



St John Fisher
Catholic High School

Headteacher Information Pack September 2018



St John Fisher Catholic High School
Park Lane
Peterborough
PE1 5JN
Tel: 01733 343646

CONTENTS

| | |
|---|----|
| Letter from the Chair of Governors..... | 3 |
| Mission statement..... | 4 |
| Information about our school..... | 5 |
| • Examination Results..... | 5 |
| • School Structures..... | 5 |
| • Admissions..... | 6 |
| • Senior Leadership Team..... | 6 |
| • Views of the School..... | 7 |
| Job Description..... | 9 |
| Person Specification..... | 12 |
| Application Process..... | 14 |
| About Peterborough..... | 15 |

LETTER FROM THE CHAIR OF GOVERNORS

Dear Enquirer,

Thank you for requesting details of the position of Headteacher at St John Fisher Catholic High School.

This is an exciting opportunity for a practising Catholic with senior leadership experience, preferably in a Catholic school, to lead the school on the next stage of its journey. As well as leading an established and successful 11-18 school you will need to prepare the school to join a Catholic multi-academy trust.

The Diocese of East Anglia has decided that all its schools will join one of two existing MATs. For St John Fisher this will be the St John the Baptist MAT in the northern part of the diocese. The intention is for this process to be completed by September 2020.

The school has been on a journey of steady improvement over several years. Under the current leadership it has progressed from 'Special Measures' to 'Good'. It is our realistic aim to be rated 'Outstanding' when next inspected. Our outcomes are particularly good on the Progress 8 measure. Academic progress and achievement is recognised as being vital but is by no means our only goal. Ours is a very diverse community in terms of prior achievement, ethnicity and religious faith and the living of our Catholic ethos ensures we value and celebrate each and every pupil and member of that community.

Headship is a very demanding role. You will however find that you have the support of the governors, the diocesan team and local and diocesan schools. You will also benefit from working with a talented senior leadership team and staff in excellent accommodation.

The recruitment pack gives details of the post, the recruitment process and further information about the school. We are proud of our school and seek someone with the energy, ability and vision to help us make it even better. We hope you will be inspired to apply for this opportunity and look forward to receiving your application.

In the meantime, if you have any queries or would like to arrange a visit to the school before the application deadline, please contact Angela Goulding, Headteacher's PA, on 01733 343646 or angela.goulding@stjohnfisherschool.org.uk.

Yours faithfully



Paul Rossi

MISSION STATEMENT

“I have come that they may have life
and have it to the full”

St John's Gospel Chapter 10

St John Fisher School is a learning community striving to live the gift of life that God gave us:

- we know through our spirituality that everyone is a loved creation of God and that every person has a lesson they can teach someone else.
- we will take every opportunity to help each other and those less fortunate than ourselves.
- we will do our best to reach our aspirations, and celebrate our successes.



Our Vision

St John Fisher School is an inclusive and welcoming Catholic community, committed to excellence, success and lifelong learning. Each individual is valued and supported to reach their full potential as a Child of God.

INFORMATION ABOUT THE SCHOOL

Examination Results

A Levels

With a smaller Sixth Form than other local schools we are able to focus on each individual student and ensure that they achieve the grades they need for the next stage of their life. Those that choose to go to university are supported through the application process and to prepare for their exams. In 2017, most of this group was able to proceed to their first choice of university. A number of students each year are choosing to begin an apprenticeship while others take a gap year.

The destinations of our 2017 students were:

| | | |
|----------------|----|------|
| University | 34 | 85% |
| Apprenticeship | 3 | 7.5% |
| Gap year | 3 | 7.5% |

School Structures

Our Day

The school day is arranged around four 75 minute periods across a two-week cycle. There is a 20-minute form period in the morning during which each House will have an assembly once a week. There is a voluntary Mass every Tuesday morning. There is a staff briefing on Monday, Wednesday and Friday, a House briefing on Tuesday and a Department briefing on Thursday.

Pastoral System

We have a vertical tutoring system with all students and staff being allocated to one of four Houses: Beverley, Cambridge, Rochester and Westminster.

Each House has 8 Forms in it and is led by a Head of House and supported by a Student Support Officer. The Sixth Form are an integral part of the House system, but they also have a Head of Sixth Form and a Student Support Officer to support them.

There are regular competitions and activities throughout the year for Houses to compete for the School Cup.

Our results for 2017

| | |
|-------------------------------|--------------|
| GCSE Results | 2017 |
| Progress 8: | +0.37 |
| Basics: En & Ma 4+ | 43.0% |
| Attainment 8: | 39.2 |
| Entered for EBacc: | 20.0% |
| Achieving Ebacc: 4+ | 13.0% |

A Level Results

Students performed very well in their A Level exams with a pass rate of 100%. 65% of grades were B or above.

