants will be required to provide three suitable references. We promote equal opportunities for all.

Visits to the school prior to application can be made by appointment w/c 18th March 2019

Closing date for applications: 12.00pm on 27th March 2019

Interviews: 10th and 11th April 2019

Further details of this position and application pack are available from Kate Hall, Clerk to Governors at k.hall@bishopchalloner.bham.sch.uk or telephone 0121 444 4161 or visit our website: www.bishopchalloner.org.uk





BISHOP CHALLONER CATHOLIC COLLEGE

March 2019

Dear Applicant

'In our Community of Faith in Bishop Challoner Catholic College
We give glory to God by developing our full potential and in our service to
Others in the name of the Father and of the Son and of the Holy Spirit'

Thank you for your interest in the post of Principal at Bishop Challoner Catholic College. The post has arisen due to the forthcoming retirement of our current Principal in August 2019.

Bishop Challoner Catholic College is a vibrant 11 - 18 comprehensive school situated in south Birmingham. We are a very high performing Catholic school with a strong emphasis on high academic standards. We have a rich and varied curriculum in each Key Stage and we combine this offer with a wide range of sport, drama, music and art to ensure all our pupils achieve well. When leaving Bishop Challoner, our pupils do so with the necessary skills and attributes that allows them to develop further as young people either by continuing their studies at university or by taking up relevant work-related training and employment.

Bishop Challoner Catholic College is an outward looking school with an extensive range of partners and evidence of high quality collaborative working practices. We are a designated Teaching School with a Teaching School Alliance of over 50 secondary, special and primary schools. We are a lead school in the Central Midlands Science Learning Partnership and a Regional Maths Hub, one of 35 Hubs across the country providing high quality continuing professional development for primary and secondary mathematics teachers. Our PE department works in partnership with over 80 primary and secondary schools developing pedagogy and sharing best practice through the Primary PE, Sport Premium and Secondary Sport England Teacher Training Approach programmes.

In addition, we have developed a very close collaborative working relationship with eleven Catholic primary schools as part of the Tolkien Cluster and are presently discussing the Diocesan academy model with this group of schools. We have a very strong tradition of school-to-school support. This includes our sponsorship of an 11-18 Catholic Academy in north Solihull since January 2011.



Principal - Mr K.McEvoy

Institute Road, Kings Heath, Birmingham, B14 7EG

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Most importantly, Bishop Challoner Catholic College is a Catholic school with a strong Christian ethos deeply rooted in the teachings of Jesus Christ and the Catholic Church. Our pupils take pride in contributing fully to the life of the school and the wider world. This is evident through the many fundraising events that bring our staff, pupils and parents together in raising funds for charity and contributing positively to society in a range of different activities. We have a rich, prayer, liturgical and sacramental life which is at the very heart of our mission as a Catholic school.

I look forward to receiving your application.

Yours faithfully,



Greg Keegan
Chair of Governors



Person Specification

EVIDENCE

AF- Application Form I- Interview Ref- Reference

CRITERIA			
QUALIFICATIONS AND EXPERIENCE	Essential	Desirable	Evidence AF/I/Ref
Qualified teacher status	✓		Certificate
National Professional Qualification for Headship (NPQH) (for those new to Headship since 2005) or progression towards obtaining		✓	Certificate
Proven successful leadership within a secondary school which consistently achieves positive progress measures	✓		AF/I
Evidence of appropriate professional development	✓		AF/Certificates
Evidence of continuing professional development ethos, mission and religious education e.g. CCRS		✓	Certificates/Ref
Evidence of recent and up-to-date training in all matters related to safeguarding	✓		AF/I

FAITH COMMITMENT	Essential	Desirable	Evidence AF/I/Ref
A practising and committed Catholic	✓		AF/I/Ref
Secure understanding of the distinctive nature of the Catholic School and Catholic education	✓		AF/I
Understanding of the school's role in local Parishes and the wider community and in promoting the common good	✓		AF/I
An in-depth understanding of the Principal's role as the spiritual leader of the school community	✓		AF/I

