



St Edmund Arrowsmith
Catholic High School



HEADTEACHER

St Edmund Arrowsmith Catholic High School
Rookery Avenue
Ashton in Makerfield
Wigan
WN4 9LT

Tel: 01942 728651

www.arrowsmith.wigan.sch.uk

Number on Roll 1201
School Group 7
Leadership Pay Spine L32-L38

Required for Easter 2027 (1st April 2027)

Strong standard



What is it like to attend this school?

Pupils speak with pride about what they have learned. They leave school thoroughly prepared and highly motivated for their next steps in education, employment or training. Pupils achieve extremely well and hold high aspirations for themselves. Pupils attend school regularly and behaviour is exemplary across the school day.

Ofsted 2026

The Governing Board is seeking to appoint a highly effective, dynamic and inspirational leader with a passion for Catholic education to lead St Edmund Arrowsmith Catholic High School on its continuing development.

The successful applicant will be a practising Catholic who can demonstrate a clear commitment to the Catholic faith and mission of the Church, together with a proven track record of strong, compassionate leadership that inspires staff, engages students, and fosters a culture of high expectations, inclusion, and continuous school improvement.

The successful candidate will have strong leadership skills, a deep understanding of educational best practices and a commitment to fostering a positive and inclusive learning environment for all students and staff. If you are ready to take on this rewarding and influential role, we encourage you to apply and be part of our team.

St Edmund Arrowsmith Catholic High School is a co-educational, 11-16 Catholic voluntary-aided school in the Archdiocese of Liverpool, well regarded in the locality for the excellence of our academic achievement and the high level of motivation of pupils and staff. Visitors to our school never fail to comment on our respectful students, the positive team ethos amongst staff and the friendly welcome that they receive. We aim to provide a caring educational environment where each person is valued.

What we can offer you: A supportive, driven and highly committed governing board, teaching and support staff and students who are enthusiastic and keen to learn. We offer a bespoke CPD programme, research and development, links and networks with other outstanding schools as well as a plethora of extra-curricular and cross-curricular working opportunities.

Find out more and apply: You can find out more about this role and St Edmund Arrowsmith Catholic High School by downloading our recruitment pack. Only applications submitted on the CES Application Form to Michelle Foster, Clerk

to the Selection Panel, Governor Services, 2nd Floor, Life Centre South, College Avenue, Wigan WN1 1NZ or by e-mail at michelle.foster@wigan.gov.uk will be considered.

We actively encourage and welcome visits to our school prior to application. Please contact Mrs P Lennon on PLennon@arrowsmith.wigan.sch.uk or 01942 728651 to make arrangements.

Closing date for applications:	Sunday 15 th November 2026 at midnight
Shortlisting:	Thursday 19 th November 2026
Interview dates:	Thursday 26 th and Friday 27 th November 2026

St Edmund Arrowsmith Catholic High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be made subject to DBS clearance and satisfactory references. The successful candidate will be required to undertake an enhanced DBS check.

As part of the recruitment process, online searches will be carried out on shortlisted candidates in accordance with the requirements of Keeping Children Safe in Education.



St Edmund Arrowsmith Catholic High School

Prepare the way of the Lord, through **ACTIONS**

HEADTEACHER

CANDIDATE INFORMATION

Rookery Avenue
Ashton-in-Makerfield
Wigan WN4 9LT
Tel: 01942 728651
www.arrowsmith.wigan.sch.uk

Welcome to our school



Dear Candidate

Thank you for your interest in the position of Headteacher at our school. This vacancy has arisen following the retirement of our current Headteacher, who has given outstanding service for 22 years, including 12 years in the role of Headteacher.

As Chair of Governors, I feel both proud and privileged to represent this exceptional Catholic school. On behalf of the governing board, I am delighted to invite applications from inspirational and committed leaders who can build upon the strong foundations that have been established and continue to provide outstanding leadership for our school community.

We are seeking a practising Catholic with a proven record of sustained success in senior leadership. The successful candidate will possess a clear vision rooted in faith, enabling our school to continue developing its distinctive Catholic ethos whilst maintaining the highest standards of academic achievement, pastoral care and personal development.

The St Edmund Arrowsmith community is defined by its dedicated and talented staff, who work tirelessly to inspire every pupil to become a positive force in the world. This commitment to developing young people who seek to make a difference lies at the heart of everything we do and shapes the educational experience we provide.

We are proud that the school continues to be heavily oversubscribed, reflecting its excellent reputation both within the local community and beyond. Our commitment to excellence has been recognised through external inspections, most recently in February 2026 when Ofsted gave a decision of 'strong standard' in all 6 areas. In addition, the Catholic Schools Inspectorate awarded the school an **Outstanding** judgement in all areas during its 2024 inspection.

Having served as Chair of Governors for many years, I can say with complete confidence that our students benefit from a safe, supportive and nurturing environment. They are encouraged to grow in confidence, develop their individual talents and fulfil their potential. I am equally proud of the positive working environment offered to staff, as evidenced by the high staff retention data. We are a community united by a shared commitment to the development and wellbeing of young people and by a passion for excellence in education.

I hope that the information contained within this application pack provides a helpful introduction to our school. However, I would also encourage you to read the school's most recent Ofsted report and to visit our website and social media channel, [Bluesky Social](#) where you will gain a greater insight into the rich educational experience and wide-ranging opportunities enjoyed by our students.

Should you wish to arrange a visit to the school, please contact our Clerk to Governors, Mrs P. Lennon, who will be pleased to make the necessary arrangements.

Thank you for your interest in this exciting opportunity and I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S. Westhead'.

STEPHEN WESTHEAD
Chair of Governors

About St Edmund Arrowsmith Catholic High School

St Edmund Arrowsmith Catholic High School is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Liverpool, well regarded in the locality for the excellence of our academic achievement and the high level of motivation of pupils and staff. The pupil roll is 1,200 and we are over-subscribed year on year due to the excellent reputation the school holds within the community.

Our commitment to excellence has been recognised through external inspections, most recently in February 2026 when Ofsted gave a decision of '**Strong Standard**' in all 6 areas. In addition, the Catholic Schools Inspectorate awarded the school an **Outstanding** judgement in all areas during its 2024 inspection.

Visitors to our school never fail to comment on our respectful students, the positive team ethos amongst staff and the friendly welcome that they receive. We aim to provide a caring educational environment where each person is valued.

Our School Ethos

Our staff and governors are totally committed to providing an education rooted in Gospel values and our joint aim has always been to inspire every pupil to want to make the world a better place. This aim sits above all others in defining an education for our pupils. Our Catholic faith is central to everything we do, and our pupils are asked to be living witnesses to that faith and develop the values that come with it.

Overview of the School

Our school community aims to create an environment where pupils are encouraged to relate well to others, be a key part of any team, empathise and sympathise when others need it, be kind and charitable to others who are less fortunate and offer forgiveness to others when they have been hurt. Of course, good GCSE grades are vitally important, but equally so are the values we transmit to our pupils when we are helping them to attain those grades.

Our curriculum is designed to be broad, balanced, inclusive, and ambitious for every learner, ensuring continuity, progression, and success for all. We are deeply committed to meeting the needs of SEND pupils, disadvantaged pupils, and those facing barriers to learning, ensuring that every child — regardless of background or starting point — has equitable access to the full curriculum and the opportunity to thrive.

Our curriculum aims to provide challenge, foster motivation, and ignite ambition, all within a learning environment that is safe, supportive, and caring. We recognise that each child is uniquely talented and valued in the eyes of God; therefore, we strive to deliver targeted, evidence-informed provision so that all pupils reach their potential and develop a genuine love for lifelong learning.

Academic Success

Academic success is a defining strength of our school, and we are incredibly proud of the achievements of our students and staff.

Our GCSE outcomes are consistently very strong when compared with schools locally and also against a wide range of national benchmarks. GCSE results show that our Progress 8 figure continues to remain positive and over the past three years, results have improved year on year. These achievements reflect our commitment to high expectations, quality teaching and a culture in which students are encouraged and supported to fulfil their potential.

We want to build on our strong foundations, sustain our upward trajectory and ensure that every student benefits from the highest quality of Teaching and Learning.

Please visit the school's website for the GCSE Headline data: [Examination Results and School Performance | St Edmund Arrowsmith Catholic High School](#)

Staff Wellbeing and Career Professional Development

We offer a bespoke CPD programme, research and development, links and networks with other outstanding schools as well as a plethora of extra-curricular and cross-curricular working opportunities. A supportive, driven and highly committed governing board, teaching and support staff with students who are enthusiastic and keen to learn.

Safeguarding and Child Protection

The school is committed to ensuring that all aspects of safeguarding and child protection are of the highest standards. During the recruitment process, all candidates will be subject to the safer recruitment checks including, but not limited to the disclosure and barring service, employment history continuity, full reference checks and social media/online presence.

Due to the nature of the post, we would also seek evidence of your role as a practising Catholic through your parish priest/Diocese.

The Role

The governing board is seeking to appoint a highly effective, dynamic and inspirational practising Catholic with a proven track record of strong, compassionate leadership that inspires staff, engages students, and fosters a culture of high expectations, inclusion, and continuous school improvement.

The expectations outlined below are to be read in conjunction with the Headteachers' Standards (2020).

Core Purpose

- The Headteacher will be accountable to the governing board and will work closely with them and the school's Leadership Team to provide high quality, professional leadership to move the school ever forward.
- Undertake the strategic, spiritual and day-to-day operational management of the school and, with others, contribute to the strategic direction and priorities of the school.
- Provide exemplary leadership in line with the national headteacher standards, to comply with the Articles of Association, Canon Law and the teachings of the Catholic Church and with the terms and conditions of the current School Teachers Pay and Conditions document.
- Establish and maintain the promotion of excellence, equality and high expectations for all students.
- Provide for the academic, spiritual, moral, social, emotional, physical and cultural well-being of students and their families and work with the relevant agencies to protect children.

