



Headteacher of St Scholastica's Catholic Primary School, Hackney

January 2027 or April 2027

CONTENTS

School Mission & Vision Statement	3
Welcome from our Co-Chairs of Governors	4
Advertisement.....	5
Headteacher Job Description	8
Person Specification/ Selection Criteria.....	16
SLT Appointment Documentation	21
Faith References – Guidance for Applicants	22
Definition of a Practising Catholic	23
CES Equality Act 2010 Reasonable Adjustments.....	24

St Scholastica's Catholic Primary School

Kenninghall Road, Clapton, Hackney, E5 8BS
Telephone: 020 8985 3466

School Mission & Vision Statement



Our Mission Statement

Living, Loving and Learning through Christ

Our core values — Respect, Resilience, Independence, Motivation, Determination and Aspiration — are at the heart of everything we do.

Vision Statement

“Our school is a Catholic community. Through the love of Jesus Christ, we inspire our children to learn, grow, enjoy and be happy so that they are readily equipped for the next stage of their development.”

Welcome from our Co-Chairs of Governors

Dear Prospective Candidate,

On behalf of the Governing Body, we are delighted to thank you for your interest in becoming the next Headteacher of St Scholastica's Catholic Primary School. This is a wonderful opportunity to lead a caring, inclusive and ambitious school at the heart of its diverse Hackney community.

Our mission, 'Living, Loving and Learning through Christ', shapes every aspect of school life. We believe that every child is known, valued and capable of achieving great things. Our Catholic values foster respect, resilience, aspiration and a genuine love of learning.

We are proud of our dedicated staff team and of pupils who bring energy, curiosity and joy to school. We seek a practising Catholic Headteacher who will build on our strong foundations, lead with integrity and compassion, and work closely with families, governors, our parish, the Archdiocese of Westminster and the wider community.

Most importantly, our new Headteacher will be committed to ensuring that every child flourishes academically, socially and spiritually. In return, you will find a supportive Governing Body and a close-knit community ready to work alongside you in the school's next chapter.

Yours sincerely,

Davina Attara and Marsha Mollineau

Co-Chairs of Governors

Advertisement

St Scholastica's Catholic Primary School

Kenninghall Road, Clapton, Hackney, E5 8BS | 020 8985 3466

Headteacher required for January 2027 or April 2027 start

Permanent, Full Time

Leadership Scale: L15 – L21*

One-form entry Catholic primary school with nursery

About our school

The Governors of St Scholastica's Catholic Primary School are seeking to appoint an inspirational and dedicated Headteacher to take up the post in January or April 2027. This is an excellent opportunity for a practising Catholic leader to guide our welcoming, caring and close-knit school community into its next chapter.

Our mission, 'Living, Loving and Learning through Christ', is the beating heart of our inclusive school and our Catholic ethos is central to all that we do. We value and nurture every child, meeting their individual needs and enabling them to flourish academically, spiritually and personally.

Our most recent Ofsted inspection, in January 2025, judged the school to be Good in all areas inspected, while our Catholic Schools Inspection, in June 2023, judged the school to be Outstanding in all areas.

About the role

Our new Headteacher will work with the Governing Body to shape the strategic direction of the school and will be responsible for its day-to-day leadership and management. They will lead a committed staff team that works together in the best interests of every child and will be well supported by governors, staff, families, the parish, the Archdiocese of Westminster, Hackney Education and the wider school community. The successful candidate will also undertake the role of SENCo for the remainder of the 2026/27 academic year.

We are looking for a Headteacher who will:

- be a practising Catholic who will nurture the faith and spirituality of our school community and provide inspirational leadership of our Catholic life and mission;
- place children at the heart of decision-making and be ambitious for every pupil;
- provide inspirational, strategic and professional leadership;
- champion an ambitious, broad and inclusive curriculum that inspires children to learn;
- have a strong understanding of high-quality teaching and learning and a commitment to continually developing classroom practice;

- be passionate about inclusion and committed to ensuring that children with SEND and those facing disadvantage are supported to flourish;
- have a secure and thorough understanding of safeguarding and create a culture in which children feel safe, known and listened to;
- develop and empower staff through coaching, professional development and distributed leadership;
- value the wellbeing and professional growth of all members of the school community;
- build strong, respectful relationships with children, staff, parents, governors, the parish and the wider community;
- demonstrate sound strategic, organisational and financial leadership;
- lead with integrity, compassion, resilience and a strong sense of service.

