



# St Cuthbert Mayne Catholic Junior School

*"Growing together in love and learning as followers of Jesus"*



## Headteacher Recruitment Pack

January 2022



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## Contents

### Welcome to our school

Together with our parents and parishes we aim to give our children a safe, happy, faith-filled, stimulating and healthy environment where there is learning, laughter and enjoyment.

Welcome from the Chair of Governors	Page 3
Our School	Page 4
History	Page 5
Key Information and Statistics	Page 6
Mission Statement	Page 7
Our Vision	Page 8
Our Aims and Values	Page 9-10
Our Catholic Identity	Page 11
Our School Prayer	Page 12
Our New Headteacher	Page 13
What we can offer	Page 14
Job Description	Page 15-18
Person Specification	Page 20-23
Information for Candidates	Page 24
Application Process	Page 25



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## Welcome from the Chair of Governors

*Dear Applicant*

*Thank you for your interest in the Headteacher role at St Cuthbert Mayne Catholic Junior School. I hope you find this information pack a useful introduction to our school.*

*The vacancy has arisen as a result of the retirement of our current Head after five years.*

*St Cuthbert Mayne Catholic Junior School is part of a local community of Catholic schools in Hemel Hempstead. There are strong links between all the Catholic schools and pupils progress from St Rose’s Infant school to St Cuthbert Mayne and from here onto to John F Kennedy Catholic Secondary School. The parish priest supports the school with frequent visits and the celebration of mass at key times during the liturgical year.*

*The Governors are proud to be part of a thriving and dynamic school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community. In recruiting a new Headteacher we are seeking someone who can shape and share our vision and ethos, and who has the enthusiasm, drive and energy to move our school forward.*

*The closing date for applications is 9.00am on Monday 7th February 2022. Shortlisting will be taking place on the 9th February and interviews on Thursday 22<sup>nd</sup> February 2022.*

*For further information about our school, please visit our website:  
[www.cuthbertmayne.herts.sch.uk](http://www.cuthbertmayne.herts.sch.uk).*

*To arrange a visit to the school, please contact Mrs Wendy Deane, Clerk to the Governors, at [wendydeane@cuthbertmayne.herts.sch.uk](mailto:wendydeane@cuthbertmayne.herts.sch.uk), school telephone: 01442 253347.*

*Thank you for your interest in St Cuthbert Mayne Catholic Junior School. We wish you the best with your application and look forward to meeting you.*

*Yours faithfully*

*Maria Butchart  
Chair of Governors*



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## Our School

We are a thriving Catholic Junior School with love and learning at the heart of our welcoming and happy community, situated close to the old town of Hemel Hempstead, Hertfordshire.

The school is a mixed junior school with two form entry from a wide catchment area within Hertfordshire.

As a Catholic school, we aim to provide a Catholic education for all our pupils in a safe, loving and inclusive community but we predominantly cater for children practising the Catholic faith.





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## History

St. Cuthbert Mayne School is situated in Gadebridge Park, overlooking the town of Hemel Hempstead and on the perimeter of the Gadebridge Estate.

Founded by the Dominican Sisters, the first pupils were registered in 1958 and the school was formally opened in 1960 by Cardinal Godfrey.

The motto of the Dominicans is contained in our school badge:

**LAUDARE** – To Praise

**BENEDICERE** – To Bless

**PRÆDICARE** – To Preach

The school maintains links with the Dominican sisters with former Headteacher Sr Laurentia a regular visitor to the school.

Our House names were chosen by the pupils in 2017 from Dominican Saints – St Dominic, St Martin de Porres; St Catherine of Siena and St Rose.



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## Key Information and Statistics

<b>Type of school:</b>	Voluntary Aided Catholic
<b>Location:</b>	Hemel Hempstead Hertfordshire
<b>Age range:</b>	7-11 years
<b>Ofsted rating:</b>	Good, December 2018
<b>Number of children on roll:</b>	235 currently
<b>% of children with SEND:</b>	14%
<b>% of children with English as an additional language:</b>	19%
<b>% of children on Free School Meals:</b>	11%
<b>% of children in receipt of Pupil Premium:</b>	12%



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## Mission Statement



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## Our Vision

### Vision Statement

We are a Catholic school. Our vision is for every child at St Cuthbert Mayne to live life to the full and flourish academically, spiritually, emotionally, physically and socially.

Within a safe, loving and inclusive community, we strive for every child to grow in their love of God, love of life, love of learning and love of one another. Through inspirational teaching, every child will be challenged to fulfil their potential and know their own worth with a curriculum that is innovative, creative, stimulating and well-resourced.

