

Application pack for:

**Interim Deputy Headteacher  
- Full-time - Internal  
St Mary's Falmouth Catholic Primary  
Plymouth CAST**

Closing date for applications: 14<sup>th</sup> May 2025 at Midday



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Plymouth CAST is a trading name of Plymouth CAST Ltd. VAT Number: 163038231. Company Number: 08438686.  
A list of directors is available on request. Registered Address: Plymouth CAST Ltd, Edmund Rice Building, St Boniface's RC College,  
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# Interim Deputy Headteacher



<b>Job Title</b>	Interim Deputy Headteacher
<b>Remuneration</b>	L03 (1 FTE) and appropriate pension scheme
<b>Main Location</b>	St Mary's Catholic Primary, Falmouth
<b>Required for</b>	01-09-2025 to 31-08-2026
<b>Type of contract</b>	Fixed Term

## **Plymouth CAST is seeking to appoint a Deputy Headteacher**

Plymouth CAST is a Multi-Academy Trust comprising thirty-four schools and one nursery situated within the Catholic Diocese of Plymouth with which there is a close working relationship. St Mary's Catholic Primary is seeking to appoint a Deputy Headteacher

This is an exciting time to join a forward thinking and committed team, to both embed as well as shape working practices for the future. You will be joining a dedicated and supportive team and will have the opportunity to work with the Executive Headteacher to help shape the way in which you will support the school to positively impact the education and development of the pupils.

The core purpose of the Deputy Headteacher is to support the Headteacher in leading and managing the School and taking responsibility in the absence of the Headteacher. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. You will play a major role under the overall direction of the Headteacher in formulating and reviewing the School Development/Improvement Plans and the aims and objectives of the school. You will be committed to establishing a positive and proactive culture that promotes excellence, focusing on collaboration and driving internal excellence, underpinned by our Gospel Values.

As a member of SLT, you will play an important role in the overall leadership and management of the school. In particular, you will work closely with the Headteacher to lead and develop an outstanding, inclusive, comprehensive education that serves the local community.

Within our Multi Academy Trust we operate a core business function which works to support Headteachers and school communities in all areas of financial, personnel, estates and facilities, procurement and operational management.

You will need to develop excellent relationships with parents, colleagues, local authorities and relevant agencies for children. Through such relationships you will play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Our Trust governance model is designed to ensure our Board of Directors has a direct line of communication to schools, local governing boards and school leaders.

You will be a practising Roman Catholic in full communion with the Catholic Church. You should be able to evidence collaborative and inspirational leadership that creates a culture of high expectations and aspirations that raises standards and ensures that all children reach their full potential. You will have the interpersonal skills to guide and inspire your pupils and staff.

As a Deputy Headteacher you will need diplomacy, openness, approachability, and a personable style of leadership, as well as the ability to converse confidently with a wide range of internal and external stakeholders.

If you feel that you have the necessary skills and competencies, and the passion to make a difference to our children and young people, we would love to hear from you!

Essential requirements are:

- A Catholic with a strong understanding of the structures and values of the Catholic Church
- Qualified to degree level relevant to the post and/or equivalent through professional experience.
- PGCE (or equivalent) – Qualified to Teach in the UK
- Recent, substantive and successful leadership experience would be preferable
- The ability to manage change through bringing innovative ideas to traditional approaches to teaching and learning
- Excellent interpersonal and communication skills – an attentive listener and team builder.
- A wide knowledge of current and proposed education policy and the legal framework within which schools must operate, particularly in relation to safeguarding, when part of a Multi Academy Trust.

### **How to apply**

If you would like an informal discussion about this role, please contact Tim Moran by email to [head@st-marys-fal.cornwall.sch.uk](mailto:head@st-marys-fal.cornwall.sch.uk)

Our application form for this post can be accessed <https://www.st-marys-fal.cornwall.sch.uk/web/vacancies>

### **Closing Date**

14<sup>th</sup> May at Midday

Interview date to be confirmed.

# Job DESCRIPTION

## Job Title

Interim Deputy Head Teacher

## Salary Range

L03-L05 (1 FTE) and appropriate pension scheme

## Line Manager

Head Teacher

## Base Location

St Mary's Catholic Primary, Falmouth

## Line Management Responsibility

Over 5 employees

## Purpose of Role

- Help to create and foster the Christian community of the school and to work with the families and the parishes in the Christian nurture of the child.
- Teach children to know God as a loving Father and to respond to him in love, praise, and thanksgiving.
- Be a member of the senior leadership team, assist the head teacher in leading and managing the school and to take responsibility in the absence of the head teacher.
- Work with the head teacher and Governors to formulate school policies and lead the staff in their delivery.
- Play a major role under the overall direction of the head teacher in formulating and reviewing the School Development/Improvement Plans and the aims and objectives of the school by:
  - establishing the policies through which they shall be achieved;
  - leading and managing staff and resources to that end;
  - monitoring progress towards their achievement.
- By example, assist in leading the staff to act and work in a conscientious, enthusiastic and professional manner.
- Develop and maintain good relationships with parents.
- Undertake the usual responsibilities of the class teacher.
- Undertake such duties as are delegated by the Headteacher/Executive Headteacher.