Student Leadership

Student Leadership is encouraged through School and House Councils. We also have a Head Boy and Head Girl as well as Deputy Head Boy and Deputy Head Girl who are elected by the school community. Students in the Sixth Form are also employed as Student Lunchtime Supervisors. We have students in every year group who are Subject Learning Leaders and Year 10 students who are Pastoral Heroes. Students are also encouraged to be Reading Buddies as well as mentors to younger students.

Faculties

We use a faculty system to organise subjects across the curriculum. The Faculties are: English; Maths; Science; Religious Education; Humanities - Geography and History; Expressive Arts - Drama, Music and PE; Languages - MFL and EAL; Technology - Computing, Business, Art and Design Technology.

INFORMATION ABOUT THE SCHOOL

Admissions

We have a planned admission number (PAN) of 133.

The number of students on roll in the Summer Term 2018 Census are as follows:

| | |
|--------------|------------|
| Year 7 | 131 |
| Year 8 | 131 |
| Year 9 | 114 |
| Year 10 | 121 |
| Year 11 | 107 |
| Year 12 | 36 |
| Year 13 | 40 |
| Total | 680 |

50% of students are Catholic, 72% have English as an Additional Language with approximately 40 different languages spoken, and 16.7% are on the SEN register. Students come into Year 7 from many different primary schools: we work closely with the two Catholic primaries in the city, St Thomas More and Sacred Heart.

Current figures show we will be full in September 2018 in years 7, 8 and 9 with waiting lists for each year group.

Senior Leadership Team

The current structure of the SLT is one Headteacher, one Deputy Headteacher and four Assistant Headteachers, plus the Business Manager. An outline of current roles is as follows:

| | |
|------------------|---|
| Sean Hayes | Headteacher: Strategic Leadership, Governors, Ofsted, Catholic Life, Admissions |
| Tom Reilly | Deputy Headteacher: Head of Sixth Form, Safeguarding, Child Protection |
| Catherine Wilson | Assistant Headteacher: Curriculum, SEN Coordinator |
| Natasha Wilmore | Assistant Headteacher: Teaching and Learning, |
| Atul Karia | Assistant Headteacher: Pastoral |
| Matthew Double | Assistant Headteacher: Assessment and Exams |
| Diane Wentworth | Business Manager: Finance, Premises, HR, Admin, Support Staff, Catering |

VIEWS OF THE SCHOOL

George – Maths Teacher

I started in September 2016 as a salaried trainee teacher with approximately 1 month of experience. I was worried about how young I was and whether the students might listen to me, and my colleagues respect my ideas. I felt at ease amongst the other members of staff very quickly, due in part to the welcoming atmosphere of my department and the school itself.

During the course of the year, the training and support provided allowed me to reach the level of outstanding lesson observations. These were tough but in retrospect they were very useful and allowed me to become reflective as a general mathematics teacher.

I became more involved with extracurricular activities; I run a lunch time club and also volunteer with the cadets. The cadets go on camps and offer various afterschool events. Members of the unit stand tall and proud.

I have been involved with a variety of charity events, ranging from eating bugs in “bush tucker trials” and penalty shootouts. The students are encouraged by every member of staff to become as involved and independent to imbue them with a strong sense of community and team spirit. Just recently the school has taken part in the “great get together” which is a banquet style meal where all of the food is brought in and shared by students and staff. The lunch was organised by the Head boy and Head girl, with the rest of the sixth form taking an active role in the day’s events.



Rachael - Head of Science

I joined St John Fisher in September 2009 as an NQT after gaining my PGCE from Warwick University. I was lucky enough to join the team here just after a move back into a newly renovated building. I knew it would be a challenging year; the school was in special measures, I didn’t know the students, they didn’t know me and it was a steep learning curve. The year was made immeasurably easier by the support I received, not only from my mentor and Head of Science, but the whole staff. I once heard that staff working in a challenging school often come together and support one another, emotionally and practically, more so than in a school that has fewer challenges; I certainly feel this was true in my early years at SJF. Now, through policy changes, high expectations, consistency and continued improvements the school remains Good, yet the feelings of support, friendliness and family that comes from the staff here at SJF continue to encourage me in my career.

One thing that is often said by both visitors and staff who may be leaving for pastures new, is how friendly and welcoming the school is. We are a small school that has made enormous improvements in the time I have spent here. We are a Catholic school that is inclusive to students of all backgrounds and needs. This is reflected, not only in our celebrations of student achievement, our ethos and opportunities afforded to pupils, but also in the attitudes and culture of our student body.