In this nurturing and stimulating environment, we aim to build pupils confidence to

- Be curious, persevere, be resilient, willing to challenge and take risks
- Be active citizens, taking part in caritas and service to others that brings self-fulfilment as well as hope and happiness to others.
- Show respect tolerance and acceptance of everyone in our school community and the wider world.



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## Our Aims and Values

### **Spiritual**

To encourage, nurture and develop our relationship with God, in partnership with our community, through prayer, discussion and reflection.

### **Academic**

To challenge our children to develop a lifelong love of learning, recognising and celebrating their individual potential, skills and talents and always striving for excellence.

### **Emotional**

To help each child recognise their self-worth and to develop a positive self-image. To encourage them to value, respect and empathise with the feelings of others.

### **Physical**

To celebrate the potential and achievement of each child. We will encourage them to challenge themselves in a safe, supportive environment. We will promote the value of a healthy lifestyle.

### **Social**

Through our shared Christian values, our children accept and celebrate differences and diversity. Together we will build strong relationships with home, school and parish whilst embracing an understanding of the wider world.



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## **Our Values**

Curriculum Drivers are derived from our mission statement and are PRAY: Protecting our Planet, Resilience, Aspirations, Yes to Equality. These drivers are on display in each classroom, and form the basis of our growth mindset displays. Children are committed to developing these values in their everyday life.

- **Protecting our Planet** – learn and contribute to protecting God’s creation – in our community and wider work. Caring the world we live in;
- **Resilience** – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;
- **Aspiration** – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve;
- **Yes to equality** – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.



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## Our Catholic Identity

Our main aim is to help children to learn and to strive for excellence in the name of Christ. Pupils are the centre of our school. Pupils live up to the school’s deeply rooted values, acts of kindness so that all pupils can be happy at school and awareness of the needs of others. Pupils value the many opportunities to support charities and care for people in need.

In addition to Ofsted inspections, we are also regularly inspected by the Diocese of Westminster who monitor the effectiveness of religious education and collective worship in the school. During a recent inspection, it was noted that “The school’s provision for prayer, collective worship and liturgy is outstanding.”

At regular points in the day pupils are given the opportunity to pray together in class or as a community. We have a prayer corner in the school hall which pupils are encouraged to use independently when the need arises.

We enjoy strong links with the local clergy from the parishes served by our school which supports the sacramental life and opportunities for liturgical formation.

Our dedicated team of music teachers ensures that there is a good repertoire of liturgical music to enhance prayer and worship. This ensures the Catholic ethos permeates aspects of its academic work outside of classroom religious education.

This makes St Cuthbert Mayne very visibly a Catholic school. Although there are very few pupils from other faiths within our school, we work hard to ensure there are well-considered links to allow children to experience other traditions.



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## Our School Prayer

*This is our school.  
Let peace dwell here.  
Let the rooms be full of contentment.  
Let love abide here; Love of one another,  
Love of life and Love of God.  
Let us remember that,  
As many hands build a school,  
So many hearts make a school.*





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## Our New Headteacher

### We are looking for someone who:

- Is a practising Catholic, committed to cherishing and supporting our school's strong Catholic ethos.
- Has proven leadership experience and interpersonal skills with the ability to lead, inspire and develop others.
- Values and promotes strong partnerships with parents, parishes and the wider community.
- Is an outstanding practitioner committed to our vision for every child at St Cuthbert Mayne to live life to the full and flourish academically, spiritually, emotionally, physically and socially.





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## What we can offer

- We can offer you the support and commitment from the Governing Body as you lead a dedicated and hard-working staff team.
- With the opportunity to focus on one key stage, our teaching staff are motivated, ambitious, accomplished and conscientious.
- You will be welcomed to a strong and loving school community, with caring and supportive parents, along with strong parish partnerships.
- Our children are well-behaved, friendly, confident, enthusiastic, and enjoy learning – they are a real joy to us all.





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## Job Description

- 1. Catholic Purpose and Identity of the School**
- 2. Leadership in Catholic Education**
- 3. Strategic Leadership**
- 4. Educational Excellence**
- 5. Managing the Organisation**

### **1. Catholic Purpose and Identify of the School - Key Area of Responsibility**

*The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church.*

He or she must ensure that this Catholic identity is reflected in every aspect of the life of the school, in particular in the curriculum, the day to day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, local community, other schools, the LA and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities.