Strategic Direction

- Articulate a vision for the school which reflects its distinctive Catholic ethos.
- Lead by example to ensure the shared vision and strategic plan inspires and motivates students, staff and wider members of the community and are committed to securing the spiritual and educational success of the school.
- Create a learning culture and ethos which secures effective teaching, learning and progress in a curriculum which prepares students for adult life.
- Secure the long-term success of the school by creating and implementing strategic plans that are underpinned by sound financial planning, management and organisation by maximising potential through the skills and resources held within the school.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school and take appropriate action.
- Develop and maintain effective partnerships with schools, parishes, the Liverpool Diocese, the local authority, organisations, community groups, other services and agencies for children to ensure maximum advantage for the school community.

Teaching and Learning

- Determine, organise and implement a broad and balanced curriculum within the context of the national curriculum and reflecting the Catholic ethos and identity of the school and the Church's teaching mission.
- Create and maintain an environment and behaviour expectations for staff and students in accordance with the teachings of the Catholic church which promote and secure excellent standards of teaching mission.
- Evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained.
- Manage and develop a pastoral system in which the needs and values of individual students are recognised and contributes positively towards their spiritual, social and emotional development and that enables them to become engaged in their own learning and achieve success.
- Ensure that teaching and learning are at the centre of strategic planning and resource management, so student outcomes demonstrate value for money.
- Ensure a consistent and continuous school-wide focus on student assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual student progress so that ambitious expectations exist for all students.
- Continue to implement the school's existing School Improvement Plan.
- Further develop and enhance effective partnership with parents and the wider community to support and improve students' achievement and personal development.

Developing Staff

- Promote a collaborative learning culture in which all staff are empowered to strive for excellence and to continue in their personal professional development.
- Adopt a strong, caring and flexible leadership style to influence and motivate staff.
- Do all that is possible to ensure the well-being of staff whilst promoting a good work/life balance for all.
- Ensure all staff are recruited with due regard for safeguarding principles.
- Ensure the development of, and maintain effective strategies and procedures for, staff induction, professional development and performance management and target setting.
- Plan, allocate, support and evaluate work undertaken by teams and individuals, ensuring clear delegation of tasks through distributed leadership.

Managing the School Environment

- Provide an effective team, which is monitored and improved using rigorous self-evaluation, to maintain an effective, efficient and safe learning environment.
- Ensure that the spiritual and moral development of individuals is given clear focus and is demonstrated through the prayer life, religious education curriculum and liturgy.
- Create an organisational structure which enables the management systems, structures and processes to work effectively in line with the school's Catholic ethos.
- Deploy staff and resources efficiently and effectively to meet the specific objectives in line with the school's strategic plan, financial constraints and legal requirements.
- Manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education for all students and secure value for money.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Recruit, manage and motivate a committed, effective and diverse workforce that enables and promotes high quality learning within the context of the Catholic ethos of the school.

Accountability

- Provide information, objective advice and support to the governing board to enable it to meet its responsibilities for security effective teaching and learning, improved standards of achievement and for achieving efficiency and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to diverse audiences, including governors, parents, the Liverpool Archdiocese, Ofsted, the DfE and others to enabled them to play their part effectively.

Strengthen the Community

- Recognise that the school is part of the Church and engage with, and promote the partnership and effective relationships between the Liverpool Archdiocese, local parishes, home and school to support the learning of students.
- Promote and support the positive benefits of living within a culturally and ethnically diverse society, building an inclusive culture and curriculum that takes account of the richness and diversity of the school's communities.

We are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertake may not be identified.

The job description is current at the date shown but following consultation with you, may be changed by the governing board to reflect or anticipate changes in the job commensurate with the grade and job title.

Job Description

Headteacher
St Edmund Arrowsmith Catholic High School

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 Archdiocese of Liverpool. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post therefore requires 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 its aspects.

This appointment is with the board of the school under the terms of the Catholic Education Service contract signed with the board as employers. It 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 board, 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 is based on the key areas identified in the *Headteachers' Standards* published by the Department for Education (2020).

(N.B. Other specific tasks e.g. designated safeguarding officer should be added here as required).

The board and the Diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The board and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an enhanced check for regulated activity from the Disclosure and Barring Service.

The core purpose of the headteacher is 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's¹ 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 Archdiocese of Liverpool. **Therefore, the post of**

¹ The term school refers to both voluntary aided schools and academies

headteacher must be filled by a practising Catholic² who can show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.

Section 1: Ethics and Professional Conduct

Catholic headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and His beatitudes³ and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic headteachers are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Catholic headteachers are custodians of Diocesan schools and as such embody the abundant hope the Church has placed in education. Catholic headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic headteachers:

- build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God⁴ and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain enabling each person to play their full part in building and sustaining the Common Good.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue⁵ and the Church's Social Teaching⁶.
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

As leaders of their Catholic school community and profession, headteachers:

- serve in the best interests of the school's pupils

² See *Diocesan Briefing Note On Practising Catholic*

³ The Gospel of Matthew 5:3-12

⁴ The Book of Genesis 1:26-27

⁵ *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican.

⁶ *Compendium of the Social Doctrine of the Church*, 2004, Vatican.

- conduct themselves in a manner compatible with their influential position in church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research to further the Church's mission in education
- make a positive contribution to the wider education system within and without the Catholic sector

Section 2: Headteacher's Standards

1. School Culture

Headteachers:

- establish and sustain a Christ centred vision embodied in the school's Catholic mission, ethos and strategic direction in partnership with the parish and Trust, those responsible for governance and through consultation with the school community and Diocese
- create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish
- uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education⁷ and which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual's dignity as made in the image and likeness of God
- ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full.⁸
- ensure effective use is made of formative assessment

⁷ The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all and 5. Moral principles

⁸ The Gospel of John 10:10

3. Curriculum and Assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets out the knowledge, skills, values and virtues that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and Diocesan networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviours

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen

5. Additional and Special Educational Needs and Disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic social teaching⁹
- establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional Development

Headteachers:

⁹ The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity.

- ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including Diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisation Management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds reflecting the school's Catholic mission
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church's mission in education
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous School Improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's Catholic context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in Partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, the parish, Trust, diocese and the local community
- commit their school to work successfully with other Catholic schools and other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and Accountability

Headteachers:

- understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility

- establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ centred vision of human formation
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Based on the 2020 DfE Headteachers' Standards published to articulate the additional responsibilities of headship in addition to the requirements of the teachers' standards but reflecting the ethos of the Catholic school and the vocational role of a Catholic headteacher in upholding the mission of the Church

Person Specification

St Edmund Arrowsmith Catholic High School

Headteacher

Essential Criteria	Criterion No.	Attribute	Stage Identified
Faith Commitment	E1	A practising Catholic (fulfilling the requirements of the Diocesan Briefing Note)	A/I/R
	E2	Secure understanding of the distinctive nature of the Catholic school and Catholic education	A/I/R
	E3	Understanding of the leadership role in spiritual development of pupils and staff	A/I/R
	E4	Experience of leading school worship	A/I
Qualifications	E5	Qualified teacher status	A/CC
	E6	Degree	A/CC
	E7	CCRS/CTC (or equivalent) or commitment to obtaining the certificate	A/CC/I
Professional Development	E8	Evidence of appropriate professional development for the role of headteacher	A
	E9	Evidence of professional development relating to Catholic ethos, mission and religious education	A/I/CC
	E10	Evidence of recent leadership and management professional development	A
	E11	Evidence of working with other schools/organisations/agencies	A/I/CC
	E12	Evidence of appropriate safeguarding training	A/I/CC
School Leadership and Management Experience	E13	Ability to articulate and share a vision for education within the context and mission of a Catholic school	A/I/R
	E14	Ability to inspire and motivate staff, pupils, parents and the governing board to achieve the aims of Catholic education	A/I/R
	E15	To have experience as an effective deputy headteacher, assistant headteacher or head of school	A/I/R
	E16	To have taken a key role in school self-evaluation and development planning	A/I/R

	E17	An understanding of the relationship between the headteacher and the governing board in a Catholic school	A/I/R
	E18	Experience of working constructively with parents	A/I/R
	E19	Experience of monitoring staff performance	A/I/R
	E20	Thorough knowledge and understanding of current educational issues	A/I/R
	E21	Demonstrate evidence of securing strategic improvement and sustainable whole school impact, leading to improved outcomes for pupils, staff and the wider school community.	A/I/R
	E22	Understanding of budget planning, staff deployment and effective use of resources.	A/I
	E23	Demonstrate a willingness to support the governing board's commitment to wellbeing	A/I
Experience and Knowledge of Teaching	E24	Awareness of the requirements of the Religious Education Curriculum Directory and secure knowledge of the National Curriculum	A/I
	E25	Secure knowledge of statutory requirements relating to the curriculum and assessment	A/I
	E26	To have knowledge and understanding of effective provision in secondary school key stages	A/I
Professional Attributes	E27	To have excellent written and oral communication skills in English (which will be assessed at all stages of the process)	A/I
	E28	Inspiring and empowering leader to teaching staff, non-teaching staff and the students of the school.	A/I/R
	E29	Be able to demonstrate an ambitious and inclusive approach to education for all pupils.	A/I
Application Form and Supporting Statement	E30	The form must be fully completed and legible	A
	E31	The supporting statement should be clear, concise (within the required word count specified on the application form) and related to the specific post	A

Desirable Criteria	Criterion No.	Attribute	Stage Identified
Faith Commitment	D1	Involvement in home parish community	A/I
Qualifications	D2	Recent experience in a Catholic school	A/I
	D3	Postgraduate level qualification	A/CC

	D4	National Professional Qualification for Headship (NPQH)	A/CC
	D5	Successful completion of Diocesan leadership programme	A/CC
Curriculum	D6	Continue work around the wider curriculum and the success this has brought the school	A/I
Teaching	D7	An inspiring and motivating teacher with excellent classroom practice	A/I/R
Leadership	D8	Understanding of the management of extended provision	A/I

Key – Stage Identified	
A	Application Form
I	Interview
R	References
CC	Checking Certificates

The Interview Process

As part of the safer recruitment process, a search of the candidate's online presence will be undertaken.

