

RECRUITMENT PACK

Deputy Headteacher (Quality of Education)

Blessed Trinity Roman Catholic College

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WELCOME FROM KATY COX, CATHOLIC SENIOR EXECUTIVE LEADER

Dear Applicant,

Thank you for your interest in joining one of the schools within the Romero Catholic Academy Trust. I hope you find the information in this recruitment pack both informative and inspiring.

As the CEO of Romero CAT, I am proud of the strength of our school communities and the dedication of our leaders, staff and governors. We are now seeking an exceptional leader who will build on this strong foundation, ensuring that every child in our care receives the best possible education. This is an exciting time to join us; as we continue to grow and develop as a trust, the role of our school leadership is more vital than ever. The position you are applying for will play a central role in shaping the culture, outcomes, and spiritual life of the school community, with the full support of the trust and our shared commitment to excellence.

At Romero CAT, we are guided by the teachings of St Oscar Romero and our values of Faith, Service, Aspiration and Collaboration are at the heart of all that we do. We are looking for a leader who shares these values and who will work with us to provide outstanding Catholic education across our family of schools.

We look forward to receiving your application.

Yours faithfully,

Katy Cox

WELCOME FROM KEN TYSON, CHAIR OF THE BOARD OF GOVERNORS

Dear Applicant,

As Chair of Governors, I wish to extend a warm welcome to Blessed Trinity where faith and education come together to create a nurturing, creative and inspiring environment. We are part of a family of schools within the Romero Catholic Academy Trust. Located on the outskirts of Burnley town centre, we are close to the countryside but within easy access to the motorway network.

Faith is very strong within the school community although we are welcoming to pupils of other or no faith, encouraging every pupil to join in our prayer life if they so wish. We are very proud of the school and its sense of identity within the town and the Catholic community. We have developed close ties with our feeder primaries, whilst attracting pupils from across the town and further reaching areas such as West Yorkshire.

We offer a broad and balanced curriculum which, combined with faith being central to the school community, enables us to develop well rounded pupils when they leave to pursue their future careers.

As a relatively new build school, we can offer our pupils excellent facilities including the designated sports facilities and a fully equipped school chapel.

Within the school of just over 1300 pupils (approximately 50% of Catholic faith), we have a cohesive SLT which is a well-established team, led by the Headteacher Mrs Williams.

We welcome you into our school community where, as Deputy Headteacher, you can help to shape the future aspirations and achievements of the school.

Ken Tyson, Chair of Governors

OUR VALUES

Romero Catholic Academy Trust is a family of Catholic schools serving the needs of children and young people in the Diocese of Salford, covering the areas of Lancashire, Blackburn with Darwen and Calderdale. To achieve this, we will uphold four key values:

FAITH: TO NURTURE OUR BELIEF IN GOD.

- Inspired by the vision of Bishop John, we will provide an authentic passing-on of our Catholic faith.
- Our schools will be nurtured by the Word of God.
- Our pupils will come to an understanding of what it means to be loved by God and the responsibilities that come from loving God.
- Our schools are worshipping communities characterised by vibrant liturgy and prayer.

SERVICE: TO LIVE OUT THE RESPONSIBILITIES OF OUR FAITH BY SERVING OTHERS.

- We will always act in the service of the pupils in our care.
- In our schools we will educate our children to be the next generation of the stewards of God's creation.
- We embrace Catholic social teaching and work for the Common Good with a preferential option for the poor.
- We are outward facing, acknowledge our place in the wider educational system and accept our civic responsibility.

ASPIRATION: TO ASPIRE TO FULFIL THE POTENTIAL OF EACH INDIVIDUAL, CREATED UNIQUELY IN THE IMAGE OF GOD.

- We will work to fulfil the potential of each member of our community by providing an education that develops the whole person, including high quality Religious Education.
- Our schools will have a relentless focus on achievement. The quality of education in our schools will be 'at least as academically distinguished as that in the other schools of the area.' (Can. 806.2)
- Every member of our community will be provided with the knowledge, skills and attitudes needed to succeed in school and in the next stage of their lives.
- Through high quality and relevant continuing professional development, we will invest in our staff.
- Decision making will weigh up the Common Good and be made in a timely way.
- We will always focus on the solution to a problem.

COLLABORATION: TO WORK COLLABORATIVELY; SHARING AND FOSTERING THE STRENGTHS AND EXPERTISE OF ALL.