I am proud to be a part of the work we have done and continue to do to serve the families and students of this community.



VIEWS OF THE SCHOOL

Pauline - Head of House

Since joining St John Fisher Catholic High School in 2007 I have fulfilled a variety of roles. I am currently a Head of House, a role I have undertaken since we moved to a vertical tutoring model in 2010. We have four houses, each one representing a place of importance in the life of our patron saint; Beverley, his birth place; Cambridge, where he studied and later became Dean of the University; Rochester, where he was Bishop and finally Westminster, where he was executed. Competition between the houses is strong and is based on merits and inter-house competitions, which include sports, quizzes and a variety of activities based loosely on TV game shows, which encourage a greater participation amongst house members. Our pastoral care is very strong and each house has a Student Support Officer and 8 form tutors to support the emotional and academic development of our students. We actively encourage a family 'ethos' in each tutor group and value and nurture the individuality and uniqueness of every student in our care. Form time is structured and each form group will complete a variety of activities each week. These will include a games morning, in which we develop the interpersonal skills of the students; a weekly quiz; the Maths in Minutes numeracy quiz; newsround discussion morning, when students have the opportunity to discuss something which is in the news and an assembly. Every morning each tutor group will reflect on the 'Thought' for the morning, which follows the weekly theme. Each form group also has the opportunity to lead a house assembly once during the academic year. This is led by the students and supported by the form tutor. We actively encourage the students to take responsibility for tasks during form time so that they have the opportunity throughout their time in St John Fisher to develop leadership and communication skills. This will then support them in their future careers when they move on to university or employment.



Vanessa - Student

I have been a student at the school for more than 5 years. During this time I have matured, whilst discovering my talents, for example dancing. I have been given many opportunities to perform my various dance routines in front of the student body which in my opinion has strengthened my confidence.

The school offers a number of opportunities for students to get involved in order to make the school a better place. These include being part of Student Leadership, the School Council, or part of the Reading Buddy scheme which aims to improve reading skills in the lower school, as well as mentoring programmes. These are just a few of the many opportunities the school provides for all its students with the aim of promoting leadership skills, as well as boosting confidence and self-esteem.



Glenver - Student

I am a Year 12 student and have seen how the school has developed over the years. The school recently received a Good OFSTED inspection and is seen as one of the best schools in Peterborough for the progress it makes with its students. Teachers are good at the school and give regular and useful feedback in order that students achieve their potential.

St John Fisher is a caring community and fundraising is a central feature of the school. Through Assemblies and Tutor time the students are made aware of our responsibility towards others less fortunate than ourselves. One of the ways in which I have contributed to charity work was by taking part in the 24 hour fast with other Sixth Formers. We slept overnight in the school and raised over £600 for the charity Children of Adam.





St John Fisher
Catholic High School

HEADTEACHER – JOB DESCRIPTION

INTRODUCTION

The core purpose of the Headteacher of any school is to provide professional leadership and management. In our Catholic school, that professional leadership is provided in the context of a community rooted in the Catholic Faith. Thus it is an essential requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing Catholic education as a vibrant part of the mission of the Church in education.

In a Catholic school, the search for excellence is given expression in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as made in the image and likeness of God. The Headteacher shares responsibility for the mission of the school and the wider diocesan educational system and as such is therefore called to work in collaboration with parents, clergy, parishioners, diocesan officers, colleague Headteachers and agencies as appropriate.

In a Catholic school, the role of the Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership must 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. Headteachers lead, by example, the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils.

In a Catholic school the Headteacher supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The Headteacher is accountable to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

NATIONAL STANDARDS OF EXCELLENCE FOR HEADTEACHERS

The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all Headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in Headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession. Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

National Standards of Excellence for Headteachers – DfE Jan 2015

This appointment is with the St John Fisher Catholic High School, under the terms of the Catholic Education Service contract of employment to be signed. The Governors will appoint a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects. 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, when appropriate: the Diocese, the Governing Body, the staff of the school, the parents/carers of its pupils, the parishes served by the school and other local Catholic schools where necessary.

Excellent Headteachers: Qualities and Knowledge Headteachers:

1. Work within the school and with the parish to hold and articulate clear values and moral purpose, which takes account of the school's Catholic mission focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promote positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Are inspired by Christ, lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Excellent Headteachers: Pupils and Staff Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes that reflect the distinctive characteristics of Catholic education.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. Ensure high quality provision for the academic, spiritual, moral, social, emotional and cultural well-being of all pupils and families.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.