The recruitment process at St Edmund Arrowsmith Catholic High School involves school governors who are appropriately trained in the safer recruitment protocols.

We are not able to provide feedback on applications that have not been shortlisted for interview.

Deadline for Applications:	Sunday 15 th November 2026 at midnight
Shortlisting Date:	Thursday 19 th November 2026
Interview Dates:	Thursday 26 th and Friday 27 th November 2026

What qualities we would like our new Headteacher to have ...



Dear Applicant

As members of the Senior Student Leadership Team at St Edmund Arrowsmith Catholic High School, we would like to share the qualities we would like our next Headteacher to have. As pupils, we experience the school community every day and believe that we can offer an insight into what is important to us as students.

Firstly, we believe our next Headteacher should truly embody our mission to “Prepare the Way of the Lord” and understand the importance of our ACTIONS values. These should not simply be words displayed around school, but principles that are reflected in the way we treat one another and the decisions we make. We would like a Headteacher who leads by example, encouraging pupils to live out their faith, demonstrate our values and use their God-given talents to make a positive difference to others.

Secondly, we believe it is important that our next Headteacher recognises and respects the strong foundations that already exist at St Edmund Arrowsmith. Our school has a proud history, with traditions and opportunities that have become an important part of our identity. We would like a Headteacher who takes the time to understand what makes our school unique and values what has already been achieved, whilst continuing to develop and improve it. Most importantly, we hope they will ensure that the traditions, values and sense of community that make St Edmund Arrowsmith special are carried forward for future generations of pupils.

Thirdly, we would like a Headteacher who is firm with their decisions to make sure everyone gets the best and highest quality education they can, but also fair to those students who stand out and try their best to follow the school rules. We think it is vital, that the Headteacher sets the rules in place and leads by example, but also allows those who actively try to follow this example to be rewarded for following their ACTIONS. It is a great honour to be part of this amazing school, so we should always be trying our best to maintain and improve the strong foundations it is built upon. Having an amazing Headteacher who we can trust to actively pursue the best for their students, is the best way we can do this.

Finally, we would like a Headteacher who is willing to take time to listen to the students and understand what they would like to add to the school, to improve it, but also help make it an easier environment to develop and grow. A Headteacher who helps those in need, listens to ideas and participates in events to help us students, is the perfect candidate, who will mirror all our schools' values and truly embody the skills and characteristics to be the best Headteacher for our school.

We hope that you have taken into consideration all our ideas and wishes for what our next Headteacher should possess and how they should put themselves in the best opportunity to be our next Headteacher.

Thank you.

From: Henry, Lois, Ethan, Lottie, Ben and Tia-Kenna



Rookery Avenue, Ashton-in-Makerfield, Wigan, WN4 9PF
Tel: 01942 728651

Catholic Schools and the Definition of a 'Practising Catholic'

**Rev Fr Marcus Stock STL MA
Director of Schools**

**© 2009 Diocesan Education Service
Archdiocese of Birmingham**

Catholic Schools and the Definition of a ‘Practising Catholic’

CONTENTS

Introduction	Page 1
What is the purpose of this document?	Page 1
Why does the Church insist that being a ‘practising Catholic’ is a genuine occupational requirement for holding certain key posts in Catholic Schools?	Page 2
Is there a clear understanding of what the term ‘practising Catholic’ refers to when applied to key posts in a Catholic School?	Page 3
What then is the objective definition of a ‘practising Catholic’ for appointment to the office of foundation governor and to key posts in Catholic Schools?	Page 5
Does this mean a ‘practising Catholic’ has to be ‘perfect’?	Page 6
What are examples of substantive life choices which are incompatible with the teaching of the Catholic Church?	Page 8
What if a Catholic who has made a substantive life choice which is incompatible with the values of the Gospel and the teaching of the Catholic Church, applies for the office of foundation governor or a key post in a school?	Page 9
What if a Catholic, appointed as a foundation governor or to a key post in a Catholic school, subsequently makes a substantive life choice which is incompatible with the values of the Gospel and the teaching of the Catholic Church?	Page 10
Conclusion	Page 11
Appendix A: Requirements of the Catholic Church for appointments to the office of foundation governor and key leadership posts in Catholic schools	Page 13
Appendix B: Statutory provision for schools with a religious character to maintain their relevant religious ethos	Page 15

Catholic Schools and the Definition of a ‘Practising Catholic’

Introduction

The heart and expression of Christian life is action flowing from love; love for the One who shows us the Way to Life; love for the One who teaches us the Truth about Life; and love for the One who gives us Life in its fullness – Jesus Christ. “If you love me you will keep my commandments”¹, Jesus said to his disciples. To follow faithfully the teachings of Jesus Christ and his Church is therefore, by those who would be his disciples, an act of love.

As members of the pilgrim People of God on their journey of faith, the disciples of Jesus Christ often find themselves confronted with values and substantive life choices, promoted by the society in which they live, that are objectively incompatible with the teaching of their Lord and his Church. This can be a real test of a disciple’s love in the practice of their faith.

In a society which has largely acquiesced to the “dictatorship of relativism”², Catholic Christians are called to adhere to Gospel values and to practise moral choices which often are “contrary to the world's behaviour”³. This call is particularly pertinent to those Catholics who hold positions of governance, leadership and other key posts in Catholic schools, where the values of the Gospel and the teaching of the Church should be at the heart of the integral formation of the children and young people in their care. As such, the selection of candidates for these posts is crucial.

What is the purpose of this document?

The Archdiocese of Birmingham requires that those appointed as foundation governors⁴ and to certain key posts within Catholic schools are ‘practising Catholics’. This document defines what a ‘practising Catholic’ is for the purpose of these appointments.

This document should also be read in conjunction with ‘Christ at the Centre’⁵, which provides a summary of why the Church provides Catholic Schools. It forms an important part of the diocesan information and guidance that all involved in the appointment process should familiarise themselves with and follow.

¹ Gospel of John 14:15

² Cardinal Joseph Ratzinger (Pope Benedict XVI), Homily, Mass before the Papal Election, 18 April 2005

³ Cf. Pope John Paul II, Homily, Camagüey, Cuba, 23 January 1998

⁴ See Appendix A

⁵ Fr Marcus Stock, Diocesan Schools Commission, Archdiocese of Birmingham, 2005

Why does the Church insist that being a ‘practising Catholic’ is a genuine occupational requirement for holding certain key posts in Catholic Schools?

In schools with a religious character, it is already recognised, acknowledged and provided for in statutory legislation⁶ that certain key posts, necessary to the objectives and activities of a school’s particular religious ethos, carry with them a “*genuine occupational requirement*”⁷.

These key posts require that their holders not only refrain from doing anything “*which is incompatible with the precepts, or with the upholding of the tenets*”⁸ of the school’s religious ethos but, in the case of headteachers, that they are able and fit to “*preserve and develop*”⁹ that ethos and, in the case of certain other designated posts, that they hold “*religious opinions*”¹⁰, “*attend religious worship*”¹¹ and “*give, or are willing to give, religious education*”¹² in accordance with the precepts and tenets of the relevant religious faith.

The Catholic Bishops of England and Wales have collectively mandated that in Catholic schools certain substantive posts carry a requirement that they are held by ‘practising Catholics’¹³. These are the posts of headteacher, deputy headteacher, and head or coordinator of Religious Education. Additionally, there are other key leadership posts which directly affect the Catholic mission of a school. These too may be required to be filled by ‘practising Catholics’ with the requisite professional skills.

The genuine occupational requirement attached to these posts derives not only from the objectives of the school as a Catholic institution in its fiduciary and legal religious character (the context of the employment post) but also because the performance of the activities concerned with holding these posts are strictly necessary for the school to preserve and develop its Catholic religious ethos¹⁴ (the nature of the employment post). Consequently, those who hold these posts are required by the context and nature of their occupation to perform specific religious objectives and activities which are essentially

⁶ See Appendix B, School Standards and Framework Act 1998, Section 60 as amended by Section 37 of the Education and Inspections Act 2006

⁷ Employment Equality (Religion or Belief) Regulations 2003, Section 7, subsection 3

⁸ See Appendix B, School Standards and Framework Act 1998, Section 60, (5), (b)

⁹ Ibid., Section 60, (4)

¹⁰ Ibid., Section 60, (5), (a), (i)

¹¹ Ibid., Section 60, (5), (a), (ii)

¹² Ibid., Section 60, (5), (a), (iii)

¹³ See Appendix A, ‘Memorandum on Appointment of Teachers to Catholic Schools’, Department for Catholic Education and Formation of the Catholic Bishops Conference for England and Wales, 11 July 2003

¹⁴ Cf. Christ at the Centre, Fr Marcus Stock, Diocesan Schools Commission, Archdiocese of Birmingham 2005, pages 10 - 15

catechetical and ministerial. They are thus vocational as well as professional in nature.¹⁵

For this reason, the religious objectives and activities of these posts require the post-holder to strive to model in their lives the values of the Gospel and to adhere, in the substantive life choices that they make, to the teaching of the Catholic Church. They can only be performed therefore by Catholics who practise these objective religious qualities with equally essential professional skills.

In identifying these key posts though, it should not be supposed that this thereby lessens the importance of other positions within a Catholic school. The virtues of all members of staff, non-Catholic Christians and those from other religious traditions make a valuable and treasured contribution to the quality of a school's Catholic life and ethos.

Is there a clear understanding of what the term 'practising Catholic' refers to when applied to key posts in a Catholic School?