- A spirit of solidarity leads us to accept a shared responsibility for all.
- We recognise the concept of subsidiarity; that decisions will be made as locally as possible.
- Improvements across our family of schools will be secured by utilising the skills and experience in the trust.
- Wherever possible, we will take care to involve and inform people in decision making.
- We believe in the importance of open, honest and positive communication.

SAINT OSCAR ROMERO

Our Catholic Academy Trust is named after Saint Oscar Romero and his values as a great and inspirational teacher and as a protector of all.

Saint Oscar Romero stood out for his unwavering commitment to living out the Gospel, to providing a witness to the love of God in the face of violence. He was the Archbishop of San Salvador and he was murdered for criticising the government that kept people very poor. He shows us that we must see God in all people and work together to build God's kingdom of mercy, justice and love on earth.

Today, we can make a renewed commitment to follow in the example of our heroes of our faith to live a life faithful to Jesus. To turn our attention away from possessions and focus on the call to holiness.

THE ROMERO PRAYER

It helps, now and then, to step back and take the long view.

The Kingdom is not only beyond our efforts; it is even beyond our vision.

We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work.

Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith. No confession brings perfection. No pastoral visit brings wholeness. No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects far beyond our capabilities.

We cannot do everything and there is a sense of liberation in realising that. This enables us to do something and to do it well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

JOB ADVERT

DEPUTY HEADTEACHER – QUALITY OF EDUCATION

FULL TIME

SCP L22 – L26 (£86,803 - £95,735)

RESPONSIBLE TO: HEADTEACHER

MAIN LOCATION: BLESSED TRINITY ROMAN CATHOLIC COLLEGE

REQUIRED TO COMMENCE 1ST MAY 2026

The Board of Directors of the Romero Catholic Academy Trust, alongside the Governors of Blessed Trinity RC College, are seeking to recruit a highly skilled and motivated Deputy Headteacher.

We are proud to provide a Catholic education for all our young people. Recognising each child is a child of God, helps us to ensure that we always strive to provide nothing but the best for each of our pupils. Our Catholic faith influences all the work of the college as we endeavour to follow the Gospel values of love, justice and concern for others.

Rooted in God's word, our school mission to "Love God, Serve Others, Work Hard, Value All", is known, lived and observed throughout the school. The successful candidate will be a practising Catholic, who is motivated to ensure the highest academic standards for our learners.

In this role, you will have oversight of the key academic aspects of the school which will involve responsibility for the school's curriculum, teaching and learning and student achievement. You will work closely with the team of Assistant Headteachers, that comprise the Quality of Education team, leading on developing, shaping and managing these key areas. We are particularly interested in candidates who have a strong grasp of curriculum planning and some understanding of timetable construction.

You may already be a committed Deputy Headteacher or be looking to make the step up from an Assistant Headteacher position. This is a perfect opportunity for an ambitious candidate who may be seeking a new challenge or for a candidate who wishes to further develop the skills necessary to be able to progress to headship in the future.

If you feel you have the right skills and attributes we are looking for, then we will be delighted to hear from you. Visits to the school are warmly welcomed and can be arranged by contacting Stacey Morris, HR Assistant, via **01282 506200** or SMorris@btrcc.lancs.sch.uk.

Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: www.romerocat.com or the school website [Blessed Trinity RC College - Home](#).

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Closing Date	23 rd January 2026 @ 12 noon
Shortlisting Date	27 th January 2026
Interview Dates	3 rd & 4 th February 2026

DEPUTY HEADTEACHER - QUALITY OF EDUCATION

JOB DESCRIPTION

JOB PURPOSE

The core purpose of the Deputy Headteacher (Quality of Education) is to support the Headteacher to provide professional leadership and management of the school, to embody the vision, ethos and aims of Blessed Trinity and to enable all its students to be the best that they can be.

To provide strategic leadership of the school's Quality of Education, ensuring the highest standards of curriculum intent, implementation, and impact. The Deputy Headteacher will drive consistently high outcomes for all pupils, ensuring teaching and learning are ambitious, inclusive, and aligned with the school's vision and values.

To support the Headteacher in contributing to the strategic direction and development of the school and the development, implementation and monitoring of school improvement plans, based on school self-evaluation. To support the strategic development and operational management of the curriculum provision to reflect both school, local and national priorities ensuring that curriculum provision maximises the opportunities for student achievement.