KNOWLEDGE AND UNDERSTANDING	Essential	Desirable	Evidence AF/I/Ref
Ability to articulate, share and translate into agreed objectives and operational plans, a vision of secondary education within the context of the mission of a Catholic school	✓		AF/I
Proven ability to ensure the provision of effective strategic financial planning and budgetary management to achieve best value	✓		AF/I
Proven skills and experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement	✓		AF/I
In-depth understanding of local and national educational provision, the characteristics of effective schools, and effective strategies for raising standards and the achievement of all students	✓		AF/I
Understanding of the significance and implications of: <ul style="list-style-type: none"> · academy sponsorship · the Diocesan Academy Strategy · Teaching School Status · Maths Hub · Science Learning Partnership · School Sports Partnership · Primary school collaboration 	✓		AF/I
Experience of working within a Teaching School or Maths Hub.		✓	AF/I/Ref
Knowledge and understanding of how to create and maintain a culture of safeguarding in school.	✓		AF/I



EVIDENCE

AF- Application Form I- Interview Ref- Reference

STRATEGIC LEADERSHIP	Essential	Desirable	Evidence AF/I/Ref
Evidence of having successfully translated vision into reality at whole school level.	✓		AF/I/Ref
Ability to challenge, influence, motivate, inspire and support others to attain high standards.	✓		AF/I/Ref
Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.	✓		AF/I/Ref
Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievements of all students.	✓		I/Ref
Understanding of and commitment to promoting and safeguarding the welfare of students.	✓		I/Ref
Substantial, successful teaching and leadership experience.	✓		AF/I/Ref
Vision and knowledge to ensure the continued excellence of our external programmes and new initiatives including: <ul style="list-style-type: none"> · Academy Sponsorship · Teaching School · Maths Hub · Science Learning Partnership · School Sport Partnership · Tolkien Cluster · A willingness and determination to become involved in new initiatives related to the Diocesan Academy Strategy. 	✓		AF/I/Ref
Commitment and ability to ensure the continued excellence of the school's enrichment and extra-curricular activity, including the community Sports Centre.	✓		AF/I/Ref

SKILLS, QUALITIES AND ABILITIES	Essential	Desirable	Evidence AF/I/Ref
In-depth understanding of strategies for performance management, including distributive leadership and building teams to share accountability for goals and standards.	✓		AF/I
Ability to build and maintain effective relationships with parents, carers, stakeholders and the community, which enhances the education of all students.	✓		AF/I/Ref
Commitment to the promotion of an inclusive school community.	✓		AF/I
Skilled in partnership working and commitment to the development of existing partnerships.	✓		AF/I
Ability to identify own learning needs and to support others in identifying their learning needs.	✓		AF/I
High expectations of students' learning and attainment and strong commitment to school improvement and raising achievement for all.	✓		AF/I/Ref
Ability to remain positive and enthusiastic when working under pressure.	✓		AF/I/Ref
Ability to lead the whole school community effectively and efficiently towards the academic, spiritual, moral, social, cultural and physical development of all students.	✓		AF/I/Ref
Ability to organise work, prioritise tasks, make decisions and manage time effectively.	✓		AF/I/Ref
Ability to give public witness to their faith as a practising Catholic.	✓		AF/I/Ref



EVIDENCE

AF- Application Form I- Interview Ref- Reference

SECURING ACCOUNTABILITY	Essential	Desirable	Evidence AF/I/Ref
In-depth understanding of the statutory role and duties of the governors of a voluntary aided school and work in partnership with Governors to ensure that they are enabled to carry out their specific responsibilities.	✓		AF/I
Ability to communicate effectively, orally and in writing to a range of audiences, e.g. staff, pupils, parents, governors, parishioners, clergy and external agencies.	✓		AF/I
Ensure statutory policy documentation is enforced by all.	✓		AF/I
Ability to apply the principles and practice of quality assurance systems including school review, self-evaluation, performance appraisal and stakeholder and community involvement.	✓		AF/I/Ref

REFERENCES	Essential	Desirable	Evidence AF/I/Ref
Positive and supportive faith reference from the Priest where the applicant regularly worships.	✓		Ref
Positive recommendation in professional references (from referees known to the applicant in the last 3 years).	✓		Ref



Job Description

Bishop Challoner Catholic College is an 11-18 Mixed Comprehensive School with 1217 pupils on roll

Indicative Salary Range (ISR):

**Salary ISR
L37 to L43**

Responsible to: The Governing Body

Responsible for: All staff within the school

1 Introduction

1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.