### **2. Leadership in Catholic Education - Key Area of Responsibility**

*The Headteacher is the leader of a Catholic educating community and the discharge of this vital role requires a significant theological insight and vision of the development of a Catholic school.*

Each Catholic Headteacher has responsibility to develop his or her understanding of this leadership role through regular reading and participation in appropriate courses, together with frequent reflection. The Headteacher must provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils.



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### 3. Strategic Leadership - Key Area of Responsibility

*The strategic vision and development of the Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement. The Headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision uses Gospel values, core educational values and is inclusive of stakeholders' values and beliefs.*

The new Headteacher must:

- a) Understand and communicate the mission of the Catholic school and promote Gospel values in policy, practice and relationships and ensure that the Religious Education programme is given full regard both in terms of classroom religious education and in the whole Catholic life of the school.
- b) Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- c) Be aware of their own strengths, weaknesses and areas for their own professional development and how their leadership behaviours impact on others so that they can maximise their impact as a leader.
- d) Have a focus on improvement, setting tough objectives and take on challenges in order to achieve and be accountable for high performance throughout the school.
- e) Demonstrate resilience and emotional maturity when faced with the demands of the job, especially when faced with adversity and setbacks, so that they do not lose sight of their personal and organisational values.
- f) Draw upon their experience in education and their own lives to make sense of issues as they occur and to create strategic solutions and be able to explain them to others.
- g) Recognize opportunities and implement change so that the school continues to improve in both the short and in the long term and have the ability to bring about such change with the minimum of disruption.
- h) Inspire and influence pupils, colleagues, governors and the community, articulating a compelling vision to create an energising learning environment for all and to be able to modify their approach to create the desired impact and outcomes.



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#### 4. Educational Excellence - Key Area of Responsibility

*In a Catholic school the search for excellence is expressed in learning and teaching which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Headteacher, supported by the governing body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.*

This requires the Headteacher:

- a) To develop their vision in the light of Gospel values and the teachings of the Catholic Church so as to identify the priorities which lead to improvements in teaching and learning, leading in turn to improved outcomes for all pupils.
- b) To determine and organise the curriculum so there are real, relevant and planned opportunities to embed purposeful links and connections with religious education, collective worship, liturgy, prayer and provision for pupils’ spiritual, moral, social and cultural development.
- c) To be able, as the leading professional in the school, to identify excellence in teaching and be able to demonstrate how teaching can be improved and sustained so that learning and achievement for all pupils is maximised.
- d) To ensure strategies for inclusion, diversity and access to a diverse, flexible and relevant curriculum that are based on our equality as children of God, which compels us to care for the well-being of one another, including those with Special Educational Needs, with English as an additional language and more able pupils, drawing on the Gospel values of truth, justice, tolerance and service.
- e) To have a passion for learning and to communicate this to others so establishing a climate of learning and teaching throughout the school and ensuring that every pupil has the opportunity to succeed.
- f) To recognise the need to build partnerships locally, regionally and nationally in order to achieve goals raise standards and improve the education system.
- g) To be aware of their impact on the governing body, local parishes and the local community and to use this influence wisely to improve outcomes in the school.
- h) To promote the notion of ‘vocation’ in your work, articulating and demonstrating your headship as a calling to do God’s work.



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## 5. Managing the Organisation - Key Area of Responsibility

*Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.*

This requires the Headteacher:

- a) To work with the chair of governors to enable the governing body to meet its responsibilities in relation to specific requirements of governance in a Catholic school in terms of the trust deed, admissions, personnel and financial matters.
- b) To monitor, evaluate and review the work of the school to determine its effectiveness as a Catholic school.
- c) To deploy the resources available to ensure the school’s goals are achieved and to ensure that the systems and processes used to achieve this are subject to regular review and evaluation.
- d) To take responsibility for the school’s performance and present that performance in a form appropriate to a range of audiences, including governors, the Diocese of Westminster Education Service, the LA, the local community, OFSTED and others, to enable them to play their part effectively.
- e) To effectively analyse and use data and break down problems and challenges in a systematic way in order to provide clear direction and management.
- f) To be able to make interventions where needed and hold others to account in order that expectations are met and school improvement is sustained.
- g) To demonstrate a genuine commitment to developing others in a way that helps them achieve their potential and motivates them to perform at their best.