We can offer you:

- enthusiastic, curious and engaging children who are proud of their school;
- a strong and distinctive Catholic ethos;
- a diverse, inclusive and welcoming school community;
- dedicated and committed staff;
- supportive and engaged governors;
- strong relationships with our parish and local community;
- a broad and ambitious curriculum;
- a strong commitment to inclusion and meeting the needs of every child;
- opportunities to develop staff and future leaders;
- support and partnership from the Diocese of Westminster, Hackney Education and Hackney Teaching Schools Alliance;
- the opportunity to shape the next chapter of a well-established Catholic school with a proud history and ambitious future.

Applications are welcomed from existing Headteachers and from experienced Deputy or Assistant Headteachers who can demonstrate successful and sustained leadership and are ready to take the next step in their career.

Come and meet us

We warmly welcome and encourage prospective applicants to visit St Scholastica's before applying. This will provide an opportunity to meet our children and staff, experience the warmth of our community and learn more about our ambitions for the future.

Visits will be hosted by Davina Attara, Co-Chair of Governors. Candidates are asked to book one of the available visit slots below by contacting the school office.

- Wednesday 16 September, 9:30 am–11:00 am
- Thursday 25 September, 9:30 am–11:00 am
- Thursday 2 October, 1:00 pm–2:30 pm
- Thursday 9 October, 1:00 pm–2:30 pm

To arrange a visit or informal conversation about the role, please contact:

Email: officeadmin@st-scholasticas.hackney.sch.uk

Tel: 020 8985 3466

Application Process

Full details of the post and the CES SLT appointment documentation are available from the school website: www.st-scholasticas.com. All applicants must complete the CES SLT Application Form.

Please note that we do not accept CVs or applications from agencies.

Submit completed application forms to Chandrika Sashidharan, Peripatetic School Business Manager, at csashidharan@st-scholasticas.hackney.sch.uk

Electronic applications will require signature prior to interview.

This is a Reserved Post for Practising Catholics in accordance with the guidance of the Catholic Education Service.

Safeguarding

Our school is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment. The successful applicant will be required to undertake pre-appointment vetting checks in line with Keeping Children Safe in Education statutory guidance including an Enhanced DBS check.

References will be sought and online searches will be carried out for all applicants invited to interview.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Anti-racism and equal opportunities

Hackney Council and the schools within our borough work to eradicate discrimination on the basis of race, religion, gender, gender identity, sexual orientation, disability, pregnancy and maternity, age and marital status. We also recognise that people can be disadvantaged by their social and economic circumstances, so we will also work to eliminate discrimination and disadvantage caused by social class.

Closing Date: Monday 12 October 2026 at 12 pm

Shortlisting: Tuesday 13 October 2026

Formal Interviews: Monday 20 October 2026

Only shortlisted candidates will be contacted.

Headteacher Job Description

Catholic Voluntary Aided Schools
St Scholastica's Catholic Primary School, Hackney

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 Catholic Church and the diocesan trust deed. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for 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 made by the Governing Board of the school and is subject to the terms of the Catholic Education Service contract signed with the Governors as employers; the current conditions of service for Headteacher contained in the School Teachers' Pay and Conditions document as well as all other current education and employment legislation and statutory guidance.

This job description is based on the key areas identified in the National Standards for Headteacher (2020). These standards are in turn built upon the Teaching Standards (2012) which apply to all teachers, including Headteacher.

The Governing Body and the Archdiocese of Westminster acknowledge the importance of the role of the Catholic Headteacher and will actively offer continuing support, encouragement, affirmation and realistic challenge to the successful candidate.

The Governing Board is committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) checks in relation to criminal and child protection matters.

A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management of 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 all pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Headteacher, working with the Governing Board 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 should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the governing board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the diocese, the local authority, higher education institutions and employers. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Headteacher Standards 2020

1. Culture and Ethos

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of this work.

Critical to the role of headship is working with the governing board and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

1. **Recognise the authority of the bishop in relation to the provision of education** in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
2. **Hold and articulate clear Catholic values and moral purpose focused on** providing a world-class education for the pupils they serve and reflecting the Catholic foundation of the school.
3. **Demonstrate optimistic personal behaviour, positive relationships and attitudes** towards their pupils and staff, and towards parents, governors and members of the local church and wider community.
4. **Lead by example, with integrity, creativity, resilience, and clarity, drawing on their** scholarship, expertise and skills and that of those around them.
5. **Sustain wide, current knowledge and understanding of education and school** systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Catholic school.
6. **Work with political and financial astuteness, within a clear set of principles centred** on the school's Catholic vision, ably translating local, national and diocesan policy into the school's context.
7. **Communicate compellingly the school's vision and drive the strategic leadership,** empowering all pupils and staff to excel thus ensuring a culture of high staff professionalism.