1.2 The appointment is subject to the current conditions of service for headteachers' contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the headteacher shall consult, where appropriate, the governing body, the diocese, the local authority, the staff of the school, the parents of its pupils and the parish/es served by the school.

1.3 This job description may be amended at any time, following consultation between the headteacher and the governing body and will be reviewed annually.

2 Core Purpose of the Headteacher

2.1 The core purpose of the headteacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school'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 all pupils.

Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that:

- the school is conducted as a Catholic school in accordance with the teachings of the Catholic Church and Canon Law, and in accordance with the Trust Deed of the Archdiocese of Birmingham;
- religious education is in accordance with the

teachings, doctrines, discipline and general and particular norms of the Catholic Church;

- religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
- the school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, achievement, attitudes to learning, behaviour and personal development;
- the school will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to develop fully as persons and to recognise their own dignity and the dignity of others as children of God;
- all statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed.

2.2 The headteacher is the leading professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures it is managed and organised to meet the aims and targets. The headteacher working with others is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring resources are efficiently and effectively used to achieve the school's aims and objectives and for the day to day management, organisation and administration of the school.

2.3 The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the local authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

2.4 Drawing on the support provided by members of the school community, the headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

3 General Duties and Responsibilities

3.1 To carry out the duties of the headteacher as set out in the current School Teachers' Pay & Conditions Document.

Key Areas of Responsibility

4 Leading with Impact

4.1 The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

4.2 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, moral purpose and be inclusive of stakeholders' 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.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- The vision must reflect its distinctive Catholic character, in accordance with the provisions of the Diocesan Trust Deed, based on what it means to be fully human as revealed in the person, life and teachings of Jesus Christ.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote a self-improving school system.
- Establish a commitment amongst pupils, staff and parents to the school's mission in

partnership with the governing body and through personal conviction.

- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Create a distinctively Catholic ethos that is inclusive and applies Catholic values, attitudes and practices in all aspects of school life, and that life is lived explicitly and consciously in the presence of God.
- Ensure there is planned worship, and appropriate liturgy in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.
- Act as a credible public advocate for the organisation, promoting its aims and vision convincingly
- Secure the commitment of leaders across several organisations to an overall vision by identifying their own motivating factors and embedding these in with the organisation's aims and values
- Influence diocesan, local and central government policies to help improve the quality of educational provision offered to pupils by engaging in constructive dialogue with others

5 Excellence in Teaching and Learning

5.1 In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of all its pupils and acknowledges their individual worth as children of God.

5.2 Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' 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.

5.3 Headteachers use their passion for improving pupils' life chances and their up-to-date knowledge of how people learn and pedagogy to deliver excellent outcomes for people of all backgrounds and abilities increasing social mobility and fostering a culture of curriculum development and support and coaching for others.

Actions

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Secure high quality religious education for all pupils in accordance with the teachings and doctrines of the Catholic Church.
- Ensure high quality Personal, Social, Cultural, Moral, Vocational and Values Education in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, vocational, social and cultural education in line with the distinctive Catholic nature, purposes and aims of the school.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development and further the distinctive Catholic nature, purposes and aims of the school.
- Develop effective links with the parish and wider Catholic community, including local partnership arrangements, to extend the curriculum and enhance teaching and learning.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies based on research and evidence informed practice.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.
- Assess the quality of teaching and pupil progress within and across a wide range of different schools and contexts consistently and effectively
- Ensure robust systems, techniques and strategies are used to measure teaching quality and pupil progress across several different organisations
- Create an environment where teachers are able to raise standards or innovate in collaboration with others by innovating structures and processes that focus on pupil progress and attainment across schools
- Put in place infrastructure or school-to-school support systems that improve the quality of teaching and learning across organisations and the wider education system by employing the Teaching School Alliance, Maths Hub and Science Learning Partnership designations to improve the quality of teaching across several schools, including coaching and mentoring.

