



St Augustine's
Catholic Primary School,
A Voluntary Academy

Headteacher Information Pack



"I am the Light of the World, whoever follows me will have the light of life."
John 8:12



The
St Gregory the Great
Catholic Academy Trust

A warm welcome from the St Gregory the Great Catholic Academy Trust

Thank you for considering applying for the post of Headteacher at St Augustine's Catholic Primary School, part of The St Gregory the Great Catholic Academy Trust.

As a Catholic community, we all work hard to ensure that pupils get the very best in Catholic education which supports them to achieve the very best outcomes and provide them with opportunities that will serve to enrich their lives. Our schools, and the Trust, are supported by our dedicated and committed teams of knowledgeable Trustees and Governors.

We have a well-established passion for collaboration, including working with surrounding Catholic Multi Academy Trusts and schools, local authorities and long-standing alliances to ensure best practice in all aspects of Trust Education.

We hope that what you read in the information pack, and through wider research about the Trust and our schools, will encourage you to apply.

Peter Hughes CSEL
(Catholic Senior Executive Leader)
St Gregory the Great Catholic Academy Trust



The
**St Gregory the Great
Catholic Academy Trust**
'Where love exists it does great things.'



About the Trust

The St Gregory the Great Catholic Academy Trust was founded in May 2017 by The Right Reverend Marcus Stock, Monsignor Paul Fisher, and Very Reverend Canon Timothy Swinglehurst. The mission of the Trust is to provide a community for children and young people with a clear vision for life which is rooted in the person and teachings of Jesus Christ.

St Gregory the Great Catholic Academy Trust is dedicated to providing an outstanding Catholic Education to our pupils. We currently comprise of nine schools across the 3–16 years age range.

As a Trust, we offer a wealth of experience to support you in your headship journey. From School Improvement to Human Resources and Governance, and Finance to Estates, our central team will provide you with the support and advice you need to make the school run smoothly. Working strategically together within our schools, we aim to enable our headteachers to transform the provision and outcomes for pupils and their families.



Member Schools

**Christ The King
Catholic Primary
School**

Bramley, Leeds



**Immaculate Heart
of Mary Catholic
Primary School**

Moortown, Leeds



**Sacred Heart
Catholic Primary
School**

Kirkstall, Leeds



**Holy Rosary and
St Anne's Catholic
Primary School**

Chapelton, Leeds



**St Francis of Assisi
Catholic Primary
School**

Beeston, Leeds



**Corpus Christi
Catholic College**

Halton Moor, Leeds



**St Augustine's
Catholic Primary
School**

Roundhay, Leeds



**St. Urban's
Catholic Primary
School**

Meanwood, Leeds



**St Paul's Catholic
Primary School**

Alwoodley, Leeds



About the School



St Augustine's Catholic Primary School serves the diverse Catholic parish of Saint Augustine, Harehills in the Diocese of Leeds. Our purpose is to educate each child to develop and achieve their potential within a caring, Catholic community, governed by Gospel values.

"The School, Trust, Academy Council and Diocese are resolute in their pupil-centred approach. They are proud to serve the community and the families within it. One parent represented the views of many stating, 'The school goes above and beyond for my child'".

Ofsted, May 2024

Our pupils enjoy attending school, and are inspired by the ambition we have for them to reach their full potential. We are proud of the environment we have created for all our pupils including two dedicated and specialised inclusion zones. 'Acorns' provides targeted intervention, sensory support and nurture for Foundation Stage and Key Stage 1 children, whilst our 'Saplings' and 'Oaks' provisions provide bespoke intervention and sensory support for Key Stage 2 children.

Our children and their families are highly invested in learning, they value education and all it has to offer, they particularly enjoy the opportunities provided to them to experience life beyond the classroom.

We are fortunate at St Augustine's to have a dedicated and professional staff who share the ambition we have for all our children. We value their dedication, passion and expertise and ensure they have access to local and national Continuing Professional Development as well as Trust wide subject specialist groups.

"Adults are proud to work in the school. They recognise that their workload and well-being are at the forefront of the school's decisions."

Ofsted, May 2024

We encourage you to find out more by visiting our website - staugustinesleeds.org.uk and would love you to visit us to see the school in action, and experience the learning and opportunities enjoyed by our pupils.





Headteacher

St Augustine's Catholic Primary School

Full-Time, Permanent from 1 September 2026

L18-24 (£78,702 to £91,158)

Due to the retirement of our current Headteacher, the Directors of the St Gregory the Great Catholic Multi Academy Trust are seeking to appoint a visionary and inspirational Headteacher. This is a rare opportunity to lead a school with a rich and diverse culture, committed to providing the best educational experience for all our pupils, rooted in the Gospel values of Jesus Christ.

