



St John Fisher
Catholic High School

Deputy Headteacher Information Pack December 2020



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

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.

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LETTER FROM THE HEADTEACHER

Dear Enquirer

Thank you for your interest in this vacancy. I have put together some key information about the school that I hope will be useful should you wish to apply. I took up my post as Head in April 2019 following the retirement of the previous Head. As we are a Catholic school the person appointed to this post must be a practising Catholic but experience of Catholic education is not essential.

This vacancy has arisen due to the imminent phased retirement of the current post holder. The senior leadership team currently comprises myself and the business manager, one deputy, four assistant heads. The team is experienced, resilient and hardworking.

As sole Deputy, we are looking for an experienced, resilient senior leader with outstanding interpersonal skills who can enthuse, inspire and deliver effective change. We require a leader who has a proven track record of significant impact at senior level, has presence around the school and can relate to all stakeholders effectively.

St John Fisher is an 11-18 Catholic, comprehensive school with a rich and diverse community, reflecting the city of Peterborough where it is centrally situated. The school performed very well in 2019 with a Progress 8 score of 0.60 overall which puts us in the top 5% of schools nationally for progress. Our attainment 8 score was 42.3.

We are first and foremost a Catholic school and our Christian values underpin everything we do. We are an inclusive school and welcome students who are not Catholic and those of other faiths and of no faith. We have a lay chaplain and have close links to our local Parish. Our chaplaincy team run a varied programme of liturgy and pastoral support. House assemblies are led by a variety of people and link to the liturgical year and Mass is celebrated in Houses and small groups.

The school was again rated 'good' by Ofsted in October 2017 after a period of significant improvement in the preceding years and 'Outstanding' at the last Section 48 inspection. The Sixth Form have their own dedicated teaching block and a common room and the Sixth Form student leadership team are proactive around school.

The behaviour of students is 'good.' We have a vertical pastoral structure which is split into four houses with one Head of House and a student support officer each. All students are mentored by their form tutor through academic tutoring. The Sixth form have their own student support officer. Currently, students are registered in temporary year group form groups and kept in bubbles for lessons and all activities.

Our curriculum is broad, balanced and ambitious. Students take their options in Year 9 and choose three option subjects. R.E. is compulsory along with English, Maths and Science, Core PE and PSHE. We are a PIXL school.





Performance data is captured once every half term through Assessment Points which is used to provide intervention for students. We use the Horsforth Quadrant to assist identification of students for bespoke intervention at Key stage four.

We have a varied programme of enrichment and trips for students and encourage staff to get involved using their own extra talents. There is a warm community atmosphere at St John Fisher where you will be supported to progress in your career to headship should you so desire. We are committed to providing relevant professional development for all staff.

There is additional information on our website and further information will be available for those applicants invited to attend interview but if you do have further questions at this stage please do ask them. You are encouraged to visit during the school day. Please ring the school to make an appointment and note that it will not affect your application if you are unable to do this. We hope that you are encouraged to apply and look forward to hearing from you. We plan to interview in the week beginning 11 January 2021.

I look forward to meeting you



Kate Pereira
Headteacher

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 2019, 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.

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.

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 9 Tutor Groups 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.

The destinations of our 2019 students were:

University	28	84%
Apprenticeship	1	3%
Gap year	3	10%
Employment	1	3%

Our results for 2019

Progress 8:	+0.6
Basics:	46.3%
Attainment 8:	42.4
Entered for EBacc:	19.4%
Achieving Ebacc:	12%
EBacc Average Points:	3.57

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 for Year 7 to 11 and 150 for the Sixth Form.

The number of students on roll in the Autumn Term 2020 Census are as follows:

Year 7	131
Year 8	132
Year 9	128
Year 10	127
Year 11	128
Year 12	82
Year 13	77
Total	805

44% of students are Catholic, 60% have English as an Additional Language with approximately 44 different languages spoken, and 10.6% 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 2021 in all years 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:

Kate Pereira	Headteacher
Tom Reilly	Deputy Headteacher
Catherine Wilson	Assistant Headteacher: Curriculum, SEN Coordinator
Natasha Wilmore	Assistant Headteacher: Teaching and Learning,
Atul Karia	Assistant Headteacher: Pastoral
Craig Young	Assistant Headteacher: Assessment and Exams
Diane Wentworth	Business Manager: Finance, Premises, HR, Admin, Support Staff, Catering

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.