Accountable to the Headteacher, the Deputy Headteacher (Quality of Education) will work closely with the Senior Leadership team to ensure that the academic aspects of the school are of the highest quality. This includes:

- Teaching and learning
- The curriculum and timetabling
- Staff professional development
- Examinations and assessment

In this role, you will have oversight of the key academic aspects of the school. This will include being responsible for the school's curriculum, teaching and learning and student achievement. You will work closely with the team of Assistant Headteachers that make up the Quality of Education Team. You will lead on developing, shaping and managing these key areas.

We are particularly interested in candidates who have a strong grasp of curriculum planning and some understanding of timetable construction. This is a perfect opportunity for an ambitious candidate who may be seeking a new challenge or for a candidate who wishes to further develop the skills necessary to be able to progress to headship in the future.

The Senior Leadership Team includes 8 staff members. This consists of:

- Headteacher
- Deputy Headteacher (Pastoral)
- 4x Assistant Headteachers (Quality of Education)
- 3x Assistant Headteachers (Behaviour and Inclusion)

The team are focused on ensuring the highest standards for our young people, so that they can truly excel. The successful candidate would be welcomed and supported in order to succeed in their role.

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the National Teachers' Standards.

MAIN DUTIES AND RESPONSIBILITIES

Your duties and responsibilities will include:

MAIN AREAS OF RESPONSIBILITY

- To provide vision and leadership for the staff and to promote and develop whole school policies and procedures
- To raise standards of teaching and learning to higher standards of achievement
- To ensure the school's curriculum is ambitious and that the timetable is carefully designed to meet the needs of our learners
- To lead the school's approach to assessment and examinations
- Lead whole-school assessment systems, ensuring they are purposeful, consistent, and manageable
- Oversee data collection, analysis, and reporting
- Support subject leaders in using data effectively for improvement planning
- Lead target setting and rigorous monitoring of progress for all pupil groups
- Lead whole-school literacy, numeracy, and reading strategies, including monitoring and evaluation of the impact of literacy, numeracy and reading initiatives
- Oversee targeted intervention for pupils with low prior attainment
- Ensure reading is prioritised and embedded across the curriculum
- As a member of SLT to contribute fully to effective leadership of the school leading to improved standards of all aspects of the school's work
- To provide leadership of, and take accountability for, designated areas of the school's work leading to measurable improvement
- To line manage a range of staff, ensuring that those staff work to effect continuous improvement
- To be a leading professional in the school
- To promote the ethos, aims and objectives of the school
- To assist the Headteacher and SLT in determining the strategic direction and development of the school
- Undertake any professional duties the Headteacher reasonably delegates

QUALITY OF EDUCATION

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- With the Assistant Headteachers (Quality of Education), lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality. Oversee systems for monitoring and improving teaching quality, including learning walks, work scrutiny, and lesson visits
- Implement a clear pedagogical framework informed by evidence-based practice
- Maintain an effective behaviour for learning strategy
- Maintain a highly visible presence throughout the school ensuring positive interaction with all members of the school community
- Monitor and target progress to raise standards and ensure a continuous and consistent school-wide focus on individual student achievement
- Provide leadership for classroom practice through coaching, professional dialogue, and modelling
- Promote a culture of high expectations, reflective practice, and continuous improvement

- Maintain a detailed and accurate knowledge of Ofsted and their expectations
- To support other members of the senior leadership team to sustain high expectations and outstanding practice in teaching and learning throughout the school
- To have overall responsibility for the monitoring and evaluation of the quality of teaching and of student achievement and using benchmarks and target setting for school improvement
- To take a lead in ensuring that the financial implications of curricular developments are delivered within budgetary constraints
- To be accountable in leading the development of the teaching and learning provision which meets the needs of all students through:
 - meeting all statutory requirements
 - offering equal opportunities to all students; including those with special and additional needs and providing stretch and challenge to students of all abilities and across all year groups
 - fostering student enthusiasm for learning and recognising progress and achievement
 - ensuring that data is accurate and analysed to target interventions appropriately
- To ensure a thorough analysis of data to identify trends and anomalies in order to deliver improved outcomes for students
- To have responsibility in supporting the headteacher in the self-evaluation of the school and subsequent improvement planning; taking responsibility for several areas of the School Improvement Plan
- To ensure the implementation of support plans for individuals/groups that are designed to accelerate rates of progress and evaluate the impact
- To be responsible for leading and developing the CPD offer; ensuring that it is of the highest quality, meets the needs of the school and is targeted at need
- To lead the appraisal process for all teaching staff and providing recommendations for progression to the Headteacher and governing body in line with the school policy
- To directly line manage the assistant headteachers and middle leaders and undertake appraisals as appropriate