2. Curriculum and Teaching.

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

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church. Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being, taking full account of the school's Catholic foundation.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos based on Catholic values within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. Hold all staff to account for their professional conduct and practice.

3. Organisational effectiveness.

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement. The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher 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.

The Headteacher should manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them. The Headteacher should be committed to their own continuing professional development.

The Headteacher should work in partnership with others. In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the wellbeing of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

In accordance with the school's Catholic ethos, the Headteacher will:

1. Ensure that the school's systems, organisation and processes are well-considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within the Catholic context.
2. Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school. Ensure the diocesan policy for Religious Education is fulfilled.
3. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
4. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
5. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements, the school's sustainability and its Catholic character.
7. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Working in a spirit of collaboration to secure Catholic principles of equity and entitlement, the Headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils. Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the parish community to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.

5. In the context of the school's Catholic ethos, model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others, within and beyond schools, to believe in the fundamental importance of education in young people's lives and to promote the value of education especially within a Catholic context.

Headteacher responsibility for the Breakfast and After School Clubs.

Working in a spirit of collaboration with the Governing Board of St Scholastica's the headteacher will oversee the strategic leadership and management of the extended day provision offered by St Scholastica's School Breakfast and After School Clubs on behalf of St Scholastica's Governing Board. To include and not limited to:

- Act as line manager and appraiser for the supervisor of the Breakfast and After School Clubs, and delegating and monitoring the appraisal process for other staff members.
- Oversee financial matters and the systems of funding the settings; this includes reviewing the income and expenditure, ensuring the business model continues to be viable and advising Governors if changes are required e.g. a rise in the fees.
- Overseeing financial plans for families in arrears.
- Lead on recruitment of staff, ensuring that at least one member of every selection panel has undertaken appropriate Safer Recruitment training within the last 5 years.
- Monitor and evaluate the effectiveness of the provision, ensuring that action plans are evaluated regularly, and that staff can access appropriate training opportunities including Safeguarding.

- Ensure that school-based policies are shared with extended provision staff and specific policies for the extended day provision are implemented as necessary.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

Person Specification/ Selection Criteria

The school's 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 Westminster. 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 they will ensure that the school is distinctively Catholic in all its aspects.

St Scholastica's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The applicant will be required to safeguard and promote the welfare of children and young people.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Faith Commitment

	Essential	Desirable
Practising Catholic	E	
Involvement in parish community		D

To be able to demonstrate their knowledge and understanding of the following in the context of a Catholic school.

	Essential	Desirable
Leading school worship	E	
Ways of developing religious education and worship	E	
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school	E	
How relationships should be fostered and developed between the school, parish and its community and the Archdiocese of Westminster	E	
To become familiar with, to support and implement the policies and procedures of the diocese, including the Diocesan Bishop's policies on education, including their vision for academisation, religious education, any Admissions Guidance issued by the diocese	E	
Has completed a Catholic Leadership Programme or has a commitment to do so	E	

[B] Qualifications

	Essential	Desirable
Qualified teacher status	E	
Degree	E	
CCRS or commitment to obtaining the certificate	E	
Holding or willingness to complete SENCO qualification	E	

[C] Professional Development

	Essential	Desirable
Evidence of appropriate professional development for the role of headteacher	E	
Evidence of recent leadership and management professional development	E	
Up to date safeguarding training and knowledge of legislation for the protection of young people	E	
Has successfully undertaken Designated Safeguarding Lead training or commitment to do so	E	

[D] School leadership and management experience

	Essential	Desirable
Recent successful senior leadership e.g., a deputy headteacher, assistant headteacher or acting headteacher		D
Evidence of successfully leading school improvement	E	
Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	E	
Experience of curriculum leadership and development	E	
Experience of working constructively with parents	E	
Experience of monitoring staff performance		D
Experience of effective budget management and financial analysis		D
The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities		D
An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement	E	
To have experience of and ability to contribute to staff development across the primary range. (E.g. coaching, guiding, mentoring or training individuals or teams, leading INSET)	E	
Ability to demonstrate a good awareness of current national education policy and strategy	E	

[E] Experience and knowledge of teaching

	Essential	Desirable
Successful teaching of pupils in the primary phase	E	
Experience of teaching in more than one school		D
To have a working and current knowledge and understanding of all three Key Stages in the primary phase	E	
Displays commitment to the protection and safeguarding of children and young people, showing an awareness of legislation and working with other agencies where appropriate	E	
Experience of providing professional challenge and support to others through the appraisal process		D
To be able to effectively use data and assessment to raise standards/address weaknesses	E	
To be able to exemplify how the needs of all pupils have been met through high-quality teaching including those with SEND/barriers to learning	E	