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.



St John Fisher
Catholic High School

DEPUTY HEADTEACHER – JOB DESCRIPTION

INTRODUCTION:

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of East Anglia. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The role of Deputy Headteacher therefore requires a practising Catholic who can show by example and from experience that he or she will work the Headteacher to ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for Deputy Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Deputy Headteacher shall consult with the Headteacher and, when appropriate, with the governing body, the Diocese, the Local Authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description reflects the Headteacher's job description and is based on the key areas identified in the National Standards for Headship published by the Department for Education and Skills. It recognises the role of the Deputy Headteacher in sharing responsibility for the leadership of the school.

The governing body and the Diocese acknowledge the importance of the role of the Catholic Deputy Headteacher and will actively offer long-term support, encouragement, affirmation and realistic challenge to the successful candidate.

The core purpose of the Deputy Headteacher is to assist the Headteacher to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of East Anglia. Therefore, the post of Deputy Headteacher must be filled by 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 governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Deputy Headteacher should support the Headteacher in ensuring that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure.

KEY AREA: MISSION, VISION, VALUES AND CULTURE

The strategic direction and development of the school stem from the educational mission of the Church. The Deputy Headteacher will demonstrate commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of its work.

Main Tasks/Actions

- Deputise for the Headteacher in his/her absence, ensuring continuity in the expression of the school's Catholic mission, vision and values.
- Work with the Headteacher to articulate and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the communities it serves.
- Demonstrate commitment to this vision in his/her daily work, sharing the vision and its related values with all members of the school community.
- Model the vision and values in everyday work and practice.
- Work with the Headteacher and colleagues to translate the vision and values into agreed objectives and to ensure that the school's planning, policies and procedures promote sustained school improvement.
- Motivate and work with others to create a shared culture and a positive climate consistent with the agreed educational vision and values of the school.
- Support the Headteacher and colleagues to ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.

KEY AREA: LEARNING AND TEACHING

A Catholic school is a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Deputy Headteacher will promote positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

Main Tasks/Actions:

- Demonstrate the principles and practice of effective teaching and learning.
- Maintain a consistent and continuous school-wide focus on pupils' achievement which reflects the agreed vision and values, using data and benchmarks to monitor progress in every child's learning.
- Support and facilitate colleagues in this.
- Lead colleagues in accessing, analysing and interpreting information to inform planning for improvement.
- Initiate and support research and debate about effective teaching and learning.
- Work with the Headteacher to develop relevant strategies for improvement, facilitating colleagues in their implementation.
- Offer creative, responsive, and effective approaches to learning and teaching in line with the school's agreed educational vision and values.

- Demonstrate commitment to a culture and ethos of challenge and support where all pupils understand their individual worth, can become engaged in their own learning and achieve success
- Demonstrate and articulate high expectations for all aspects of the school's work.
- Support the Headteacher in promoting individual and community aspirations and in the establishment of stretching targets for the whole school community.
- Work with the Headteacher and lead colleagues in implementing strategies which secure high standards of behaviour and attendance and which reflect the school's agreed values in their response to the needs of vulnerable individuals.
- Implement and where appropriate organise a diverse and flexible curriculum which takes account of the needs and aspirations of all pupils.
- Provide professional leadership in school-wide implementation of an effective assessment framework.
- Participate in the monitoring, evaluation and review of classroom practice and promote improvement strategies.
- Work with the Headteacher to challenge underperformance at all levels and to implement effective corrective action and follow-up.
- Provide professional leadership in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff.