The term 'practising Catholic' is used by a range of people and not only by those who are members of the Church. However, there are often subjective variations in the presuppositions that form the basis of the term's meaning. Even when used by those who are members of the Catholic Church, there can be discovered a wide misconception as to what, objectively, constitutes being a 'practising Catholic'. The term 'practising Catholic' can vary in meaning therefore according to the provenance of its use.

For example, in most Catholic Dioceses of England and Wales, the diocesan bishop has determined that where there is a need to prioritise applications for places in the admissions policies of schools which are oversubscribed by Catholic pupils, a person is considered a 'practising Catholic' if they have been baptised (or have been canonically received into full communion with the Catholic Church) and strive to observe the Church's precept of attending Mass on Sundays and holidays of obligation. This is perhaps the most simple and common understanding of the term.

However, as we have seen, the term 'practising Catholic' is also used by the Catholic Bishops of England and Wales collectively as a requirement for certain key leadership and teaching posts. In these circumstances, the requirement is that a person applying or appointed to one of these key posts will be a

¹⁵ Cf. Lay Catholics in Schools: Witnesses to Faith, Sacred Congregation for Catholic Education, 1982, §37

‘practising Catholic’ in a way that is much more than the simple and common understanding which is used for a school’s admissions policy.

Unlike a child’s admission to a Catholic school, the key posts referred to carry a genuine occupational requirement that goes beyond simple membership of the Catholic Church alone or even regular attendance at Mass. Their occupation requires them to participate in a very specific religious way in the mission of the local and universal Catholic Church: they have a duty to collaborate with, and be at the service of, the bishop’s mission to govern, teach and sanctify the people of God through the work of education¹⁶. These religious activities are made provision for in statutory legislation¹⁷ and made explicit in the contracts of employment.¹⁸

Integral to the effectiveness and professionalism of the activities and objectives of these key posts is the exercise of a distinct ministry and vocation in the Church. This demands a fidelity to Christ and the teachings of the Catholic Church which is no less than the commitment required of other ministries within the Church. Like any vocation to a specific ecclesial ministry, there are two distinct elements; namely, the personal call that the individual discerns within themselves and the confirmation of that call and suitability by the competent ecclesiastical authority within the Church. Therefore, a person’s desire to be appointed to a key post in a Catholic school will also be balanced by the Church’s assessment of their ability to model an authentic Catholic life of faith.

As collaborators with the bishop in the ministry of education, the holders of these key posts are expected to model lives of personal holiness and professional integrity¹⁹ which are worthy of their high calling and position of religious trust within the Church. The religious nature of these posts is the reason for the occupational requirement which demands that they are performed by Catholics who have committed themselves to the integration of their professional excellence with a clear sense of vocation and ministry. Above all others then, these posts must be substantively held and maintained by ‘practising Catholics’.

¹⁶ Cf. The Catholic School, Sacred Congregation for Catholic Education, 1977, §71

¹⁷ See Appendix B, School Standards and Framework Act 1998, Section 60

¹⁸ Catholic Education Service Contracts of Employment (Leadership Contracts), Section 4.4

¹⁹ Cf. Lay Catholics in Schools: Witnesses to Faith, §32, Congregation for Catholic Education, 1982

What then is the objective definition of a ‘practising Catholic’ for appointments to the office of foundation governor and to key posts in Catholic Schools?

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

The Church’s general obligations for its members require that they strive to live lives of holiness²⁰ by being faithful to the teaching of the Gospel²¹, by trying to uphold the values²² proclaimed in the Beatitudes²³, by assisting in the Church’s mission to make Christ known to all peoples²⁴, by upholding privately and publicly the Church’s moral²⁵ and social²⁶ teaching, by endeavouring to follow an informed conscience²⁷ and by making every effort to keep the precepts²⁸ of the Church. This is the ‘practice’ of the Catholic faith in its widest and all encompassing sense.

At the heart of these general obligations though, there are essential components for “*full communion*”²⁹ with the Catholic Church. These are sacramental initiation (Baptism³⁰, Confirmation and the Eucharist) and the bonds of profession of faith, the sacraments and ecclesiastical governance. The preservation of this full communion is not limited to purely religious activity but is to be an integral part of the whole pattern of behaviour of a member of the Church³¹. It is what essentially constitutes being a committed and ‘practising Catholic’.

²⁰ Code of Canon Law, Can.210

²¹ Code of Canon Law, Can.217

²² Christ at the Centre, Section A5, Page 8, Diocesan Schools Commission, Archdiocese of Birmingham, 2005

²³ Catechism of the Catholic Church, n.1725 - 1729

²⁴ Catechism of the Catholic Church, n.871 – 873; Code of Canon Law, Can.211

²⁵ Code of Canon Law, Can.225 §2 and Can.227

²⁶ Code of Canon Law, Can.222 §2

²⁷ Catechism of the Catholic Church, n.1783 - 1785

²⁸ These are: attendance at Mass on Sundays and Holy Days of Obligation; reception of the Sacrament of Reconciliation at least once a year; reception of Holy Communion at least once a year during the Easter season; observing faithfully the prescribed days of fasting and abstinence; providing for the material needs of the Church, each according to their ability. Cf. Catechism of the Catholic Church, n.2041 - 2043

²⁹ Code of Canon Law, Can.205

³⁰ For someone validly baptised in a non-Catholic Church or ecclesial communion, this would require their subsequent Canonical Reception into the Catholic Church. Baptism, Confirmation and Canonical Reception can all be objectively verified through the production of a relevant certificate issued by the ecclesiastical authority where the sacraments or reception were conferred. Although, there is no canonical requirement for a register of First Holy Communion to be produced, parish priests can usually provide a reference of regular attendance at Mass for someone claiming to be a practising Catholic.

³¹ Code of Canon Law, Can.209 §1

Therefore, for appointment to the office of foundation governor or to key posts in a Catholic school, a 'practising Catholic' is to be defined as someone who has been sacramentally initiated into the Catholic Church and who adheres to those substantive life choices which do not impair them from receiving the sacraments of the Church and which will not be in any way detrimental or prejudicial to the religious ethos and character of the school. Inspired by the Gospel and sustained by God's grace, a 'practising Catholic' will give sincere external expression to their interior faith through specific religious, moral and ethical behaviour which is in accordance with the teaching of Christ and the Catholic Church.

Does this mean that a 'practising Catholic' has to be 'perfect'?

The process for appointment to the office of foundation governor or for key posts in a Catholic school is not, nor should it ever be used as, an appraisal of an applicant's spiritual and moral successes or failures. Assessment of a person's suitability cannot be a subjective judgement about their 'goodness' or 'holiness'. In terms of the Church's general obligations, almost all Catholics fail to live their faith fully and do not give an authentic witness to their beliefs in all aspects or at all moments of their lives. A 'practising Catholic' therefore, no matter how strong their faith in Christ or firm in their commitment to the Church and its teaching, will almost certainly not be a 'perfect' Catholic.

Rather, assessment of a person's suitability must be objectively based on the requirement for the office or post to be held by a 'practising Catholic' as defined in the section above. The only evidence to be taken into consideration in that assessment is of the substantive life choices that they are known to have made and adhere to, both in the personal and public forum; and whether or not those choices are compatible with the teaching of the Catholic Church.

The Church clearly lays out the 'way of life' for the faithful in the substantive choices that they make in life:

"Incorporated into Christ by Baptism, Christians are 'dead to sin and alive to God in Christ Jesus' and so participate in the life of the Risen Lord. Following Christ and united with him, Christians can strive to be 'imitators of God as beloved children, and walk in love' by conforming their thoughts, words and actions to the 'mind ...which is yours in Christ Jesus, and by following his example.

Healing the wounds of sin, the Holy Spirit renews us interiorly through a spiritual transformation. He enlightens and strengthens us to live as 'children of light' through 'all that is good and right and true.' The way of Christ 'leads to life'; a contrary way 'leads to destruction'.

The Gospel parable of the two ways remains ever present in the catechesis of the Church; it shows the importance of moral decisions for our salvation: There are two ways, the one of life, the other of death; but between the two, there is a great difference."³²

Consequently, it is clear that a 'practising Catholic' will be someone who, despite weaknesses and personal sinfulness, decides to make only those substantive life choices which follow the "Way, the Truth and the Life"³³. This way of life is not vague or unknown but is manifest fully and most clearly in the person of Jesus Christ and unfolded in the teachings of His Church.

There are substantive life choices which are incompatible with the teaching of the Church and objectively impair³⁴ our communion with the Church for as long as we adhere to them; they are objectively grave in nature and are objectively incompatible with God's law.³⁵

³² Cf. Catechism of the Catholic Church, n.1694 - 1696

³³ Cf. Gospel of St John 14:6

³⁴ Impaired communion within the Church is not to be confused with 'excommunication'. The former results from committing a gravely sinful act or an act that is incompatible with the teaching of the Church but it does not completely separate someone from the life of the Church or from sharing in it in real but limited ways; the latter is the most serious censure or penalty which the Catholic Church imposes on her members and has canonical consequences beyond deprivation of the sacraments and separates them completely from communion with the Church, until the excommunication is lifted.

³⁵ Cf. Catechism of the Catholic Church, n.1849 - 1860

What are examples of substantive life choices which are incompatible with the teaching of the Catholic Church?

Clearly, it would be hoped that any individual governor or member of staff in a Catholic school would be sensitive to the very important role that they play in the life and mission of the Church and in the life of faith of the children that their school serves. All those who work in a Catholic school therefore, are required to conduct themselves in a way which does not conflict with the “*precept*” and “*tenets*”³⁶ of the Catholic Church and are bound by their contractual obligations “*not to do anything in any way detrimental or prejudicial to the interest*” of the Catholic character of the school³⁷.

There are actions and behaviours which would be considered not only incompatible with the teaching of the Catholic Church specifically but also incompatible with the professional life and career of any employee within any school³⁸. Some examples of these would be:

- serious dishonesty or fraudulent activity;
- being unfit for duty due to alcohol or drug related abuse;
- inappropriate use of school property;
- gross negligence in the performance of professional duties;
- violent or inappropriate behaviour;
- any action which endangers the welfare or safety of pupils;
- any action which would bring the school into disrepute, etc.