[F] Professional Attributes

	Essential	Desirable
Be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at the school and how these could be met	E	
Be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	
To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E	
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E	
Show a good commitment to sustained attendance at work	E	

[G] Professional Skills

(Based on the National Standards for Headteachers 2020)

The Headteacher is expected to have a good knowledge of the National Standards for Headteachers (2020) upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the governors to set annual personal objectives within the framework of these standards:

- Culture and Ethos
- Curriculum and Teaching
- Organisational effectiveness including Governance and Accountability

Candidates are therefore asked to structure their supporting statement under the above headings

[H] Personal Qualities

All of the following are considered essential for the post and will be assessed through interview and reference:

- Continue to promote the school's strong educational philosophy and values
- Inspire, challenge, motivate and empower teams and individuals to achieve high goals
- Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people
- Build and maintain quality relationships through interpersonal skills and effective communication
- Demonstrate personal and professional integrity, including modelling values and vision
- Manage and resolve conflict
- Prioritise, plan and organise themselves and others
- Think analytically and creatively and demonstrate initiative in solving problems
- Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others
- Demonstrate a capacity for sustained hard work with energy and vigour
- Uphold the 7 Nolan principles of public life

[I] Confidential References and Reports

A positive and supportive faith reference from a priest where the applicant regularly worships.	E
Positive recommendation from all referees, including current employer.	E
A supportive professional reference	E

The Governors reserve the right in exceptional cases to seek additional references from other former employees where this seems appropriate.

[J] Application Form and Supporting Statement

The form must be fully completed. The supporting statement should be clear, concise and related to the specific post, **following the guidance outlined in section G above.**

The CES Leadership Application Form must be fully completed. The supporting statement should not exceed 1300 words in length, be clear, concise and related to the post and setting applied for.

SLT Appointment Documentation

Please complete the required application documents and refer to the applicant guidance and supporting documents listed below.

Application Documents

- 1. CES Senior Leadership Application Form (Dec 2020)**
- 2. CES Consent to obtain references (Apr 2019)**
- 3. CES Rehabilitation of Offenders Act 1974 - Disclosure Form (Nov 2023)**
- 4. CES Recruitment Monitoring Form (Nov 2023)**
- 5. CES Disqualification Policy (Apr 2019)**

Applicant Guidance and Supporting Documents

- 6. Application Forms – Notes to Applicants**
- 7. Disqualification Guidance**
- 8. Equality Act 2010 – Reasonable Adjustments Statement***
- 9. Privacy Notice for Job Applicants**

**Included in this Recruitment Pack.*

Faith References – Guidance for Applicants

Dear Prospective Candidate,

Faith references

As you are aware the person specification for the post to which you are making an application states that you are asked to provide a 'positive and supportive faith reference from a priest where you regularly worship.'

At a time when priests are often assuming responsibility for larger pastoral areas it is becoming increasingly common for priests not to know parishioners as well as they might have in the past. In the light of this we offer the following advice when seeking faith references:

- 1. Speak to the priest before completing your application and ask if he agrees to your including him as a referee.*
- 2. Provide him with an outline of your involvement in parish life e.g., Eucharistic minister, reader, etc. (it may be that currently you are not heavily involved in parish life due to other commitments but may have been in the past)*
 - your present post – school, areas of responsibility*
 - the post to which you are applying – name of school, post, etc.*
 - timescales – to be aware of any holidays*

By following the above advice, you are able to prepare the priest for the reference request and so ensure it will be completed as fully as possible.

Definition of a Practising Catholic

The Archdiocese of Westminster Education Service uses the following document as the basis for determining whether a potential applicant for a teaching or senior leadership post would be classified as “a practising Catholic”:

[‘Catholic Schools and the Definition of a ‘Practising Catholic’ by Rev Fr Marcus Stock, published in 2009 by the Diocesan Schools Commission of the Archdiocese of Birmingham.](#)

Therefore, for appointment as a member of the governing authority of a Catholic school or to key posts within the 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.

Potential applicants for senior management posts in diocesan schools who wish to have advice on whether they satisfy the Bishop’s requirement on Catholic practice are encouraged to consult the Chancellor of the Diocese Fr Jeremy Trood at Archbishop’s House, Ambrosden Avenue, SW1P 1QJ chancery@rcdow.org.uk

CES Equality Act 2010 Reasonable Adjustments

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.



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