We are seeking to appoint a committed and practising Catholic, who shares our vision and passion for providing the best opportunities for our pupils, and has the drive and ambition to build on the successes of our school. We are seeking someone who will strive to uphold and continue to develop the strong moral values throughout our school, and wider community.

St Augustine's is a popular school with a pupil-centred approach, well supported by parents/carers and the local community. We have high aspirations for all members of our community to be the best versions of themselves, and fulfil their potential.

We offer:

- A strong Catholic ethos
- A happy and supportive working environment with experienced and dedicated staff
- Well behaved children, who are proud of their school and eager to learn
- An experienced and knowledgeable Academy Council and Trust Board
- A supportive Trust Central Team.

We are seeking a candidate who is:

- An inspirational leader with a clear vision for the future of the school
- Able to lead our community faith journey
- A collaborative leader committed to professional development and partnership
- Committed to promoting high standards of attainment and behaviour
- Able to demonstrate a proven track record of raising standards in teaching and learning.

Visits to school are warmly welcomed, in the first instance please email Asim Ahmed, Head of Human Resources on hr@sgtgcats.org.uk to arrange an informal discussion,

All applications must be on CES application form, and received by 12 noon on Monday 30th March 2026, please see the "Application and Information" section of this pack for information on how to request an application form, and apply for the post.

Headteacher Job Description



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 beatitudes¹ 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 God² 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 dialogue³ and the Church's Social Teaching⁴.
- 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.

¹ The Gospel of Matthew 5:3–12

² The Book of Genesis 1:26–27

³ *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican.

⁴ *Compendium of the Social Doctrine of the Church*, 2004, Vatican.

Headteacher Job Description



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

- serve in the best interests of the school's pupils
- 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: Headteachers' 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 education⁵ 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

⁵ 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

Headteacher Job Description



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 full⁶.
- ensure effective use is made of formative assessment

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

⁶The Gospel of John 10:10

Headteacher Job Description



4. Behaviour

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 teaching⁷
- 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

⁷ 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.

Headteacher Job Description



6. Professional development

Headteachers:

- 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. Organisational 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

Headteacher Job Description



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, 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

Headteacher Job Description



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.

Headteacher Person Specification



Introduction

St. Augustine's Catholic Primary School is a Voluntary Academy with a strong religious character. Their instrument of Government states that they are part of the Catholic Church and are to be conducted as Catholic schools in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Leeds. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities for Headteachers of Catholic schools in ensuring that they meet the same expectations of Headteachers of all schools while serving the mission of the Church in education.

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

The Academy Council 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 Academy Council acknowledges that the criteria reflect the evolving role of headship in the early 21st Century and that they apply as much to experienced Headteachers as they do to aspirant Headteachers. The successful candidate will be encouraged to participate in the diocesan induction programme and will be offered an appropriate and experienced Catholic headteacher as mentor. If the successful applicant has not completed the CCRS course in Catholic Education or equivalent, an undertaking to successfully complete the course may be expected.

What is the objective definition of a 'practising Catholic' for appointments to key posts in Catholic Schools?

To objectively define what a 'practising Catholic' is when assessing applicants for 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 holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts 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" with the Catholic Church. These are sacramental initiation (Baptism, 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 Church. It is what essentially constitutes being a committed and 'practising Catholic'.

For further information including examples where there may be a reason why somebody is not in a position to take up a key responsibility in a Catholic school, please see:

'Christ at the Centre' by Mgr. Marcus Stock, CTS Publications ISBN 978-1-86082-843-0

Headteacher Person Specification



Please note source of evidence of fulfilled criteria:

Application Form - A Letter – L References – R Interview - I

1. Qualities and Knowledge	Essential or Desirable	Evidence
Practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all aspects.	E	I/R
Qualified Teaching Status	E	A
Degree	E	A
NPQH or similar	D	A
CCRS (Catholic Certificate in Religious Studies)	D	A
Teaching and leadership experience in one or more primary schools	E	A/I/R
Lead by example and be a positive role model with excellent communication skills	E	I/R
Ability to articulate a clear vision and purpose for Catholic education and to share their Catholic Faith with a range of colleagues who may or may not be Catholic themselves.	E	A/I/R
Personal impact and presence	E	I/R
Participation in a Parish Community	E	A/I/R
Ability to lead the spiritual development of staff and pupils	E	I/R
Understanding of current educational provision and the wider school systems	E	A/I
Demonstrate an experience of working alongside clergy and faith leaders	E	A/I/R

Headteacher Person Specification



2. Pupils and Staff	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupils	E	A/I/R
Excellent understanding of high quality teaching and learning	E	A/I/R
Promote the development of the whole child	E	A/I/R
Use data analysis to effectively drive whole school improvement	E	A/I/R
Encourage all staff and pupils to develop their unique potential, character and virtue	E	A/I/R
Identify emerging talent, develop excellence and clear succession planning	E	A/I/R