CURRICULUM

- To maintain a diverse, engaging and ambitious curriculum, which is well planned and carefully designed
- Lead the design, development, and ongoing review of the whole-school curriculum
- To have overall accountability for the leadership of curriculum developments at whole school and subject level
- To be responsible for ensuring that the curriculum delivers the quality of education required to ensure that all students make excellent progress, meet or exceed their targets and successfully access the next stage of their education
- Ensure curriculum intent is ambitious, coherent, inclusive, and sequenced for progression
- Oversee long-term planning and curriculum mapping across subjects
- Line manage subject leaders, providing challenge and support to secure high-quality curriculum leadership
- Ensure statutory curriculum requirements are met

OUTCOMES AND ACHIEVEMENT

- Secure strong academic performance across all key stages
- Lead improvement strategies for underperforming subjects, key stages, or pupil groups
- Oversee the Year 11 outcomes strategy, including intervention planning and progress reviews

LEADING AND MANAGING STAFF

- Promote the ethos of the school in which the highest achievements are expected from all members of the school community
- Lead by example with integrity, creativity, resilience, and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards, students, staff, parents and wider members of the school community
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Maximise the contribution of staff to improve the quality of education provided and standards achieved
- Create and maintain good working relationships among all members of the school community
- Contribute to an effective and rigorous performance management process

ACADEMIC STANDARDS AND INDEPENDENT LEARNING

- Lead and monitor whole-school expectations for academic standards, ensuring consistency across departments
- Develop, embed, and review policies for:
 - Equipment and readiness to learn
 - Homework and independent learning routines
 - Presentation of work, including literacy expectations across subjects
 - Organisation and completion of classwork and extended learning
- Ensure staff implement academic standards consistently to support pupil independence, resilience, and pride in their work
- Work with subject leaders to ensure homework is purposeful, well-sequenced, and contributes to long-term learning
- Monitor the impact of academic standards on student engagement, progress, and outcomes

DIRECTING CHANGE

- To strategically work with the Headteacher in shaping the school's direction
- Play a leading role in the school improvement and school self-evaluation planning process
- Lead by example to motivate and work with others
- Lead by example when implementing and managing change initiatives in partnership with the SLT
- Promote a culture of inclusion within the school community where all views are valued and considered
- Work with outside agencies and stakeholders to inform future action

STAFF DEVELOPMENT

- Develop an ethos which encourages and nurtures organisational partnership and skill, individual and team creativity, and a culture of high expectations for all
- Regularly review own practice, set personal targets, and take responsibility for own personal development
- Manage own workload and that of others to all an appropriate work/life balance
- Lead the Continued Professional Learning (CPL) strategy for teaching staff
- Ensure CPL is aligned with curriculum priorities and school improvement needs
- Oversee ECT and ITT provision to ensure high-quality induction, mentoring, and development
- Promote a culture of research-informed, collaborative professional learning

MANAGING THE ORGANISATION

- Work with the SLT to ensure that policies and practices take account of national and local circumstances, policies and initiatives
- Where appropriate, work with the SLT to recruit, retain and deploy staff appropriately
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- Support a successful delivery of the curriculum, which may include aspects related to delivery and timetable

SECURING ACCOUNTABILITY

- Support the SLT to develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Lead subject Health Checks, curriculum reviews, book studies, and student voice cycles
- Develop and implement a rigorous Quality Assurance cycle aligned with school improvement priorities
- Provide clear feedback and follow-up actions to subject leaders and staff
- Ensure accurate self-evaluation of the Quality of Education
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Where appropriate, develop and present a coherent and accurate account of the school's performance to a range of audiences, including Governors, parents and careers

STRENGTHENING COMMUNITY

- Work with the Headteacher in developing policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote positive involvement of parents/careers in school life
- Organise and conduct meetings where appropriate with parents and careers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