There are also substantive life choices which are incompatible with the teaching of the Catholic Church and which may be detrimental or prejudicial to the religious ethos and character of a Catholic school. Some examples of these would be:

- formal apostasy from the Catholic Church³⁹;
- maintaining membership of, or giving direct support to, any organisation whose fundamental aims and objects are contrary to Gospel values and the teaching of the Catholic Church;

³⁶ See Appendix B, School Standards and Framework Act 1998, Section 60, (5), (b)

³⁷ Catholic Education Service Contracts of Employment, Section 4.3

³⁸ Such conduct may well be in breach of an employee’s Contract of Employment and/or amount to actions which could be the subject of disciplinary action. Such behaviour may also be in breach of the GTC Code of Conduct.

³⁹ Code of Canon Law, Can.1364

- maintaining the publication or distribution, or by any other means of social communication or technology, of material content which is contrary to Gospel values and the teaching of the Catholic Church;
- a Catholic contracting a marriage in a non-Catholic church, registry office or any other place without dispensation from canonical form⁴⁰; or contracting a marriage where one or both of the parties have been previously married (and whose former spouse[s] is[are] living) without the former marriage(s) being annulled or declared invalid by the Church;
- maintaining a partnership of intimacy with another person, outside of a form of marriage approved by the Church and which would, at least in the public forum, carry the presumption from their public behaviour of this being a non-chaste relationship; and, where such a presumption in the public forum is not repudiated by the parties within the relationship.

What if a Catholic who has made a substantive life choice which is incompatible with the values of the Gospel and the teaching of the Catholic Church, applies for the office of foundation governor or a key post in a school?

Catholics, whose choices have resulted in them being unable to receive the sacraments but who otherwise may have been a potential applicant for one of these key posts will, on occasion, sincerely present themselves for consideration. In these circumstances, there is sometimes much pressure on clergy and governors to overlook these particular substantive life choices. This may spring from a genuine charitable and pastoral concern not to offend or hurt the individuals involved, or because it is considered that their professional skills and abilities in respect of governance or leadership are needed in the school and override all other considerations.

In these situations clergy and governors should work in partnership with, and follow the advice from, the appropriate officers at the Diocesan Schools Commission and the Diocesan Department of Religious Education. For the good of the school and of the wider Church, the requirement stated here must be upheld in terms of appointing only ‘practising Catholics’, as defined in this document, to the office of foundation governor and to the key posts within Catholic Schools.

⁴⁰ Code of Canon Law, Can.1059

With regard to this, clergy have a clear leadership role and a particular pastoral duty towards those individuals who are unable to be appointed to those positions, by explaining, with the greatest possible care and sensitivity, the Church's requirements and the reasons for these requirements while also encouraging them to maintain their life of prayer and faith within the Church.

What if a Catholic, appointed as a foundation governor or to a key post in a Catholic school, subsequently makes a substantive life choice which is incompatible with the values of the Gospel and the teaching of the Catholic Church?

As already stated, even the most committed Catholic frequently fails in the full expression of the practice of their faith through personal weakness and sinfulness on various occasions and at particular moments.

These failures in the practice of the faith are, however, distinct from adhering to and maintaining substantive life choices which are incompatible with the teaching of the Catholic Church and which prevent them from receiving the sacraments. These choices can give scandal potentially both to the Christian and wider community and bring the religious ethos and character of the school into disrepute.

If for any reason a foundation governor of a Catholic school seriously contravenes the declaration that they signed as a condition of their appointment, they can be removed from office⁴¹ by the diocesan bishop or his delegate.

Similarly, all those appointed to key posts within a Catholic school are expected to read and sign the relevant Catholic Education Service Contract. These contracts state that they are:

*"...expected to be conscientious and loyal to the aims and objectives of the School, having regard at all times to the Catholic character of the School, and not to do anything detrimental or prejudicial to the interest of the same."*⁴²

Reflecting this contractual obligation, the Catholic Education Service's 'Model Disciplinary Procedure' defines a principal example of misconduct in a Catholic school as:

⁴¹ School Governance (Constitution) (England) Regulations 2003, 23(1)

⁴² Catholic Education Service Contracts of Employment, Section 4.3

“Conduct on the part of a teacher or worker which is incompatible with the precepts, or with the upholding of the tenets, of the Catholic Church.”⁴³

Therefore, if someone who has been appointed a foundation governor or appointed to key post in a Catholic school subsequently makes a substantive life choice which is incompatible with the teaching of the Catholic Church, then their ability to govern or to lead and model Catholic life and faith with ecclesial integrity may cease to exist. In such circumstances, an investigation by those responsible for preserving the Catholic ethos of the school will need to be undertaken and, in some circumstances, this may necessitate a foundation governor being removed from office or disciplinary action being taken against someone appointed to a key post, in accordance with the school’s formally adopted disciplinary policy.

Any action that diocesan authorities or governing bodies may be required to take within the appropriate procedural and legal parameters should though, be measured, sensitive and exercised with charity and compassion. Working with professional associations and the school’s maintaining local authority; every effort should be made to manage, with dignity and respect, the impact of any action that needs to be taken upon the individuals concerned, their families and the Catholic school community.

Conclusion

“If you love me you will keep my commandments”⁴⁴

Acting out of love as disciples of Jesus Christ, Catholic Christians are called to model in the substantive life choices they make, the Way, the Truth and the Life of the One who, out of love, laid down his life for them. This love in action is what the ‘practice’ of the Catholic faith ultimately means. It cannot be reduced to an outward legal conformity to rules or laws but is a response of love to the God who is Love.

Similarly, no ministry or vocation in the Catholic Church can be reduced to the mechanical performance of a set of duties or skills, no matter how excellently or professionally they might appear to be carried out. Without them being lived authentically, in private and public life, they would be insincere.

⁴³ Catholic Education Service, Model Disciplinary Procedure (All Workers at the School) For Schools with Delegated Budgets (2004)

⁴⁴ Gospel of St John 14:15

In Catholic schools, foundation governors and the holders of certain key posts which carry with them an occupational requirement to be a ‘practising Catholic’, are responsible in law and required by the Church to be able and fit to “*preserve and develop the religious character of the school*”⁴⁵ and “*not to do anything in any way detrimental or prejudicial to the interest of the same*”⁴⁶.

Consequently they must, by the very nature and context of their objectives and activities, be substantively held and maintained by ‘practising Catholics’. They carry an obligation of office and an occupational requirement which cannot be fulfilled by someone who does not adhere in their substantive life choices to the teachings of the Catholic Church, or by anyone who does not share the Catholic faith.

⁴⁵ See Appendix B, School Standards and Framework Act 1998, Section 60, (4); School Governance (Constitution) (England) Regulations 2003, 8 (1) (b)

⁴⁶ Catholic Education Service Contracts of Employment, Section 4.3

APPENDIX A

Requirements of the Catholic Church for appointments to the office of foundation governor and key leadership posts in Catholic schools

For the appointment of a foundation governor, a candidate for this office in a school operating under the Trust Deed of the Archdiocese of Birmingham is required to sign a declaration that:

“I am a practising Catholic in full communion with the See of Rome, and I am not the subject of any canonical censure or penalty; my appointment places a statutory duty upon me to ensure that the religious character of the school is preserved and developed⁴⁷ and that the school is conducted in accordance with the provisions of the Archdiocesan Trust Deed⁴⁸; my appointment requires me to comply with the provisions of Canon Law, the teachings of the Catholic Church and such determinations made by the Archbishop and his Trustees and their agent, the Diocesan Schools Commission, in respect of the school or other schools situated in the Archdiocese.”⁴⁹

With regard to the Church’s requirements for appointments to key leadership posts, the ‘Memorandum on Appointment of Teachers to Catholic Schools’⁵⁰, states:

“The posts of Headteacher, Deputy Headteacher and Head or Coordinator of Religious Education are to be filled by baptised and practising Catholics. Other Leadership posts that affect directly the Catholic Mission of the school should, wherever possible, be staffed by skilled practitioners who are committed Catholics. All teachers must respect and support the aims and objectives of a Catholic school.”⁵¹

The purpose of the ‘Memorandum’ is:

“...to help and guide Governors to fulfil their statutory responsibilities to preserve and develop the Catholic character of the school in relation to the appointment of teachers. Governors of Catholic Voluntary Aided and Independent schools are the employers of the teachers, to whom they

⁴⁷ School Governance (Constitution) (England) Regulations 2003, 8 (1) (a)

⁴⁸ Ibid., 8 (1) (b)

⁴⁹ Foundation Governor Application Form, Diocesan Schools Commission, Archdiocese of Birmingham

⁵⁰ Department for Catholic Education and Formation of the Catholic Bishops Conference for England and Wales, 11 July 2003

⁵¹ Ibid., Section entitled ‘Selecting Leaders For Catholic Schools’

should give clear guidelines about the Catholic character of education and life in their school. As employers the Governing Body must issue the appropriate contract of employment and associated documentation as published by the Catholic Education Service.”⁵²

The expectations set out in the ‘Memorandum’ are based on the pertinent Canons in the ‘Code of Canon Law of the Catholic Church’:

“The formation and education in the Catholic religion provided in any school, and through various means of social communication is subject to the authority of the Church. It is for the Episcopal Conference to issue general norms concerning this field of activity and for the Diocesan Bishop to regulate and watch over it. The local Ordinary is to be careful that those who are appointed as teachers of religion in schools, even non-Catholic ones, are outstanding in true doctrine, in the witness of their Christian life, and in their teaching ability.”⁵³

In addition the ‘Memorandum’ states that the appropriate contracts of employment and the associated documentation published by the Catholic Education Service must be used by Catholic schools to preserve and uphold their Catholic ethos. The contracts used for specific key posts state:

“You are required to develop and maintain the Catholic character of the School. You are to have regard to the Catholic character of the School and not to do anything in any way detrimental or prejudicial to the interest of the same.”⁵⁴

⁵² Department for Catholic Education and Formation of the Catholic Bishops Conference for England and Wales, 11 July 2003, Section entitled ‘Purpose of the Guidance’

⁵³ Code of Canon Law, Can.804

⁵⁴ Catholic Education Service Contracts of Employment, Section 4.3

APPENDIX B

Statutory provision for schools with a religious character to maintain their relevant religious ethos

Statutory legislation in England and Wales makes provision for schools with a religious character to maintain their relevant religious ethos. Section 60 of the School Standards and Framework Act 1998 makes the following provision:

“(4) In connection with the appointment of a person to be head teacher of the school (whether foundation or voluntary controlled) regard may be had to that person’s ability and fitness to preserve and develop the religious character of the school.