Excellent Headteachers: Systems and Process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community to promote Gospel values which unite society in a commitment to social justice and the common good.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance, rooted in faithful stewardship of Gospel values, actively supporting the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Excellent Headteachers: The Self-Improving School System

Headteachers:

1. Lead outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education.

Child Protection

Headteachers:

1. Ensure that the child protection policies and procedures adopted by the governors are fully implemented and followed by all staff
2. Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively

HEADTEACHER - PERSON SPECIFICATION

Please note source of evidence of fulfilled criteria:

Application Form - A (including supporting statement statement)

References - R Interview - I Certificate - C

| 1. CONFIDENTIAL REFERENCES | Essential or Desirable | Evidence |
|--|------------------------|----------|
| A positive and supportive written faith reference from a priest where the applicant regularly worships. | E | R |
| A positive reference from current employer/headteacher (or most recent employer/headteacher if not currently employed) | E | R |
| A positive second professional reference | E | R |

| 2. APPLICATION FORM AND SUPPORTING STATEMENT | 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 (1300 words max; font 12; portrait) | E | A |

| 3. QUALITIES AND KNOWLEDGE | Essential or Desirable | Evidence |
|---|------------------------|----------|
| Practising Catholic | E | R/A |
| Qualified Teaching Status | E | A/C |
| Degree | E | C |
| NPQH | D | C |
| CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain it if appointed. | | |
| Primary | E | C |
| Secondary | D | |
| Professional development or training undertaken in preparation for headship | E | A/S |
| Professional development or training undertaken in preparation for headship in a Catholic school | D | A/R/I |
| Experience of headship (add details e.g. size, type of school) | D | A/R/I |
| Experience of deputy/assistant headship | E | A/R/I |
| Other leadership and management experience | E | A/R/I |
| Ability to lead by example and be a positive role model with excellent communication skills | E | A/R/I |
| Ability to articulate a clear vision and purpose for Catholic education | E | A/R/I |
| Personal impact and presence | E | A/R/I |
| Participation in a parish community | D | A/R/I |
| Ability to lead the spiritual development of staff and pupils | E | A/R/I |
| Understanding of current educational provision and the wider school systems | E | A/R/I |

| 4. PUPILS AND STAFF | Essential or Desirable | Evidence |
|---|------------------------|----------|
| Have ambitious standards and high expectations for all pupils | E | A/R/I |
| Have excellent understanding of high quality teaching and learning | E | A/R/I |
| Promote the development of the whole child | E | A/R/I |
| Use data analysis to effectively drive whole school improvement | E | A/R/I |
| Encourage all staff to develop their unique potential | E | A/R/I |
| Identify emerging talent, develop excellence and clear succession planning | E | A/R/I |
| Demonstrate an understanding of the importance of forging good relationships with parents | E | A/R/I |

| 5. SYSTEMS AND PROCESS | Essential or Desirable | Evidence |
|--|------------------------|----------|
| Demonstrate efficient strategic leadership | E | A/R/I |
| Demonstrate an understanding of prudent financial planning | E | A/R/I |
| Ensure the safety of all staff and pupils at all times | E | A/R/I |
| Promote excellent behaviour and positive attitudes to school life | E | A/R/I |
| Understand systems for performance management to hold staff to account | E | A/R/I |
| Demonstrate an ability to address under-performance | E | A/R/I |
| Demonstrate an understanding of strong governance to hold the school to account | E | A/R/I |
| Demonstrate an understanding of how budgets and resources are deployed in the best interests of pupils | E | A/R/I |
| Promote distributed leadership throughout the school | E | A/R/I |

| 6. SELF IMPROVING SCHOOL | Essential or Desirable | Evidence |
|--|------------------------|----------|
| Knowledge and experience of working with other schools and organisations | E | A/R/I |
| Effective partnerships with a range of professionals | E | A/R/I |
| Use well evidenced research to achieve excellence | E | A/R/I |
| Provide opportunities for high quality staff development | E | A/R/I |
| Confident and innovative approach to school improvement | E | A/R/I |
| Source of inspiration and encouragement for all in the school community | E | A/R/I |

APPLICATION PROCESS

Further details and application packs are available from the school website:
www.stjohnfishersschool.org.uk

Closing date:

12 noon Monday 1 October 2018

Shortlisting:

Thursday 4 October 2018

Interviews:

Wednesday 17 October 2018 and

Thursday 18 October 2018

Completed application and disclosure forms should be sent to Angela Goulding, Head's PA,
via email: angela.goulding@stjohnfishersschool.org.uk

More Information:

For an informal discussion, or to arrange a visit to the school prior to making your application please contact Angela Goulding in the first instance on 01733 343646 or via the above email address.