OTHER RESPONSIBILITIES

- To play a full part in the life of the school community, to support its vision and mission and to encourage and ensure staff and students follow this example
- To play a lead role in the leadership and management of the school to ensure good working relationships with and between all students and staff
- To support the Headteacher and Governors in annual budget planning and monitoring
- Contribute to the strategic thinking required to deliver our vision
- Act as a strong presence and role-model during the school day and at whole school events
- To share whole school responsibility for the safeguarding, wellbeing, health and safety and data protection by implementing agreed school policies and codes of practice.
- Act as a role-model during the school day and at whole school events
- Monitor and challenge professional standards across the school
- Participate in, and lead, whole school marketing events and information evenings, as appropriate
- Participate in, and engage with, workplace learning and development opportunities, continually working to improve your own performance and that of the school

- Undertake any other reasonable duties requested by the Headteacher
- To be courteous to colleagues and be welcoming to visitors
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To undertake any other specific duties as specified in the School Teacher's Pay and Conditions document not mentioned above
- To lead the school with the other Deputy Headteacher in the Headteacher's absence

DEPUTY HEADTEACHER – QUALITY OF EDUCATION

PERSON SPECIFICATION

Qualifications	Essential (E) Desirable (D)	Evidenced by: Application (A) Certificate (C) Interview (I) Test (T)* Reference (R)
Faith Commitment		
Practising Catholic	E	A / I / R
Involvement in parish community	D	A / I / R
A confident Senior leader with proven experience of leading pupil worship	E	A/I
Passion for, and demonstration of, Romero Catholic Academy Trust Values	E	A/I
Qualifications and Training		
Degree	E	A / C
Qualified Teacher Status	E	A / C
Strong track record of professional development, or further professional study, and the ability to evidence the impact on school effectiveness	E	A / I / C / R
National Professional Qualification for Senior Leadership	D	A/C
Catholic Certificate for Religious Studies or a commitment to obtaining this	D	A/C
Knowledge and Experience		
Evidence of senior leadership in a secondary school	E	A/I/R
Evidence of impacting positively on student outcomes	E	A / I / R
A clear philosophy of what an excellent curriculum looks like and an understanding of how to support the curriculum development towards achieving its goal	E	A/I/R
Up to date and relevant pedagogical knowledge in order to successfully inform the teaching and learning approach across the school	E	A / I
Direct knowledge of strategies to raise standards, an aptitude and enthusiasm for effective analysis of data and its use in setting targets for improvement	E	A/I
Evidence of using assessment to track student progress and implement timely intervention	E	A/I
Evidence of inspiring confidence in staff and students so they succeed and achieve their personal best	E	A / I / R
Recent evidence of whole school impact which demonstrates the ability to substantially improve and/or maintain a school's progress and outcomes	E	A / I / R
A comprehensive understanding of both national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward improvements	E	A / I
Experience of implementing strategies and interventions to improve behaviour, achievement and standards	D	A / I / R

Experience of, or willingness to learn, how to manage a school timetable	E	A/I
Evidence of successful delivery of Continuing Professional Development	E	A/I
Experience in more than one school	D	A / I
Proven record as a teacher whose students reach high standards of learning and achievement	E	A / I / R
Successful experience of managing, motivating and supporting others to improve	E	A / I / R
Successful experience that demonstrates the ability to confront and resolve problems and to effectively innovate and manage change	E	A / I
Recent involvement in providing training and development for staff	E	A/I
Skills and Abilities		
An innovative leadership style with the ability to motivate staff and to build on the existing standards in school	E	A/I
A senior leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents-the ability to work well with others is vital	E	A/I
An understanding of the importance of, and the desire to, engage with and inspire all young people whatever their challenges	E	A/I
Ability to within a team and lead and inspire staff and students, of all abilities, and to communicate high expectations	E	A/I/R
Strong written communication and presentation skills, high order administrative and management skills	E	A/I
An ability to work autonomously and prioritise conflicting demands	E	A / I / R
An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	E	A / I
An ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E	A / I
Personal Qualities		
A commitment to school / Trust vision and values	E	A / I / R
Commitment to collaborative and consultative working	E	A/I/R
Recognition of the need for partnerships and effective collaboration with other schools, agencies and organisations	E	A/I
A commitment to working in partnership with the whole school community, including the Governing Body	E	A/I
A commitment to safeguarding and promoting the welfare of children and young people	E	A / I / R
A passionate commitment to developing the best in all young people	E	A / I / R
A positive approach to challenge; seeking solutions to problems	E	A / I