6 Working in Partnership

6.1 In a Catholic school 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.

6.2 The headteacher must manage themselves and their relationships well. Headship is about building 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 should support 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

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction (including understanding the nature of the school as a Catholic community), professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Maintain strategic oversight of, and commitment to, the work of the Bishop Challoner Maths Hub by ensuring sufficient resource is allocated to fulfil its remit and to represent the school in all review meetings with national co-ordinators.
- Maintain strategic oversight of, and commitment to, the work of the Bishop Challoner Teaching School Alliance (BCTSA) by ensuring sufficient resource is allocated to fulfil its remit in working with over fifty local institutions and to represent the school at Strategic Board level.
- Maintain strategic oversight of, and commitment to, the work of the Bishop Challoner Science Learning Partnership (SLP) by ensuring sufficient resource is allocated to fulfil its remit of supporting hundreds of primary and secondary schools across Birmingham, Solihull and Warwickshire with high quality Science training and CPD.
- Maintain strategic oversight of, and commitment to, the work of our School Sports Partnership (SSP) by ensuring sufficient resource is allocated to fulfil its remit of supporting up to one hundred primary schools with high quality PE opportunities.
- Maintain strategic and operational oversight of the work of the sponsor school, John Henry Newman, to secure the highest outcomes by ensuring the school is well supported.
- Support the Principal of the sponsor school in decisions in regard to promoting and nurturing its distinctively Catholic ethos, ensuring appropriate staffing and allocation of resource, provision of high quality CPD, securing excellence in teaching and learning and assessment, entering into collaborative arrangements and embedding coherent and robust safeguarding arrangements.
- Look beyond the school context to identify excellence, best practice and expertise in others sectors or services and embed this across organisations in areas such as accountability, governance, or continuous improvement.
- Act as an effective system leader to drive school-to-school improvement, particularly in underperforming schools, within a Multi Academy Company model of partnership
- Lead a strategic partnership, which delivers improvements across several schools in the local area, while negotiating the key challenges in partnering with organisations of different natures and how these have been overcome.
- Over time, expand a partnership to include new schools successfully and prepare a school to join a partnership effectively by identifying and embedding processes and techniques that encourage the systematic identification, development and sharing of best practice and staff expertise across organisations
- Undertake a lead role with other Head Teachers in the Tolkien Cluster in researching and establishing a Multi Academy Company in line with the Diocesan strategy.

7 Managing Resources and Risk

7.1 In a Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's mission.

7.2 The headteacher needs to provide effective systems and processes which are fit for purpose and which uphold the principles of transparency, integrity and probity. The Headteacher should also seek to build a successful organisation through effective collaboration with others.

Actions

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within the Catholic ethos, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement rigorous and fair systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Use the capacity and expertise generated by Teaching School, Maths Hub and Science Learning Partnership to facilitate the development of all staff within the school and schools in the locality.
- Hold to account those with the responsibility to ensure there is effective division of responsibility and schemes of delegation.



8 Increasing Capability

8.1 In a Catholic school the headteacher fulfils his/her responsibilities in accordance with the mission of the school. The headteacher supports the governing body in fulfilling its responsibilities under Canon Law to the Diocesan Trustees and in accordance with national legislation.

8.2 With Gospel values at the heart of his/her leadership, the headteacher has a responsibility to the whole school community. In carrying out this responsibility, the headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the DFE and the DES. He/she is 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. The headteacher is legally and contractually accountable to the governing body for the school, its environment and all its work.

Actions

- Fulfil commitments arising from contractual accountability to the governing body.
- Develop the Catholic ethos so that everyone understands the mission of the school, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities, including securing the distinctive Catholic character of the school.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Using the knowledge and abilities required of a system leader in an increasingly school-led system, sustain and contribute to a culture of continuous learning across organisations.
- Compare performance across a number of organisations using the tools and techniques that grow and maximise the use and development of talent, expertise and knowledge across several organisations
- Identify the range of staff skills, expertise and specialisms and deploy these strategically across the organisations, to increase responsiveness, efficiency, organisational capability and resilience
- Identify long-term or strategic capability gaps across several schools and put in place plans to fill them, working with the governing board



9 Building Community

9.1 In a Catholic school there is a special relationship with the parish and the church, as well as the local community with its distinctive social context.

9.2 The headteacher needs to commit to engage with the internal and external school community to secure equity and entitlement. The headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The headteacher should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The headteacher shares responsibility for leadership of the wider educational system and should be supportive of a self-improving school system.

- Build a school culture and curriculum, based on Gospel values and the teachings of Jesus Christ and the Catholic Church, which takes account of the richness and diversity of the school's communities.
- Build a relationship with the local church and parish communities, seeing participation in the celebration of the Eucharist as a crucial point of reference and stability.