KEY AREA: SELF-REFLECTION AND WORKING WITH OTHERS

The leadership of a Catholic school should take Christ as its inspiration. The Deputy Headteacher's relationships with pupils, parents/carers, governors, staff and the Headteacher should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

Main Tasks/Actions

- Treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the school's agreed vision and values.
- Manage conflict effectively, seeking positive outcomes.
- Work with the Headteacher to build a collaborative learning culture and to actively engage with other schools, especially other Catholic institutions, in order to build effective learning communities.
- Fulfil effectively his/her agreed responsibilities for effective staff induction, professional development and performance review.
- Participate in planning, allocation, support and evaluation of work undertaken by teams and individuals, giving professional leadership and delegating tasks and as appropriate.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations and aspirations for him/herself and for others, taking appropriate action when performance is unsatisfactory and giving and receiving effective feedback.

- Regularly review his/her own practice, set personal targets and take responsibility for his/her own personal development.
- Give and accept support from colleagues, the Headteacher, governors, the diocese and the Local Authority.
- Have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and, where possible, enabling others to do likewise.

KEY AREA: MANAGING SYSTEMS

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. In particular, it should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. With the Headteacher, the Deputy Headteacher is responsible for ensuring that these principles are priorities for the school and are evident in its organisation and management.

Main Tasks/Actions

- Work with the Headteacher to achieve an organisational structure which reflects the school's Catholic Christian values and which enables the management systems, structures and processes to work effectively in line with legal requirements.
- Work with the Headteacher and colleagues to produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.
- Where appropriate, implement successful staff performance management processes.
- Work with the Headteacher to ensure that the school environment is managed efficiently and effectively to meet the needs of the curriculum, health and safety regulations and to reflect the distinctive characteristics of Catholic education.
- Use and integrate a range of technologies effectively and efficiently in his/her management role.
- Overall responsibility for daily operational issues and key school events.

KEY AREA: SECURING ACCOUNTABILITY

Leaders of a Catholic school fulfil their responsibilities in accordance with the Instrument of Government. They support the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The Deputy Headteacher works with the Headteacher to account to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

Main Tasks/Actions

- Work with the Headteacher and governing body, enabling statutory responsibilities to be met by giving objective professional advice and regular accounts of the school's progress in his/her areas of responsibility.
- Facilitate the Headteacher's meeting his/her responsibility for responding effectively to internal and external challenges affecting the school.
- Work with the Headteacher to develop systematic and rigorous procedures for school self-evaluation which are appropriate for a Catholic school and enable everyone to work

collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

- Use all available data to identify strengths and weaknesses of the school and to inform planning for improvement.
- As appropriate, develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Participate in arrangements for review of his/her performance, reflecting on his/her personal contribution to school achievements and taking account of feedback from others.

KEY AREA: SAFEGUARDING AND COMMUNITY

Leaders of a Catholic school are responsible for its mission to the local and wider Catholic community and beyond. The Deputy Headteacher will, as necessary, collaborate with the parish and other Catholic organisations, as well as with the wider educational system. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

Main Tasks/Actions

- Ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school and co-operate and work with relevant agencies for the protection of children.
- Act where required as the public face and main advocate of the school, representing effectively its interests and those of the pupils.
- Work with the Headteacher to build a school culture which takes account of the richness and diversity of the communities served by the school and of the global community.
- Enable pupils to develop an understanding of their responsibility to others and provide the means for them to respond positively to this.
- Give professional leadership in creating and implementing positive strategies for promoting understanding that everyone is equal in the eyes of God, and in particular for challenging racial and other prejudices and for dealing with racial harassment.
- Collaborate as necessary with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Demonstrate commitment to maintaining effective partnership with parents and carers in order to support and improve pupils' achievement and personal development.
- Support the Headteacher in seeking opportunities to invite stakeholders (parents and carers, parish/community figures, businesses, Catholic and other organisations) into the school to enhance and enrich the school and its pupils and their value to the wider community.

The Four Domains

There are four 'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's Deputy Headteachers.