To be prepared to work flexibly outside of the school's usual hours	E	A / I
Other		
Commitment to safeguarding and protecting the welfare of children and young people	E	A/I
Commitment to equality and diversity	E	A
Commitment to health and safety	E	A
Essential car user	E	A
Note: We will always consider your references before confirming a job offer in writing		
Prepared by:	HR Team	Date: December 2025

*To be decided at the shortlisting stage

EQUAL OPPORTUNITIES

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

HEALTH AND SAFETY

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

SAFEGUARDING COMMITMENT

The Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

ATTENDANCE

Good attendance enhances the service delivered by the Trust, minimises staffing difficulties and ensures best value to the schools. It is essential that applicants for positions in the Trust can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

DEPUTY HEADTEACHER – QUALITY OF EDUCATION

HOW TO APPLY

APPLICATION FORM

To apply for the role, please ensure that you provide a completed application form, including a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the position of Deputy Headteacher at Blessed Trinity Roman Catholic College.

If you would like to find out more about the position or have any queries about the application requirements, please contact the HR Department on 01282 855500 or careers@romerocat.com.

CANDIDATE ADVICE AND GUIDANCE FROM THE DIOCESE

Thank you for your interest in the post of Deputy Headteacher at Blessed Trinity Roman Catholic College, which is part of the diocesan Romero Catholic Academy Trust and one of our diocesan schools.

Within this information pack prepared by the Trust, you will have a copy of the Diocesan Equal Opportunities Statement adopted by the Trust and school. You will also note that the appointment will be under the terms of the Catholic Education Service contract. If you are not familiar with this contract, it can be found on the CES website.

The Trust's Board and the School's Governors will offer the successful applicant a contract based on this CES model. As a possible candidate you may be uncertain about the contract in relation to your personal circumstances or previous teaching experience, especially if you are not currently teaching in a Catholic school. The diocese and the school's governors are fully aware that everyone's experience and circumstances are unique, and we find that any concerns can sometimes be resolved through a confidential prior discussion. Therefore, we offer all candidates the opportunity to discuss these issues in complete confidence should they wish to do so. Please feel free to contact the Diocese prior to making your application or at any time during the appointment process.

IMPORTANT ADVICE REGARDING 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 you 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)- your present post - school, areas of responsibility- the post to which you are applying - name of school, post, etc

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 PRACTISING CATHOLIC

"Christ at the Centre" is the adopted Salford Diocesan guidance which sets out our understanding of what it means to be a "practising Catholic" in relation to Catholic schools. The document can be accessed via the Catholic Education Service website.

BISHOP'S MEMORANDUM

As a minimum requirement it is the 'Bishops' Conference of England and Wales that expects that the posts of Headteacher, Deputy Headteacher and Head or Coordinator of Religious Education are to be filled by practising Catholics.

Whilst these posts have traditionally been used in schools, other senior leadership posts, and terminology, have come about in practice, often as a result of collaborative working arrangements between schools. Terms which are being used more frequently, and which are not defined in legislation for example: Executive Headteacher, Associate Headteacher and Head of School. The principle to be applied is that this minimum requirement will apply to the most senior leadership post i.e. the person with overall responsibility for the day-to-day management of the school, and the person who is the second most senior person in the leadership team.

NORTH WEST DIOCESAN STATEMENT ON EQUAL OPPORTUNITIES IN EMPLOYMENT

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The governing body is therefore committed to employment procedures which comply with discrimination legislation and do not discriminate on grounds of age, gender reassignment, race, colour, nationality, religion, sexual orientation, ethnic origin, marital status or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the school's Christian values and Mission Statement.

The preservation and development of the quality and distinctive nature of Catholic schools depends on the faith, practice and commitment of the teachers in the schools, working with their Governing Bodies. Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school and in these cases, there will be a requirement that the successful candidate is a baptised and practising Catholic.

Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: www.romerocat.com or the school website [Blessed Trinity RC College - Home](#) .

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Closing Date	23 rd January 2026 @ 12 noon
Shortlisting Date	27 th January 2026
Interview Dates	3 rd & 4 th February 2026

Completed application forms and associated documentation should be returned to the HR department via e-mail: careers@romerocat.com before the closing date.