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**Confidence**  
**"Pupils love learning and have the confidence to try new things."**  
**Ofsted**

**"Religious education is at the heart of this school through its status on the timetable and the quality of its teaching staff."**  
**Westminster Diocese**

**School Leadership**  
**"The leadership team has created an enriching learning environment."**  
**Ofsted**

**"The school has created an enriching learning environment that captures pupil's interests and motivates them to learn well."**  
**Ofsted – Good, December 2018**



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## Person Specification and Personal Statement

	QUALIFICATIONS	EVIDENCE
<b>Essential Requirements</b>	<ul style="list-style-type: none"> <li>• Practising Catholic</li> <li>• First degree/teaching certificate and QTS</li> <li>• Recent professional development relevant to senior management</li> <li>• Have had or are undertaking further study relevant to headship (e.g. Diploma or Higher Degree)</li> <li>• Hold the Catholic Certificate in Religious Studies or equivalent, be engaged in a course of study to achieve it or be willing to undertake it</li> <li>• Commitment to safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Reference from their Parish Priest</li> <li>• Relevant certificates</li> <li>• References from Headteachers and other education professionals</li> <li>• Child Protection training / Designated Safeguarding Lead training</li> </ul>
<b>Catholic Purpose and Identity of the School</b>	<ul style="list-style-type: none"> <li>• Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school</li> </ul>	<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Background in Catholic education</li> <li>• Understanding of the Catholic curriculum</li> <li>• Curriculum development responsibility in a core subject</li> <li>• Successful and relevant experience of teaching (KS2)</li> <li>• Senior or whole-school management at Headteacher or Deputy Headteacher level</li> <li>• Successful leadership of a team</li> <li>• Working in 2 or more schools</li> <li>• Experience of working with children who present challenging behaviour</li> <li>• Be aware of the requirements of the RE Curriculum Directory</li> <li>• Has experience in leading Acts of Worship</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>	



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KEY AREAS OF HEADSHIP	EDUCATIONAL EXCELLENCE	PROFESSIONAL QUALITIES
<b>Delivering continuous improvement</b>	<ul style="list-style-type: none"> <li>• Can express clearly the importance of leading teaching and learning in terms of continuous improvement and raising standards</li> <li>• Can identify the priorities which will effect changes in order to bring about improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Has set and managed targets for others</li> <li>• Has experience in managing change within a school</li> <li>• Has worked with a governing body and other agencies to bring about change</li> <li>• Experience of working with children who present challenging behaviour</li> </ul>
<b>Modelling Excellence in Teaching</b>	<ul style="list-style-type: none"> <li>• Can both propound and analyse excellent teaching</li> <li>• Can recognise where performance is poor and has the confidence and proven ability to insist on and to encourage higher standards</li> </ul>	<ul style="list-style-type: none"> <li>• Has had successful outcomes from OFSTED inspections</li> <li>• Has used performance management to enable other members of staff and brought about improvement across all abilities</li> </ul>
<b>Learning Focus</b>	<ul style="list-style-type: none"> <li>• Can demonstrate a passion for learning in pupils and other members of the school community</li> <li>• Can demonstrate the importance of equal access in achieving excellence for all</li> </ul>	<ul style="list-style-type: none"> <li>• Successful and relevant experience of outstanding teaching</li> <li>• Experience of Curriculum development to enable all children of all abilities to be able to access the curriculum.</li> </ul>
<b>Partnership and collaboration</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that they are able to work with other agencies to bring about change</li> </ul>	<ul style="list-style-type: none"> <li>• Has evidence of effective team working</li> <li>• Has successful experience of working with children of all abilities and has evidence of working effectively with other agencies to bring about change</li> </ul>
<b>Organisation and community understanding</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that they understand the power of relationships within the organisation and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Has successful experience of working with governing bodies and the Local Authority and other agencies in an effective way to bring about improvement</li> <li>• Knows who the key players are in these organisations</li> </ul>