(5) If the school is a voluntary aided school -

(a) preference may be given, in connection with the appointment, remuneration or promotion of teachers at the school, to persons -

(i) whose religious opinions are in accordance with the tenets of the religion or religious denomination specified in relation to the school under section 69(4), or

(ii) who attend religious worship in accordance with those tenets, or

(iii) who give, or are willing to give, religious education at the school in accordance with those tenets; and

(b) regard may be had, in connection with the termination of the employment of any teacher at the school, to any conduct on his part which is incompatible with the precepts, or with the upholding of the tenets, of the religion or religious denomination so specified.”

Section 37(2)(b) of the Education and Inspections Act 2006 extended these provisions in voluntary aided schools with a religious character in England (not Wales) to the appointment of non-teaching staff, to have regard to a person’s faith where there is a ‘genuine occupational requirement’⁵⁵. An example of such a non-teaching post in a Catholic School is the appointment of a Lay Chaplain.

⁵⁵ Governing bodies, as the employers, must comply with the Employment Equality (Religion or Belief) Regulations 2003 which prevent discrimination on religious grounds, except in a case where being of a particular religion or religious denomination is a genuine occupational requirement. Schools considering whether a particular post has a genuine occupational requirement for a person to be of a particular religion or belief must follow both the regulations and the guidance.

Diocesan Education Service
Don Bosco House, Coventry Road, Coleshill, Birmingham. B46 3EA
Tel: 01675 464755 Fax: 01675 465273

Web: www.bdes.org.uk

CONFIDENTIAL



SENIOR LEADERSHIP APPLICATION FORM

*(Before completing this form please read the **Notes to Applicants**)*

Safeguarding Statement:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Name of Candidate:

TO BE USED FOR THE FOLLOWING SENIOR LEADERSHIP POSITIONS ONLY:

Headteacher (including Principal or equivalent)

Acting Headteacher

Joint Headteacher

Deputy Headteacher / Vice-Principal

Assistant Headteacher / Associate Principal

Head of School

PLEASE MAKE SURE THAT YOU ARE USING THE LATEST VERSION OF THIS APPLICATION FORM WHICH CAN BE DOWNLOADED FROM THE CATHOLIC EDUCATION SERVICE WEBSITE:

www.catholiceducation.org.uk

BEFORE YOU BEGIN PLEASE CHECK THAT YOU HAVE THE FOLLOWING:

1. Correct application form for the position being applied for
2. Notes to applicants
3. Recruitment monitoring form
4. Consent to obtain references form

PLEASE DO NOT RETURN ANY COMPLETED APPLICATION FORMS AND/OR SUPPLEMENTARY DOCUMENTS TO THE CATHOLIC EDUCATION SERVICE. PLEASE RETURN ALL COMPLETED APPLICATION FORMS AND/OR SUPPLEMENTARY DOCUMENTS TO THE SCHOOL/COLLEGE/ACADEMY/MULTI ACADEMY TRUST COMPANY WHERE THE POSITION APPLIED FOR IS BASED, OR AS INSTRUCTED IN THE DETAILS OF THE POST.

**PLEASE COMPLETE ALL SECTIONS OF THIS APPLICATION FORM FULLY BEFORE
RETURNING IT IF ALL SECTIONS ARE NOT COMPLETED YOUR APPLICATION
MAY NOT BE PROCESSED**

DETAILS OF ROLE APPLIED FOR:

Application for the position of:

Full Time ☐ Part Time ☐ Job Share ☐

At: School / Academy

At which the:

Governing Body ☐

Academy Trust Company ☐

Multi-Academy Trust Company ☐

is the employer of staff.

In the Local Authority of:

In the Archdiocese / Diocese of:

Please state where you first learned of this vacancy:

Personal Details:

Title:

Surname:

First Name(s):

Known as (if applicable):

Religious Denomination / Faith:

Address:

Telephone Numbers:

Home:

Mobile:

Email Address:

How do you prefer to be contacted? Phone ☐ Email ☐

DfE Teacher Reference Number:

Do you have Qualified Teacher Status? Yes ☐ No ☐

QTS Certificate Number: Date of qualification as a teacher:

Education Workforce Council (Wales only) or other Membership Number:

Details of Present Employment:

Are you presently employed: Yes ☐ No ☐

If no, please proceed to the next section.

Details of present post:

Role:

Name of employer:

Name of school / Academy

(if different):

Address:

Telephone Number:

Local Authority:

Archdiocese / Diocese:

Permanent ☐ Temporary ☐

Full time ☐ Part time ☐ Job share ☐

Date of appointment:

Notice required:

If notice already given, date

it is due to expire:

Reason for leaving:

Salary scale

(e.g. main / upper / leadership)

Group of school /

Number on role:

Spine Point:

Additional Allowances

(including inner / outer / fringe London):

Gross annual salary:

Employment History:

Please complete in chronological order, starting with the **most recent**:

Full name and address of school / college / academy (state whether nursery / primary / secondary / comprehensive / selective etc.) include details of local authority if relevant	Approx. number on roll	Age range taught & single sex / mixed	Post held and responsibilities including subjects taught and key stages taught	Dates employed month / year (from – to)	Reason for leaving

Other Employment / Work Experience:

Please complete in chronological order, starting with the **most recent**:

Employment / Experience	Employer / Location	Responsibilities	Dates employed month / year (from – to)	Reason for leaving

If there are any periods of time that have not been accounted for in your application, for instance, periods spent raising a family or of extended travel, please give details of them here with dates. The information provided in this form must provide a complete chronology from the age of 18. Please ensure that there are no gaps in the history of your education, employment and other experience. Failure to provide a full account may lead to your application being rejected.

Dates (from – to)	Activity

If you have ever been ordained and/or been a member of a religious community please provide details here:

Post-11 education and training:

Please complete in chronological order, starting with the **most recent**:

Full name and address of establishment	Full or part time	Dates attended month / year From - to	Date of award	Awarding body and registration number (if known)	Award and classification
--	-------------------	--	---------------	--	--------------------------

Desirable Qualifications (please note that NPQH is mandatory in Wales) please insert N/A if you do not have the qualifications listed in this section

					NPQH
					Catholic Certificate of Religious Studies (or, if equivalent, please state)

Other Post-Graduate Qualifications

Higher Education Qualifications

--	--	--	--	--	--

--	--	--	--	--	--

School / College Qualifications

Continuing Professional Development

Please list any courses you have completed and/or any professional development in which you have been involved in the past 3 years which you consider relevant to this post.

Course Title	Course Provider	Length of Course	Dates From – To	Award / Classification (if applicable)

Please provide details of your most recent safeguarding training:

Professional Memberships:

Chartered College of Teaching:

Associate ☐ Member (MCCT) ☐ Fellow (FCCT) ☐ Chartered Teacher (CTeach) ☐

Please list any other professional bodies of which you are a member:

Interests and Hobbies:

Please list your interests and hobbies outside of work:

Supporting Statement:

Please provide a written statement of **no more than 1,300 words** detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the post advertised and how you meet the person specification applicable to the post. You should pay particular attention to the national standards for the position for which you are applying.

--

References:

A referee who is a current or former employer should have full access to the applicant's personal records, to the extent that this is achievable in compliance with the General Data Protection Regulation. Most Senior Leadership posts require you to be a practising catholic and, therefore, one referee must be your Parish Priest / the Priest of the Parish where you regularly worship. In requesting a Priest's reference it is not our intention to deter applications. Please see the Notes to Applicants for further guidance. It is the responsibility of the Applicant to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference. Please also ensure that you complete and return the consent to obtain references form with your application.

In accordance with Keeping Children Safe in Education we will obtain and scrutinise references prior to interview and referees will be contacted to provide further clarification as appropriate. All information provided by referees will also be compared for consistency with the information you provide on this form and you will be asked about any discrepancies. Please advise if you do not want us to take up references at this stage and provide reasons.

Referees will also be asked for information about:

- all disciplinary offences (including those where the penalty is "time expired" if related to children); and
- all child protection allegations including the outcome of any child protection investigations.

You are advised to read the relevant section of the Notes to Applicants before completing this section.

If any of your referees knew you by another name please specify that name alongside the details of the relevant referee.

Present School / Employer:

Name:

Address:

Role:

Telephone:

Email:

Other Professional (where you are not currently employed with children, this must be your most recent school / college / employer prior to your current employer):

Name:

Address:

Role:

Telephone:

Email:

Parish Priest / Priest of the Parish where you regularly worship (if applicable):

Name:

Address:

Role:

Telephone:

Email:

If you or your spouse / civil partner / partner are related by marriage, blood or as a co-habitee to any member of the Governing Body / Academy Trust Company / Multi Academy Trust Company or any current employee(s) of the Governing Body / Academy Trust Company / Multi Academy Trust Company please provide the relevant details here:

Name(s) of Governing Body / Academy Trust Company / Multi Academy Trust Company / Employee(s):

Relationship(s) to you:

Disclosure of Criminal and Child Protection Matters and Disclosure and Barring Service Checks

The Governing Body / Academy Trust Company / Multi Academy Trust Company is obliged by law to operate a checking procedure for employees who have access to children and young people.