## The internal organisation, management and control of the school

To contribute to:

- maintaining and developing the ethos, values and overall purposes of the school;
- formulating the aims and objectives of the school and policies for their implementation;
- planning improvement which will translate school aims and policies into actions;
- implementing the school's policies;
- the efficient organisation, management and supervision of school routines.

	<b>MAIN DUTIES AND RESPONSIBILITIES</b>
1.	To ensure own professional development and leading colleagues for their professional development in a designated subject leadership role.
2.	To keep the catalogue of resources for the designated subject leadership role.
3.	To take a leading role in developing the teaching and learning across the school, however with a particular focus on one key stage.
4.	To keep up to date subject leader file/s to demonstrate impact on raising standards.
5.	To participate in arrangements for further training and the development of own professional skills and knowledge with particular reference to the new curriculum.
6.	To ensure colleagues have the knowledge and support necessary to ensure attainment is monitored and raised with progress identified.
7.	To conduct frequent book scrutiny throughout the school ensuring at least good progress is being made.
8.	To conduct lesson observations and assess the impact of teachers on the learning of the children in their class, supporting professional development when necessary.
9.	To complete tasks agreed with the head teacher during leadership and management time.
10.	To lead the development of teaching and learning, working collaboratively with teachers.
11.	To support the induction and development of student teachers and teachers new to the profession (NQT and NQT+1).
12.	To contribute to the pastoral work within the school.
13.	To take the lead on one of the key stages within the school.
14.	To assist the head teacher in the monitoring of core subjects throughout the school and to keep colleagues informed to enable development as appropriate.
15.	To ensure that safeguarding is enshrined in school policies and practice.
	<b>TEACHING AND LEARNING</b>
16.	To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

17.	To lead effective learning providing an opportunity for the children to take responsibility for their own learning.
18.	To ensure the good behaviour of all children and to develop within them positive attitudes towards adults, peers, property and work.
19.	To keep records of children's work and achievement in accordance with school policy.
20.	To have high expectations and to encourage the children in the class to make at least good progress.
21.	To ensure effective liaison with the teaching assistants
22.	To ensure effective liaison with the meal time assistants.
23.	To supervise the children during and after school in accordance with the rota.
24.	To discuss the child's progress and needs with the parents at twice yearly parents' evenings and at any other reasonable time on request.
25.	To be prepared to meet with designated governors to report on the teaching of the specific role.
26.	To keep up to date with developments in the specific role by reading, attending courses and reporting back to colleagues.
27.	To provide the head teacher with a copy of the long and medium term planning and to prepare a synopsis for parents.
28.	To provide the head teacher with detailed weekly plans and evaluations of these in accordance with school policy.
29.	To take full part in and contribute to staff meetings.
30.	To be responsible with the Head Teacher for improving the quality of teaching across the school through monitoring, developing and evaluating teachers and other support staff
31.	To drive improvements in children's progress rates across the school.
32.	To identify and promote innovative teaching strategies and learning styles to meet the needs of all students
33.	Contribute to school policies on curriculum, teaching and learning, assessment, recording and reporting
34.	To be the mentor for both newly qualified and student teachers who are based at the School.
<b>MANAGEMENT OF STAFF AND RELATIONSHIPS</b>	
35.	To be responsible for the line management, performance management and appraisal of specific staff.
36.	To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
37.	To be responsible for fostering positive relationships across the school community.
38.	To help maintain and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education and wellbeing.
39.	To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.

40.	To develop and maintain positive links and relationships with the community, local organisations and employers
<b>QUALIFICATIONS</b>	
41.	A professional teaching qualification and/or QTS or equivalent (e.g. QTLS).
42.	A degree or equivalent qualification
43.	Evidence of recent and relevant CPD.
44.	Further qualifications relevant to the role, for example NPQH, NPQEL ( <i>desirable</i> ).
<b>KNOWLEDGE AND EXPERIENCE</b>	
45.	To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school
46.	Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about
47.	Knowledge of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress
48.	Understanding of what constitutes a broad and balanced curriculum and which is well differentiated and resourced to meet the needs of all pupils
49.	Knowledge of statutory education frameworks, including governance
50.	Knowledge of effective models of learning and teaching
51.	Knowledge of effective models of behaviour and attendance management
52.	Knowledge of strategies to promote individual, team and organisational development
53.	Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others
54.	Able to effectively communicate to a varied audience
55.	The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school.
56.	Ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate.
57.	Ability to use initiative.
<b>SKILLS/KNOWLEDGE/ABILITIES</b>	
58.	To have a good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help create such a school.
59.	Have a good understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about.
60.	Knowledge of how assessment strategies and target-setting are used to inform learning in order to help pupils make progress.
61.	Understanding of what constitutes a broad and balanced curriculum and which is well differentiated and resourced to meet the needs of all pupils.