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KEY AREAS OF HEADSHIP	STRATEGIC LEADERSHIP	PROFESSIONAL QUALITIES
<b>Self awareness and self-management</b>	<ul style="list-style-type: none"> <li>Explains clearly their personal strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of performance management procedures</li> <li>Is able to seek out appropriate personal development courses</li> </ul>
<b>Personal drive and accountability</b>	<ul style="list-style-type: none"> <li>Can explain the need for continuous improvement in the organisation and is prepared to set and achieve the highest standards</li> <li>Understands the needs to regularly account for their performance to governors and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of managing and implementing a school improvement plan</li> <li>Regularly presents accurate and detailed reports to governors’ meetings</li> </ul>
<b>Resilience and emotional maturity</b>	<ul style="list-style-type: none"> <li>Can explain convincingly how they react when faced with continual challenges</li> <li>Understands the importance of maintaining personal and organisational values when faced with uncertainty and adversity</li> </ul>	<ul style="list-style-type: none"> <li>Has experience of managing change and successfully participating in meetings with school leaders and other stakeholders in order to achieve such change</li> <li>Is able to understand and use education initiatives to further the success of the school</li> </ul>
<b>Conceptual thinking</b>	<ul style="list-style-type: none"> <li>Can show a wider understanding of educational issues based on their experience</li> <li>Can use innovative ways to solve complex issues and explain their solutions simply to others</li> </ul>	<ul style="list-style-type: none"> <li>Has attended management and other school-related courses</li> <li>Keeps up to date with the latest educational thinking</li> </ul>
<b>Future focus</b>	<ul style="list-style-type: none"> <li>Is able to look ahead and recognise the opportunities for change</li> <li>Can put the arguments in favour of change with confidence and negotiate with others to bring change about</li> </ul>	<ul style="list-style-type: none"> <li>Has worked with others to develop strategies to use the opportunities created by change</li> </ul>
<b>Impact and influence</b>	<ul style="list-style-type: none"> <li>Can demonstrate that they understand other points of views and can persuade others to their perspective by articulating a compelling vision</li> </ul>	<ul style="list-style-type: none"> <li>Has detailed a clarity of vision and communicated this well in their letter of application</li> </ul>



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KEY AREAS OF HEADSHIP	OPERATIONAL MANAGEMENT	PROFESSIONAL QUALITIES
<b>Efficient and effective</b>	<ul style="list-style-type: none"> <li>• Understands how the school’s human, financial and environmental resources can be used to achieve the school’s goals and secure value for money</li> <li>• Can explain clearly how modern developments in computing and presentation can help the school to achieve its goals</li> <li>• Understand the need to take responsibility for the performance of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of managing or contributing to a school improvement plan</li> <li>• Has experience of school management and financial software</li> </ul>
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Understands how data collection can, through systematic analysis, influence outcomes</li> <li>• Can explain how complex issues can be analysed and linked with other sources of information to achieve desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Has had experience of ‘RAISE online’ or other data-led resources for improving pupil performance</li> </ul>
<b>Relationship management</b>	<ul style="list-style-type: none"> <li>• Understands the critical importance of interpersonal skills and perception when managing others in order to achieve the school’s goals</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of successfully managing a team and can demonstrate how change was effected</li> </ul>
<b>Holding others to account</b>	<ul style="list-style-type: none"> <li>• Can explain the importance of clearly communicated expectations</li> <li>• Understands the importance of making interventions even they have to make unpopular decisions in order to achieve the agreed goals</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of performance management and knowledge of current Government legislation in this area</li> </ul>
<b>Developing others</b>	<ul style="list-style-type: none"> <li>• Can demonstrate a genuine commitment to improving others in the organisation and the value of a learning environment for all</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of CPD management and can demonstrate their own professional development</li> </ul>



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## Information for Candidates

Pay Range	L14 - 21 £59,302 - £69,509
Start Date	September 2022
Closing Date	Monday 7 <sup>th</sup> February 2022 9am
Shortlisting Date	Wednesday 9 <sup>th</sup> February 2022
Interview Date	Tuesday 22 <sup>nd</sup> February 2022
Visits to the school	Please contact: Mrs Wendy Deane, Clerk to the Governors, at wendydeane@cuthbertmayne.herts.sch.uk, school telephone: 01442 253347
Visit the school website	<a href="https://www.cuthbertmayne.herts.sch.uk">https://www.cuthbertmayne.herts.sch.uk</a>
Visit the Teach in Herts website	<a href="https://www.teachinherts.com">https://www.teachinherts.com</a>
Send your completed application form to	Leadership.recruitment@hertsforlearning.co.uk

*St Cuthbert Mayne Catholic Junior School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2021).*

*To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.*



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## Application Process

### Application Form

Using the Catholic Education Service Senior Leadership application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

### Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training and qualifications together with your background and experience within the personal statement.

### Covering letter

You may wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

### References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your current Headteacher or Chair of Governors. As this post requires you to be a practising Catholic, the third referee must be your Parish Priest / the Priest of the Parish where you regularly worship.



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**"Be a Star  
of Hope  
Shining  
Brightly"**

**Pope  
Francis**

St Cuthbert Mayne Catholic Junior School, Clover Way,  
Gadebridge Road, Hemel Hempstead, HP1 3EA