Domain One:

Excellent Deputy Headteachers in Catholic schools: qualities and knowledge

Deputy Headteachers:

1. Deputise for the Headteacher in his/her absence and work with the Headteacher to hold and articulate clear values and moral purpose, which take account of the educational mission of the Church 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 and parents.
3. Inspired by Christ, lead by example – with integrity, creativity, resilience, and clarity – drawing on their own professional knowledge, understanding, expertise and skills.
4. Pursue continuous professional development.
5. Work within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision.
6. Work with the Headteacher to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two:

Excellent Deputy Headteachers in Catholic schools: pupils and staff

Deputy Headteachers will work with the Headteacher to:

1. Demand ambitious standards for all pupils.
2. Secure excellent teaching.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school.
4. Create an ethos within which all staff are motivated and supported 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 staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.

Domain Three:

Excellent Deputy Headteachers in Catholic Schools: systems and process

Deputy Headteachers will work with the Headteacher to:

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.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Develop effective governance.
5. Ensure effective and efficient use of budget and resources.
6. Develop leadership throughout the school.

Domain Four:

Excellent Deputy Headteachers in Catholic schools; the self-improving system

Deputy Headteachers will work with the Headteacher to:

1. Create outward-facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Ensure that the school is constantly seeking to be self-improving.
4. Provide high quality professional development opportunities for all staff.
5. Model innovative approaches to school improvement and leadership.
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.

DEPUTY HEADTEACHER - PERSON SPECIFICATION

Please note source of evidence of fulfilled criteria:	Essential	Desirable	A - Application I - Interview R - References
Training & Qualifications			
Qualified Teacher Status	X		A
Catholic Certificate of Religious Studies or equivalent		X	A
University Degree or equivalent	X		A
Current General Teaching Council registration	X		A
Evidence of recent ongoing professional development/ academic study	X		A
NPQH in the past 3 years		X	A
Faith Commitment			
Practising Catholic	X		AR
Sound understanding of the distinctive nature of Catholic education	X		A
Experience of teaching and school leadership			
A proven track record of strategic, inclusive and creative management in a secondary school	X		ARI
Experience of school self evaluation and performance management processes and their impact on raising standards	X		AI
An excellent track record in improving educational outcomes for students which you can evidence	X		ARI
Professional knowledge & understanding – applicants should be able to demonstrate a good knowledge and understanding of the following:			
Monitoring and evaluation of teaching & learning	X		AIR
Curriculum and assessment and use of ICT	X		AI
Effective teaching and learning strategies	X		AIR
A proven track record of supporting and developing staff	X		AI
Strategies for involving students and parents in achieving the best outcomes	X		AIR
Understanding the school's responsibility for safeguarding and promoting the welfare of children	X		I
Personal skills & abilities – applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:			
Excellent communication and interpersonal skills	X		IR
Adaptability to change and new ideas	X		IR
Emotional resilience	X		IR
Ability to prioritise, plan, organise well and work with others to achieve objectives	X		IR
Ability to relate to young people, colleagues and external partners	X		IR
Ability to lead an enthuse teams to success	X		IR
Innovative and creative in approach to raising achievement	X		I
Ability to work independently and cope with a challenging workload	X		IR

	Essential	Desirable	A - Application I - Interview R - References
Other requirements			
Ability to work flexibly to meet the demands of the job	X		I
Committed to safeguarding and promoting the welfare of young people	X		AIR
Suitability to work with children and a satisfactory DBS	X		AIR
A commitment to equality and diversity	X		I
Personal Qualities			
Someone who can be fair, strong and robust when the occasion requires	X		IR
Resilience and stamina when faced with complex situations	X		IR
Experience			
A proven track record of dealing effectively with student issues such as behaviour, academic progress and effective guidance	X		IR
Experience of managing/leading a significant 'new initiative'	X		AI
A proven track record of successfully managing change within a school organisation	X		AI
Knowledge			
A strong understanding of statutory educational frameworks, including Ofsted, Safeguarding, SEND	X		I
Leadership and Management			
Someone who can effectively deputise for the headteacher whenever required	X		IR
Strong effective people management and leadership skills	X		IR
The ability to demonstrate and articulate a clear vision to all parties involved with the development of the school	X		AI
The ability to formulate and implement policies at all levels throughout the school, to impact beneficially on students and staff	X		IR
The ability to meet deadlines without fail and to delegate effectively	X		IR
Analytical Skills			
The ability to assimilate large amounts of information in order to make effective decisions in the best interests of students and staff	X		IR
The ability to use data and strategic information to raise student achievement	X		IR
The ability to analyse financial information to ensure best value		X	I

APPLICATION PROCESS

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

Closing date:

Tuesday 5 January 2021 at 9:00

Interviews:

Thursday 14 January 2021 and

Friday 15 January 2021

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 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 11 January 2021 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.