62.	Knowledge of statutory education frameworks, including governance.
63.	Knowledge of effective models of learning and teaching.
64.	Knowledge of effective models of behaviour and attendance management.
65.	Knowledge of strategies to promote individual, team and organisational development
66.	Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others.
67.	Able to effectively communicate to a varied audience
68.	The ability to relate positively with the headteacher, pupils, colleagues, parents, governors and others who contribute to the work of the school
69.	Ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate
70.	Ability to use initiative.
71.	Experience in using of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance
<b>PERSONAL ATTRIBUTES</b>	
71.	Practising Catholic with a strong understanding of the structures and values of the Catholic Church
72.	Passionately committed to safeguarding and the welfare and wellbeing of children and young people.
73.	Willingness to undergo appropriate checks, including enhanced DBS checks
74.	To work hard and remain fully committed, even when under pressure, always acting with consideration for yourself and others.
75.	Forgiving and committed to healthy inclusive relationships (strong interpersonal & diplomatic skills)
76.	Emotionally resilient and therefore patient and persevering with challenging behaviours and attitudes
77.	To be hopeful, honest and always act with integrity, taking a rigorous approach to improving standards in order to ensure transformation of pupil's lives and their wider communities.
78.	Act with humility and as a team player by serving others both in the school and across the trust
79.	Able to demonstrate and communicate the CAST ethos in your behaviours and actions.
80.	Positive, passionate, enthusiastic, and able to help others be the same.
81.	Able to keep a sense of proportion by acting with self-control.
82.	Act with authenticity and integrity.
83.	To have high aspirations and a commitment to excellence, and to role model this behaviour to others.
84.	Self-disciplined and able to reflect and learn in order develop wisdom and understanding.



<b>85.</b>	A willingness to promote and maintain the human face of the church ensuring that practices are consistent with the values in the Gospel.
	<b>EXPECTED OUTCOMES</b>
<b>86.</b>	To provide professional leadership and management of a key area of the School Development Plan as agreed, on an annual basis, with the Headteacher.
<b>87.</b>	To assist the Headteacher in the day to day running of the school including taking assemblies, leading duty teams, overseeing the organisation of parents' evenings, promoting health and safety, and through attendance at extracurricular events.
<b>88.</b>	To work closely with the Governing Board as a member of sub committees and through joint working.
<b>89.</b>	To line manage staff according to school policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
<b>90.</b>	To prepare agendas for relevant meetings.
<b>91.</b>	To participate in SLT meetings including early morning briefings, weekly meetings and termly strategic sessions including weekends.
<b>92.</b>	To carry out other responsibilities as required by the Headteacher from time to time.
<b>93.</b>	Good working relationships are promoted with Trustees, Diocesan staff, School staff and Governors and Plymouth CAST staff.
<b>94.</b>	Responsible for own continuing self-development, undertaking training as appropriate or as directed as part of CPD.
<b>95.</b>	Being aware of and complying with all relevant policies and procedures relating to child protection, health safety and security, confidentiality and data protection and reporting all concerns to the appropriate person.
<b>96.</b>	Good working relationships are promoted with Trustees, Diocesan staff, School staff and Governors and Plymouth CAST staff.
<b>97.</b>	Plymouth CAST fully complies with its statutory obligations and records are maintained as required by law and made available when required by authorized persons.
	<b>SAFEGUARDING</b>
<b>98.</b>	Demonstrate a commitment to safeguarding children and ensuring the welfare of children.
<b>99.</b>	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour.
<b>100.</b>	Evidence of professional expertise in managing safeguarding incidents and experience in providing support regarding safeguarding to staff.
<b>101.</b>	Satisfactory Enhanced DBS check.

This document outlines the duties for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list, and the duties may be varied from time to time which do not change the general character of the job, or the level of responsibility entailed.

The contents of this job description will be reviewed with the postholder on an annual basis in line with Plymouth CAST's appraisal policy. Any significant change in level of accountability that could result in a change to the grade will be discussed with the postholder before submitting for any re-evaluation.

Changes can be made to this job description under consultation to reflect the changing needs of the role at any time.

# Our Gospel Values

Humility - seeing life as a gift

Compassion - empathy

Kindness - gentleness

Justice - working for a fairer world

Forgiveness - reconciliation

Integrity - do what you say

Peace - committed to peace-making, non-violence

Courage - standing up for truth

# Our Mission

“Our mission is to be a community of outstanding schools in which our students flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel”.