Please confirm whether you have ever been the subject of any child protection concern either in your work or personal life, or been the subject of, or involved in, any disciplinary action in relation thereto, including any which is time expired.

Yes ☐ No ☐

If yes please provide full details:

It is an offence to knowingly apply for, offer to do, accept, or do any work in a regulated position if you have been disqualified from working with children. Any offer of employment will be subject to checks being carried out in order to ensure that you are not subject to a prohibition order or an interim prohibition order.

In the event of a successful application an offer of employment may be made to you which is conditional upon receipt of satisfactory Disclosure and Barring Service Checks ("DBS Checks") in relation to criminal and child protection matters. Please note that a conviction will not necessarily be a bar to obtaining employment.

By checking the box you consent to a DBS Check(s) being made: ☐

Rehabilitation of Offenders Act 1974 (as amended)

If you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended), then the details of these must be disclosed if you are invited for interview.

Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice website](#).

If you are invited for interview, please bring The Rehabilitation of Offenders Act 1974 – Disclosure Form with you to the interview in a sealed envelope marked “Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form”. You will be asked to hand the form to the interviewer at the end of the interview. If you do not have disclosable convictions, please complete the relevant sections of the Disclosure Form.

Request for Your Consent to Process Your Data

In compliance with the General Data Protection Regulation (GDPR), we wish to ensure you are aware of the purpose for which we are requesting your consent to collect and process the data we have asked you to provide on this application form.

Important information regarding your consent

1. We are [insert name and address of school and state whether VA, Academy, Independent etc. If you are part of a multi academy trust, state the registered name of the academy trust company and state that the academy trust company is the data controller and explain that the school is part of the multi academy trust].
2. Being a Catholic education provider we work closely with the school’s / academy’s Diocesan Authority, the school’s / academy’s Trustees, the Local Authority, the Department for Education, the Catholic Education Service and [insert name(s) of other relevant third party(ies)] with whom we may share the information you provide on this application form if we consider it is necessary in order to fulfil our functions.
3. The person responsible for data protection within our organisation is [insert name of data protection officer] and you can contact them with any questions relating to our handling of your data. You can contact them by [insert method of contact and contact details].
4. We require the information we have requested on this form in order to process your application for employment.
5. To the extent that you have shared any special categories of personal data¹ this will not be shared with any third party except as detailed in paragraph 2 above, unless a legal obligation should arise.

¹ Article 9(1) GDPR sets out the special categories of personal data as follows: “personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person’s sex life or sexual orientation....”

6. If your application is successful, the information you have provided on this form will become part of your personnel file which shall be retained throughout the duration of your employment within our organisation and afterwards in accordance with our data retention policy.
7. If you are unsuccessful, your application form and any documents you have submitted in support of your application will be destroyed after a period of 6 months.
8. We will keep a record of your consent as evidence that we have obtained your consent to collect and process the data you have provided on this application form.
9. You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer (see paragraph 3 above) that you wish to withdraw your consent.
10. To read about your individual rights you can refer to our fair processing notice and data protection policies.
11. If you wish to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by [insert details of the school / academy trust company / multi academy trust company complaints procedure]. If you are unhappy with how your complaint has been handled you can contact the Information Commissioner's Office via their website at www.ico.org.uk.

Request for your consent

Please ensure that you read paragraphs 1-11 above and raise any relevant questions before providing your consent below:

- I confirm that I have read and understood paragraphs 1-11 above and that I have been offered the opportunity to raise any relevant questions: Yes ☐ No ☐
- Please check this box if you agree to our collecting and processing your personal information as described in paragraphs 1-11 above: ☐
- I agree to my personal data being shared as stated in paragraphs 2 and 5 above: Yes ☐ No ☐

Right to work in the UK.

The Governing Body / Academy Trust Company / Multi Academy Trust Company will require you to provide evidence of your entitlement to undertake the position applied for and/or of your ongoing entitlement to live and work in the United Kingdom in accordance with the current immigration rules. More information can be found in the Notes to Applicants. By checking the box below, you confirm that you are legally entitled to work in the United Kingdom and that you will promptly provide documentary evidence of such entitlement when requested: ☐

Language requirements for public sector workers.

The ability to communicate with members of the public in accurate spoken [English / Welsh] is an essential requirement for the post. This is because this is a public facing public sector post. Please note that this language requirement may be in addition to mandatory English language requirements associated with your immigration route.

Declaration

If you know that any of the information that you have given in this application form is false or if you have knowingly omitted or concealed any relevant fact about your eligibility for employment which comes to our attention then your application form may be withdrawn from the recruitment process. Please note that checks may be carried out in order to verify the information you have included.

Providing false information is an offence and may result in this application being rejected. If such a discovery is made after you have been appointed then you may be liable to be dismissed summarily. You may also be reported to the Teaching Regulation Agency (TRA) (England only) or the Education Workforce Council (Wales only) and/or the Police, if appropriate.

By signing below I hereby certify that all the information given by me both on this form and in any supplementary pages and/or the supporting evidence provided, is correct to the best of my knowledge and belief, that all the questions relating to me have been fully answered and that I possess all the qualifications that I claim to hold.

I acknowledge that it is my responsibility as the applicant, if invited for interview, to disclose information to the panel which may affect my suitability and/or eligibility to work with children and/or vulnerable adults.

Signature:

Date:

(The post will be subject to the terms and conditions of the appropriate Catholic Education Service model contract, a copy of which will be provided to you before interview if you are shortlisted).

CONFIDENTIAL**REHABILITATION OF OFFENDERS ACT 1974 – DISCLOSURE FORM**

This disclosure form is supplementary to the relevant section relating to the Rehabilitation of Offenders Act 1974, of the relevant CES Application Form.

If you are invited for interview, please bring this form with you to the interview in a separate, sealed envelope marked “Confidential – Rehabilitation of Offenders Act 1974 - Disclosure Form”. You will be asked to hand the form to the interviewer at the end of the interview.

1. In accordance with statutory requirements certain pre-employment checks are conducted for positions that involve work with vulnerable groups, specifically children and vulnerable adults.
2. The information obtained from these checks is used to help safeguard these groups. It will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups. We ask for this information in order to facilitate an honest and open dialogue with prospective employees and we encourage all prospective employees to provide contextual information regarding any convictions disclosed.
3. Having a criminal record will not automatically bar you from employment or voluntary work with us.

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

This means that you must disclose all spent and unspent convictions on this form other than those which are so “protected”. This may include any driving offences. Guidance on the filtering of “protected” convictions and cautions can be accessed on the Disclosure and Barring Service website.

Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to summary dismissal if it is subsequently discovered that you have had any criminal convictions and a referral to the Police may be made.

It is an offence to knowingly apply for, offer to do, accept, or do any work in a regulated position if you have been disqualified from working with children.

Any offer of employment will be subject to checks being carried out in order to ensure that you are not subject to a prohibition order or an interim prohibition order.

Failure to complete this form may render your application invalid.

Full Name:

Date of Birth:

Post Applied for:

Please check the appropriate box to indicate whether you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013):

No: ☐ Yes: ☐

If you have answered yes to the question above, please set out the following details below:

- Date of each conviction / pending hearing / reprimand / warning;
- The offence;
- The sentence; and
- The Police Force / Court involved.

Declaration: I hereby certify that the information given above is true and accurate:

SIGNATURE :

DATE :

Request for Your Consent to Process Your Data

In compliance with the General Data Protection Regulation (GDPR), we wish to ensure you are aware of the purpose for which we are requesting your consent to collect and process the data we have asked you to provide on this form.

Important information regarding your consent

1. We are St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton-in-Makerfield, Wigan, WN4 9PF. We are a Voluntary Aided School. We are the "data controller", which means that we are responsible for deciding how we hold and use personal information.
2. To the extent that you have disclosed any criminal records information on this form, your information may be shared with OFSTED/Estyn and the Local Authority Designated Officer for child protection matters (the LADO). As a Catholic education provider, we work closely with the Archdiocese of Liverpool with whom we may be required to share the information you have provided on this form.
3. The person responsible for data protection within our organisation is Mrs S Chapman, School Business Manager and Data Protection Lea and you can contact them with any questions relating to our handling of your data. You can contact them by emailing the school, office@arrowsmith.wigan.sch.uk or by telephone on (01942) 728651. We have appointed an external Data Protection Officer to oversee compliance with Data Protection. Their details are: Data Protection Officer - Craig Stilwell, Judicium Consulting Ltd, 72 Cannon Street, London, EC4N 6AE, Email: dataservices@judicium.com.
4. We require the information requested on this form in order to process your application for employment and to ascertain whether you are a suitable candidate to work with children/in a child centred environment.
5. We require you to complete this form regarding criminal records disclosure as the information is needed in order to assist us in complying with our legal obligation to safeguard and protect children from harm.
6. If your application is successful and you have disclosed criminal records information on this form, we shall retain the form as part of your permanent employment record and afterwards in accordance with the School's data retention policy. In addition, we shall document and retain records of relevant guidance/advice received by OFSTED/Estyn and/or the LADO and any other appropriate third party.¹
7. If you are unsuccessful and you have disclosed criminal records information which could disqualify you from working with children/in a child centred environment, we shall share the

¹ See paragraph 2.

information you have provided on this form with OFSTED/Estyn and/or the LADO and any other appropriate third party.²

8. If you are unsuccessful and you have not disclosed criminal records information on this form, this form shall be destroyed after a maximum period of 6 months.
9. We will keep a record of your consent as evidence that we have obtained your consent to collect and process the data you have provided on this form.
10. You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer (see paragraph 3 above) that you wish to withdraw your consent.
11. If you fail to complete this form we may not be able to comply with our legal duty to safeguard children. This means that we may not therefore continue to process your employment application or offer you a position within our organisation.
12. To read about your individual rights you can refer to our fair processing notice and data protection policies.
13. To complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by Mrs S Chapman, School Business Manager, St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton in Makerfield, Wigan, WN4 9PF. If you are unhappy with how your complaint has been handled you can contact the Information Commissioner's Office via their website at www.ico.org.uk.