3. Systems and Process	Essential or Desirable	Evidence
Efficient strategic leadership	E	A/I/R
Ensure the safety of all staff and pupils at all times	E	A/I/R
Promote excellent behaviour and positive attitudes to school life	E	A/I/R
Systems for performance management to hold staff to account	E	A/I/R
Ability to challenge under-performance	E	A/I/R
Understanding of strong governance to hold the school to account	E	A/I/R
Ensure budgets and resources are deployed in the best interests of pupils	E	A/I/R
Promote distributive leadership throughout the school	E	A/I/R

Headteacher Person Specification



4. Self Improving School	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A//R
Effective partnerships with a range of professionals	E	A//R
Use well evidenced research to achieve excellence	D	A//R
Provide high quality opportunities for staff development	E	A//R
Confident, entrepreneurial, and innovative approach to school improvement	E	A//R
Source of inspiration and encouragement for all in the school community	E	A//R

5. Child Protection	Essential or Desirable	Evidence
Ensure that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff	E	A//R
Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively	E	A//R

6. Securing Accountability	Essential or Desirable	Evidence
Fulfil commitments arising from contractual accountability to the Governing body	E	A//R
Develop a Catholic school ethos	E	A//R
Ensure individual staff accountabilities are clear, understood, agreed, reviewed and evaluated	E	A//R
Work with the Governing Body to enable it to meet its responsibilities	E	A//R
Develop an accurate and understandable account of the school's performance for a range of audiences	E	A//R
Personally contribute to school achievements taking account of feedback from others	E	A//R

Headteacher Person Specification



7. Strengthening the Community	Essential or Desirable	Evidence
Build a school culture and curriculum which takes account of the richness and diversity of the community's Catholic Christian faith	E	A/I/R
Create and promote strategies for challenging racial and other prejudices	E	A/I/R
Ensure learning experiences for pupils are linked into and integrated with the wider community	E	A/I/R
Ensure a range of community based learning experiences	E	A/I/R
Collaborate with agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families	E	A/I/R
Create and maintain an effective partnership with parents and carers	E	A/I/R
Invite local community into school to enhance and enrich the school	E	A/I/R
Share effective practice working in partnership with other schools	E	A/I/R

8. Application Form and Letter	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria no more than 2 sides of A4 in font size 11	E	L

9. Confidential References and Reports	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R

Application and Assessment

Application Documents

To apply for this role please download the CES Leadership Application Form from our website - <https://stgregorythegreatacademytrust.org.uk/staug/> or request the form by emailing hr@sgtgc.org.uk where **completed forms should be sent by 12 noon on Monday 30th March 2026.**

Informal Discussions and School Visits

To arrange an informal discussion about the role, or a visit to the School, please email Asim Ahmed, Head of Human Resources, on hr@sgtgc.org.uk in the first instance.

Assessment and Interview

Candidates meeting all the requirements for the post will be short-listed and details of the assessment and/or interview programme will be confirmed in writing. **Assessment is scheduled to take place in the week commencing April 20th.**

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form, please contact us if you need to discuss this in detail.

We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Pre-Employment Checks

We expect all our staff to be committed to the safeguarding and welfare of our students. All offers of employment at the Trust are subject to an enhanced check with the DBS. Checks will also be made against the Barred List. All such checks must be satisfactory before we confirm any offer of an appointment.

The DBS code of practice can be found at <https://www.gov.uk/government/publications/dbs-code-of-practice> Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment), there are a number of jobs where we must take account of any convictions that are unspent or not 'protected'. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account.

If invited to interview you will be asked to complete a self-disclosure form. Guidance and criteria on the filtering of these cautions and convictions can be found at <https://www.gov.uk/government/collections/dbs-filtering-guidance>. Unspent and unprotected convictions may not necessarily make you unsuitable for appointment.

In line with guidance in Keeping Children Safe in Education 2025 we will undertake general online searches of shortlisted candidates.

Application and Assessment

Prohibition checks

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a teacher is not prohibited from teaching.

Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Employment is conditional on confirmation of the right to work in the UK - either as a UK or Irish citizen, under a Settlement scheme or having secured any other relevant work visa.

Data Processing

Please refer to our privacy notice, available on the [Trust website](#).



The St Gregory the Great Catholic Academy Trust

'Where love exists it does great things.'

Trust Mission Statement:

Within the St Gregory the Great Catholic Academy Trust, our academies are communities where our children and young people are given a clear vision for life, a vision which is rooted in the person and teachings of Jesus Christ and which is faithful to the mission of the Catholic Church.

St Gregory the Great Catholic Academy Trust is a charity and a company limited by guarantee.

Registered in England and Wales.

Company number 10785982

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CSEL: Mr Peter Hughes NLE



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Chair of Governors: Mr D Hoyle



Diocese of Leeds
Vicariate for Education