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good and communion with the wider-world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, religious, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth in the knowledge and love of God and neighbour, their achievement and personal development.
- Seek opportunities to invite parents and carers, the parish, community figures, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

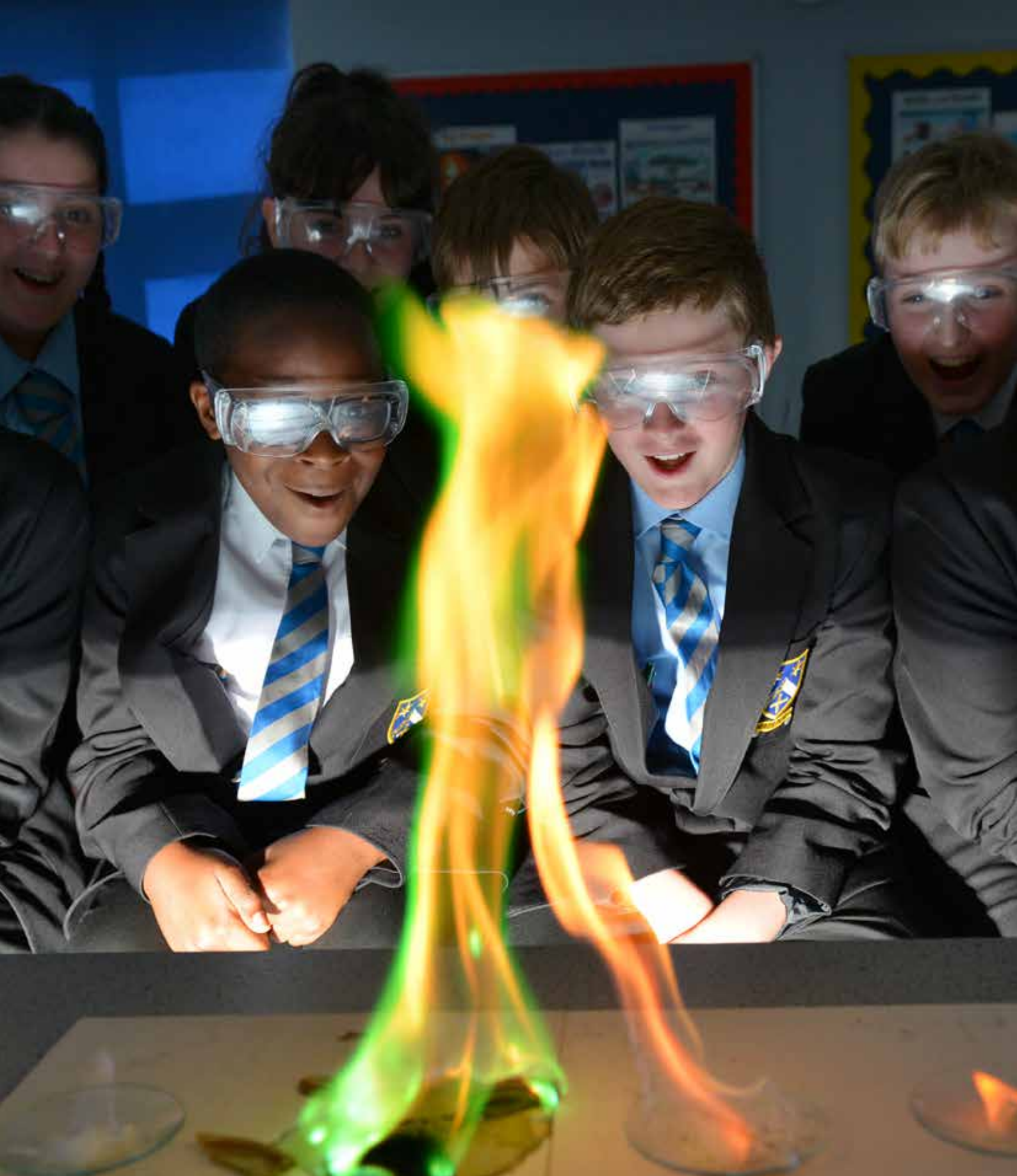
10 Safeguarding Children & Safer Recruitment

10.1 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and Keeping Children Safe in Education 2018 and expects all staff and volunteers to share this commitment. The Headteacher should be a qualified DSL.

Actions

The headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policy.



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