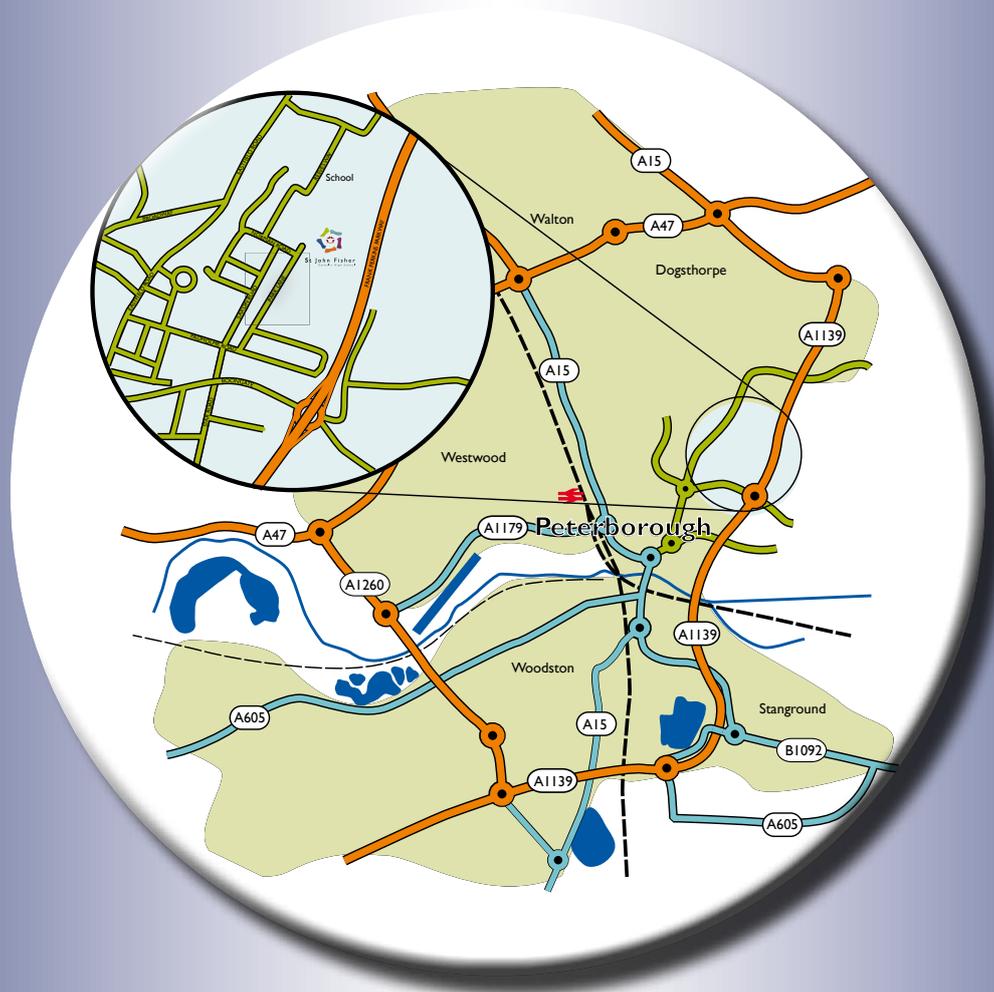
Peterborough and its region have an important place in the history of Britain having been a settlement since the Bronze Age and the modern city continues to grow in importance.

Peterborough Cathedral is one of the finest Norman cathedrals in England. Founded as a monastic community in 654 AD, it became one of the most significant medieval abbeys in the country, the burial place of two queens and the scene of Civil War upheavals.



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



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