Next steps:

Shortlisted candidates will be contacted by Monday 8 October 2018 and a letter sent confirming full details of the interview process.

ABOUT PETERBOROUGH

Peterborough is the city at the heart of rural East England, bridging the Cambridgeshire, Rutland, Lincolnshire and Northamptonshire borders on the edge of the Fens.

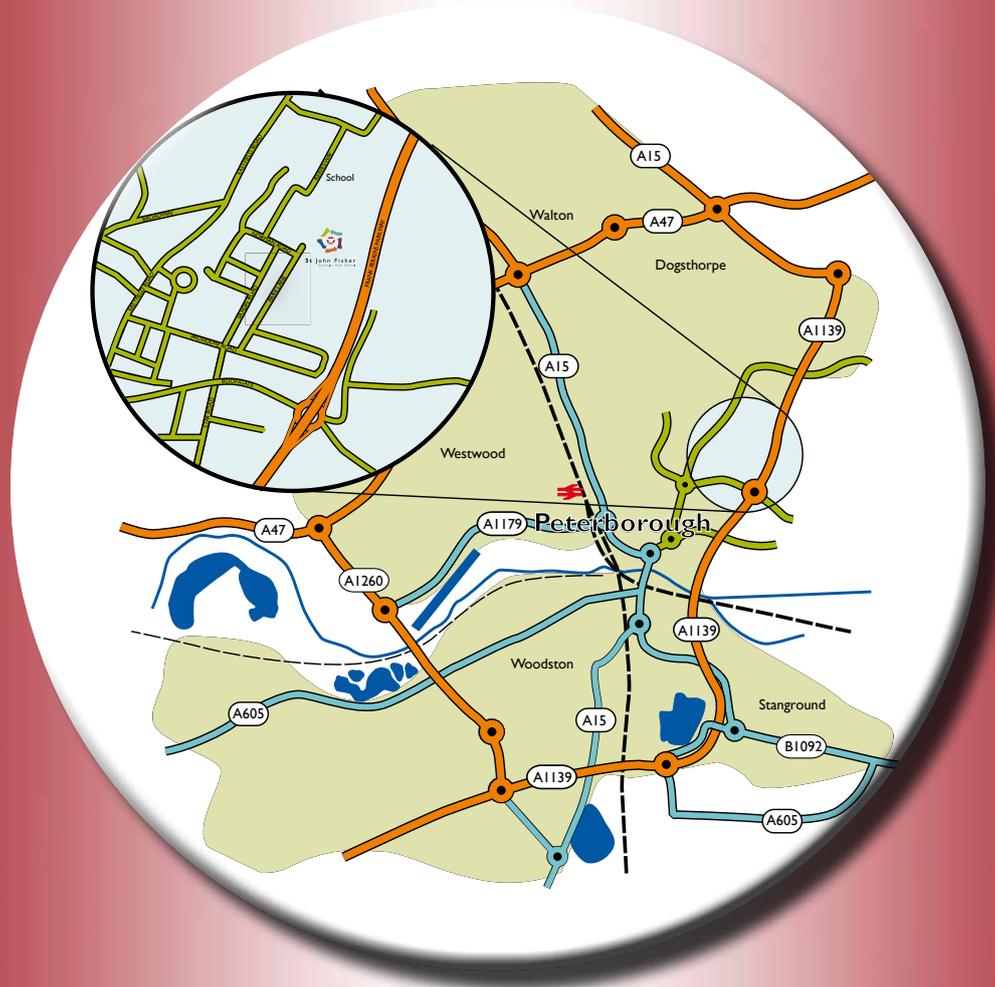
Peterborough and its region have an important place in the history of Britain having been a settlement since the Bronze Age and the modern city continues to grow in importance and in the right way.

Peterborough Cathedral is one of the most intact large Norman churches in England and is renowned for its imposing early English Gothic West Front which, and Henry the Eighth's first wife Katherine of Aragon is buried beneath its paving.



Peterborough was designated a New Town in 1967, to house some of London's overspill population in new townships around the existing urban area and continues to attract migrants from the UK and Europe. Peterborough is a vibrant, expanding multicultural city with excellent rail and road links and only 50 minutes from London by train.

Peterborough is currently experiencing an economic boom with traditionally low levels of unemployment, Peterborough is a popular destination for workers and is one of the fastest growing cities in the United Kingdom. The area offers a wide choice of housing, from city centre apartments to rural villages, schools and leisure activities, including an impressive country park. For more information on Peterborough please visit www.visitpeterborough.com



St John Fisher Catholic High School
Park Lane
Peterborough
PE1 5JN
Tel: 01733 343646