



St Benedict's
Catholic High
School

1971



HEADTEACHER APPLICATION PACK



Through love of Christ, delight in Virtue



Dear Applicant,

Thank you for your interest in the post of Headteacher at St Benedict's Catholic High School. On behalf of the Governing Body, I am pleased to invite you to consider leading our school at an important and exciting stage in its development.

St Benedict's is a good school with an outstanding Catholic ethos, rooted in the Gospel and inspired by the Benedictine tradition. Our motto, Through Love of Christ, delight in Virtue, is lived daily through our shared values of stewardship, humility, truthful living, diligence, dignity and forgiveness. These virtues shape a calm, respectful culture in which pupils are well cared for and encouraged to flourish academically, spiritually and personally.

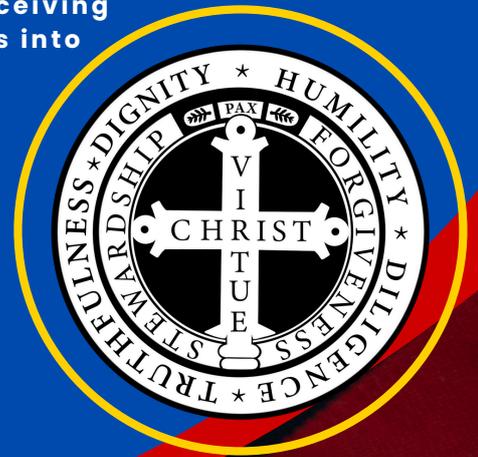
Our school, located on the edge of the Lake District National Park, offers a distinctive setting in which to live and work. The surrounding fells, lakes and coastline provide an exceptional backdrop, alongside a strong sense of community and belonging that our staff and families value highly.

The Governing Body is committed, experienced and ambitious for the future of St Benedict's. We are seeking a Headteacher who will embrace the Catholic mission of the school, build on its many strengths, and lead with vision, integrity and warmth.

We would warmly encourage you to visit the school to experience its ethos, community and setting for yourself. We look forward to receiving applications from those interested in leading St Benedict's into its next chapter.

Yours faithfully,

Kayleigh Daniels
Chair of Governors



The Governors are seeking to appoint a strategic leader who can inspire staff and students in our genuinely inclusive school.

St Benedict's is a happy and successful school. It has served the town of Whitehaven and surrounding areas for over 50 years. The school relocated in January 2019 to a brand new £33m Campus which was purposely designed and built to a high specification. The Campus sees the co-location of St Benedict's School with our close neighbour, Mayfield Special School. The Campus has superb facilities that are used extensively by the community.

We are:

- A large 11-19 Catholic School and Sixth Form Centre located on the outskirts of the historic harbour town of Whitehaven and close to the western boundary of the Lake District National Park;
- A popular faith school with a truly comprehensive intake, a key role in our local community and a strong foundation of moral purpose;

You are:

- A practising Catholic with a clear vision and strong commitment to Catholic education, who will not only cherish and support the Catholic ethos of our school but commit to develop this further;
- A candidate with a proven track record of success in senior leadership and a passion for education and making a difference to children's lives;
- A skilful communicator with a powerful and persistent focus on the development of excellence in teaching and learning
- Passionate about influencing, challenging and motivating all members of the school community to achieve a shared vision;
- Committed to safeguarding and the welfare and wellbeing of children and staff.

We will offer you:

- A good school with an outstanding Catholic ethos, rooted in the Gospel and inspired by the Benedictine tradition. St Benedict's lives its motto, Through Love of Christ, delight in Virtue, fostering a calm, caring community shaped by stewardship, humility, truthful living, diligence, dignity and forgiveness.
- A supportive, welcoming and caring culture throughout the school, based on the values of the Catholic faith where the development of every person matters;
- Hard-working, committed and aspirational staff and students;
- A strong and determined leadership team;
- The whole-hearted support of a challenging but supportive Governing Body which is committed, experienced and ambitious for the future of St Benedict's.
- A relatively new building within a unique Campus (not PFI/EFA);

This is a Reserved Post for Practising Catholics (see guidance document).

St Benedict's School is committed to safeguarding and promoting the welfare of its students. All applicants are subject to the requirements of the Safeguarding Children and Safer Recruitment in Education guidelines. This will include checks with past employers and the need for the successful applicant to hold or undergo a suitable enhanced DBS disclosure.

Please download the application pack from the school's website at www.st-benedicts.cumbria.sch.uk

Please email enquiries to Andrea Hartley, Clerk to Governors at andrea.hartley@st-benedicts.cumbria.sch.uk

Prospective candidates are warmly encouraged to visit the school and should contact Lesley Taylor, PA to the Headteacher on 01946 692275 or by email at lesley.taylor@st-benedicts.cumbria.sch.uk

**Closing date for applications is 12 noon on Monday, 13th April 2026.
Interviews will be held in the week commencing 20th April 2026.**

JOB DESCRIPTION

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the 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 Body 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, updated 2021) which apply to all teachers, including Headteacher.

The Governing Body and the Diocese 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 Body 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.

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 Diocese of Lancaster. 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 Benedict's 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.

Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

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

[A] Faith Commitment

	Essential	Desirable	Source
Practising Catholic	E		A/I/R
Involvement in parish community		D	A/I/R

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

	Essential	Desirable	Source
Leading school worship	E		A/I
Ways of developing religious education and worship	E		A/I
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		A/I

	Essential	Desirable	Source
How relationships should be fostered and developed between the school, parish and its community	E		A/I
How relationships should be fostered and developed between the Diocese of Lancaster and within Mater Christi Multi Academy Trust when the school joins the trust		D	A/I
Has completed a Catholic Leadership Programme or has a commitment to do so	E		A/I/CC

[B] Qualifications

	Essential	Desirable	Source
Qualified teacher status	E		A/CC
Degree	E		A/CC
CCRS/CTC or commitment to obtaining the certificate	E		A/CC

[C] Professional Development

	Essential	Desirable	Source
Evidence of appropriate professional development for the role of headteacher in a Catholic school		D	A
Evidence of recent leadership and management professional development	E		A
Up to date safeguarding training and knowledge of legislation for the protection of young people	E		A/I/CC
Has successfully undertaken Designated Safeguarding Lead training has a commitment to do so		D	A/I/CC

[D] School leadership & management experience

	Essential	Desirable	Source
Recent successful senior leadership e.g., a deputy headteacher, assistant headteacher or acting headteacher	E		A/I/R
Evidence of successfully leading school improvement	E		A/I
Evidence of the application of strategies to review, implement, evaluate and improve learning and teaching	E		A/I/R
Experience of curriculum leadership and development	E		A/I/R
Experience of working constructively with parents	E		A/I/R
Experience of monitoring staff performance	E		A/I/R
Experience of effective budget management and financial analysis		D	A/I/R
The ability to provide advice and support to the Governing Board to enable it to meet its responsibilities	E		A/I/R
Understanding of accountability to the CEO and CFO within the Mater Christi Multi Academy Trust in the Diocese of Lancaster		D	A/I/R
An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement	E		A/I/R

	Essential	Desirable	Source
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		A/I/R
Ability to demonstrate a good awareness of current national education policy and strategy	E		A/I/R

[E] Experience and knowledge of teaching

	Essential	Desirable	Source
Successful teaching of pupils in the secondary phase		D	A/I/R
Experience of teaching in more than one school		D	A/I/R
To have a working and current knowledge and understanding of all three Key Stages in the secondary phase and sixth form		D	A/I/R
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		A/I/R
Experience of providing professional challenge and support to others through the appraisal process	E		A/I/R
To be able to effectively use data and assessment to raise standards/address weaknesses	E		A/I/R
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I/R

[F] Professional Attributes

	Essential	Desirable	Source
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		A/I/R
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		A/I/R
To have excellent written and oral communication skills (which will be assessed at all stages of the process)	E		A/I
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	E		A/I/R
Show a good commitment to sustained attendance at work	E		A/I/R

[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 further supportive professional reference	E

The governors reserve the right in exceptional cases to seek additional references from other former employers 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 CESEW 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.

GUIDANCE ON PRACTISING CATHOLIC

The Diocese of Lancaster 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.

The full document can be downloaded below:

<https://www.clrchs.co.uk/wp-content/uploads/2021/05/Catholic-Schools-the-Definition-of-a-Practising-Catholic.pdf>

The key points that relate to school appointments are that a “practising Catholic” is 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.

This definition does not mean that a ‘practising Catholic’ has to be perfect, indeed in terms of the Church’s general obligations, almost all Catholics fail to live their faith fully and do not give an authentic witness to their beliefs in all aspects or at all moments of their lives. A ‘practising Catholic’ will almost certainly not be a ‘perfect Catholic’.

The Church clearly lays out the ‘way of life’ for the faithful in the substantive choices that they make in life: Consequently, it is clear that a ‘practising Catholic’ will be someone who, despite weaknesses and personal sinfulness, decides to make only those substantive life choices which follow the “Way, the Truth and the Life”. This way of life is not vague or unknown but is manifest fully and most clearly in the person of Jesus Christ and unfolded in the teachings of His Church.

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

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

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

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

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

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

In these situations clergy and governors should work in partnership with, and follow the advice from, the appropriate officers of the Education Service. For the good of the school and of the wider Church, the requirement stated here must be upheld in terms of appointing only 'practising Catholics', as defined in this document to the key posts within Catholic Schools. This will also ensure that schools follow the guidance contained within the "Memorandum on Appointment of Teachers in Catholic Schools" published by the Catholic Bishops' Conference of England and Wales:

"As a minimum requirement, the Bishops expect that the posts of Head Teacher or Principal, Deputy Head Teacher or Deputy Principal and Head or Co-ordinator of Religious Education are to be filled by practising Catholics."

The full document can be downloaded from the CES website below:

[Bishops' Memorandum on the Appointment of Staff in Catholic Schools](#)

FAITH REFERENCE – 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.

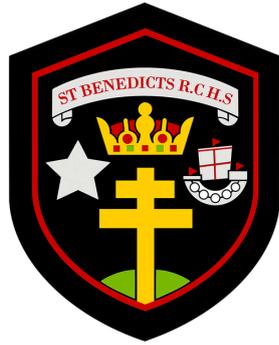
REASONABLE ADJUSTMENT STATEMENT

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.



St Benedict's Catholic High School

1971

CONTACT INFORMATION

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