Request for your consent

Please ensure that you read paragraphs 1-13 above and raise any relevant questions before providing your consent below:

- I confirm that I have read and understood paragraphs 1-13 above and that I have been offered the opportunity to raise any relevant questions: Yes ☐ No ☐
- Please check this box if you have any objection to our collecting and processing your personal information as described in paragraphs 1-13 above ☐
- I agree to my personal data being shared as stated in paragraphs 2, 6 and 7 above:
Yes ☐ No ☐

² Ibid



MODEL CONSENT TO OBTAIN REFERENCES FORM

It is the responsibility of all Applicants to ensure that all named referees have consented to providing a reference. In accordance with Keeping Children Safe in Education (2018) we will obtain and scrutinise references prior to interview and referees will be contacted to provide clarification as appropriate. All information provided by referees will also be compared, for consistency, with the information Applicants have provided on their application form with the intention that questions will be asked during interview if there are discrepancies.

Referees will be asked to verify the contents of an Applicant's application form (where they are relevant) and will also be asked for information about:

- All disciplinary offences (including those where the penalty is "time expired" if related to children; and
- All child protection allegations including the outcome of any child protection investigations.

We will also ask about an Applicant's performance history including details of any capability concerns (including attendance issues).

Request for your consent

In compliance with the General Data Protection Regulation (GDPR), we wish to ensure you are aware of the purpose for which we are requesting your consent to collect and process the data we will be asking for when we contact your referees.

Important information regarding your consent

1. We are St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton-in-Makerfield, Wigan, WN4 9PF. We are a Voluntary Aided School. We are the "data controller", which means that we are responsible for deciding how we hold and use personal information.
2. Being a Catholic education provider we work closely with the school's / academy's Diocesan Authority, the school's / academy's Trustees, the Local Authority, the Department of Education, the Catholic Education Service and The Archdiocese of Liverpool with whom we may share information provided by your referees if we consider it is necessary in order to fulfil our functions.

3. The person responsible for data protection within our organisation is Mrs S Chapman, School Business Manager and Data Protection Lea and you can contact them with any questions relating to our handling of your data. You can contact them by emailing the school, office@arrowsmith.wigan.sch.uk or by telephone on (01942) 728651. We have appointed an external Data Protection Officer to oversee compliance with Data Protection. Their details are: Data Protection Officer - Craig Stilwell, Judicium Consulting Ltd, 72 Cannon Street, London, EC4N 6AE, Email: dataservices@judicium.com.
4. We require the information we will request from your referees in order to process your application for employment.
5. To the extent that you have shared any special categories of personal data¹ this will not be shared with any third party except as detailed in paragraph 2 above, unless a legal obligation should arise.
6. If your application is successful, the information provided by your referees will become part of your personnel file which shall be retained throughout the duration of your employment within our organisation and afterwards in accordance with our data retention policy.
7. If you are unsuccessful, your references and any documents you have submitted in support of your application will be destroyed after a period of 6 months.
8. We will keep a record of your consent as evidence that we have obtained your consent to requesting references from your referees.
9. You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer (see paragraph 3 above) that you wish to withdraw your consent.
10. To read about your individual rights you can refer to our fair processing notice and data protection policies.
11. If you wish to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by Mrs S Chapman, School Business Manager, St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton in Makerfield, Wigan, WN4 9PF. If you are unhappy with how your complaint has been handled you can contact the Information Commissioner's Office via their website at www.ico.org.uk.

¹ Article 9(1) GDPR sets out the special categories of personal data as follows: "personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation...."

Request for your consent

Please ensure that you read paragraphs 1-11 above and raise any relevant questions before providing your consent below:

- I confirm that I have read and understood paragraphs 1-11 above and that I have been offered the opportunity to raise any relevant questions: Yes ☐ No ☐
- Please check this box if you have any objection to our taking up your references and to the collection and processing of your data as described in paragraphs 1-11 above ☐
- I agree to you contacting my referees in order to obtain references.

Signature:

Date:



EQUALITY ACT 2010

MODEL REASONABLE ADJUSTMENTS STATEMENT

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the Invitation to Interview Letter when confirming your availability to attend interview. Our duty to make reasonable adjustments only applies where we know about, or ought reasonably to know about, your disability so it is important that you provide this information to us (details for the relevant person to contact will be provided in your Invitation to Interview Letter).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:

- Modification to Documentation – this may include providing documents in large print, in Braille format or in audio format and/or providing oral instruction on documentation for those applicants with a learning disability;
- Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity. Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
- Provision of a Reader for a visually impaired applicant;
- Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
- Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;
- Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
- Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;
- Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
- Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school / academy / college may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.

CONFIDENTIAL**MODEL RECRUITMENT MONITORING INFORMATION FORM**

THE INFORMATION PROVIDED BY YOU WILL BE USED FOR MONITORING AND STATISTICAL PURPOSES ONLY AND WILL NOT SUPPLEMENT OR FORM PART OF YOUR APPLICATION, THE SELECTION CRITERIA USED OR THE SELECTION PROCESS GENERALLY.

You are not obliged to complete this form but, if you do so, it will help us to fulfil our duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation, to promote and advance equality of opportunity and to foster good relations between people who share a relevant “protected characteristic” and those who do not. “Protected characteristics”, as defined by the Equality Act 2010, are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Post title:

School:

Date of birth:

GENDER

Female ☐

Male ☐

Prefer not to say ☐

COUNTRY OF BIRTH

My country of birth is:

ETHNIC ORIGIN

I would describe my ethnic origin as:

1. White

British ☐ English ☐ Scottish ☐ Welsh ☐

Irish ☐ European ☐ Non-European ☐

Any other White background (please specify):

2. Black or Black British

African ☐ Caribbean ☐

Any other Black background (please specify):

3. Mixed Background

White and Asian ☐ White and Black Asian ☐ White and Black Caribbean ☐

Any other mixed background (please specify):

4. Asian and Asian British

Bangladeshi ☐ Indian ☐ Pakistani ☐

Any other Asian background (please specify):

5. Chinese and Chinese British

Chinese ☐

Any other Chinese background (please specify):

6. Other ethnic group

Please specify:

RELIGION

I would describe my religion as:

None ☐ Catholic ☐ Other Christian ☐ Buddhist ☐
 Hindu ☐ Jewish ☐ Muslim ☐ Sikh ☐

Any other (please specify):

DISABILITY

The legal definition of disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. Some specific conditions deemed to be disabilities include HIV, cancer, multiple sclerosis and severe disfigurements.

Do you have a disability, long-term illness (mental or physical), and/or on-going medical condition that we should be aware of:

Yes: ☐ No: ☐

Request for Your Consent to Process Your Data

In compliance with the General Data Protection Regulation (GDPR), we wish to ensure you are aware of the purpose for which we are requesting your consent to collect and process the data we have asked you to provide on this form. **Please note that the completion of this form is voluntary and is not part of your application. There is no requirement for you to provide the information requested on this form.**

Important information regarding your consent

1. We are St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton-in-Makerfield, Wigan, WN4 9PF. We are a Voluntary Aided School. We are the "data controller", which means that we are responsible for deciding how we hold and use personal information.
2. Being a Catholic education provider we work closely with Archdiocese of Liverpool with whom we may share the information you provide on this application form. The reason for this is to enable Liverpool Archdiocese to fulfil its role in supporting its schools and exercising the Bishop's and Trustees' responsibilities (including oversight of its provision).
3. The person responsible for data protection within our organisation is Mrs S Chapman, School Business Manager and Data Protection Lea and you can contact them with any questions relating to our handling of your data. You can contact them by emailing the school, office@arrowsmith.wigan.sch.uk or by telephone on (01942) 728651. We have appointed an external Data Protection Officer to oversee compliance with Data Protection. Their details are: Data Protection Officer - Craig Stilwell, Judicium Consulting Ltd, 72 Cannon Street, London, EC4N 6AE, Email: dataservices@judicium.com.

4. We require the information we have requested on this form in order to fulfil our duties under the Equality Act 2010, namely for statistical and equal opportunity monitoring purposes. As part of our duties under the Equality Act 2010 we will share the information you provide with Wigan Council as part of their standard recruitment procedures.
5. To the extent that you have shared any special categories of personal data¹ this will not be shared with any third party except as detailed in paragraphs 2 and 4 above, unless a legal obligation should arise.
6. We shall retain the information you have provided on this form for a period of 6 months to enable equal opportunity monitoring to take place.
7. We will keep a record of your consent as evidence that we have obtained your consent to collect and process the data you have provided on this application form.
8. You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer (see paragraph 3 above) that you wish to withdraw your consent.
9. To read about your individual rights you can refer to our fair processing notice and data protection policies.
10. If you wish to complain about how we have collected and processed the information you have provided on this form, you can make a complaint to our organisation by Mrs S Chapman, School Business Manager, St Edmund Arrowsmith Catholic High School, Rookery Avenue, Ashton in Makerfield, Wigan, WN4 9PF. If you are unhappy with how your complaint has been handled you can contact the Information Commissioner's Office via their website at www.ico.org.uk.

Request for your consent

Please ensure that you read paragraphs 1-10 above and raise any relevant questions before providing your consent below:

- I confirm that I have read and understood paragraphs 1-10 above and that I have been offered the opportunity to raise any relevant questions: Yes ☐ No ☐
- Please check this box if you have any objection to our collecting and processing your personal information as described in paragraphs 1-10 above ☐
- I agree to my personal data being shared as stated in paragraphs 2 and 4 above: Yes ☐ No ☐

¹ Article 9(1) GDPR sets out the special categories of personal data as follows: "personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation...."