

DIOCESE OF **Hexham & Newcastle**  
SPIRITUALITY, FORMATION & EDUCATION SERVICE



## **Potential School Leaders Programme**

**Aspiring Headteachers,  
Deputy Headteachers and  
Assistant Headteachers  
in Catholic Schools**

**2011-12**



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## INTRODUCTION

This booklet brings together for the first time primary and secondary leadership, coordinated by Hexham and Newcastle Spirituality, Formation and Education Service. An information evening and one day course are held each year for aspirant Primary Heads and Deputies. The secondary programme consists of a two year rolling programme for each of three cohorts and involves a twilight and a residential each year.

The job description for primary and secondary leaders is generic and forms the major part of the course booklet. A Catholic interpretation of each standard provides an excellent opportunity for candidates to establish a base line and to monitor development in their understanding and experience as they progress through the course and beyond.

Succession planning is a vital part of our role and that of schools. We are working with schools, other dioceses and the National College for School Leadership to try to ensure a good supply of future leaders. Applications are invited from those ready to take the next step into leadership from both Catholic and community schools.

## AIMS

To help participants:

- Develop a strategic direction which stems from the educational mission of the Church;
- Lead a learning community rooted in Christian belief and principles, promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity;
- Recognise and act upon his/her own potential for growth and that of others;
- Develop a management role influenced by the Gospel message and Church teaching;
- Support the Governing Body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation;
- Collaborate with the parish and other Christian organisations, as well as with the wider educational system;
- Prepare an application.

## PROCESS

The course will include presentations, group work, discussion, time for personal reflections, planning, prayer and celebration.

The course will be facilitated by members of the Diocesan Spirituality, Formation and Education Service, headteachers, deputy headteachers, senior staff and other experienced leaders both from within and outside of the world of education.



# HEADTEACHER/DEPUTY HEADTEACHER JOB DESCRIPTION

Main tasks

National Standards

Knowledge

Professional Qualities

# SHAPING THE FUTURE

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher/Deputy 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 its work.

## Main tasks/actions

- Work within the school and parish community to articulate 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 communities it serves.
- Share this vision and the related values with all members of the school community, securing their understanding and commitment to acting upon them effectively.
- Model the vision and values in everyday work and practice.
- Translate the vision and values into agreed objectives, ensuring that the school's planning, policies and procedures promote sustained school improvement.
- Motivate and work with others to create a shared culture and a positive climate consistent with the agreed educational vision and values of the school.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and nurture human wholeness.

## Related National Standards

**Knows about:** local, national and global trends; ways to build, communicate and implement a shared vision; strategic planning processes; strategies for communication both within and beyond the school; new technologies, their use and impact; leading change, creativity and innovation.

**Is committed to:** a collaborative school vision of excellence and equity that sets high standards for every pupil; the setting and achieving of ambitious, challenging goals and targets; the use of appropriate new technologies; inclusion and the ability and right of all to be the best they can be.

**Is able to:** think strategically, build and communicate a coherent vision in a range of compelling ways; inspire, challenge, motivate and empower others to carry the vision forward; model the values and vision of the school.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know:

	Evaluation	A	B	C
the Church's educational mission at local level and beyond;				
the role of the Bishops' Conference, the CES and the Diocese;				
the importance of each Catholic school's unique mission;				
how to build school-wide commitment to the school's mission;				
how the school's mission should inform strategic planning;				
the role of the Governing body in a Catholic Voluntary Aided school				
the principles of Christian leadership				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
show commitment to the Church's educational mission;				
have a personal vision for education that reflects Christian principles;				
understand and support the school's special relationship with parish/es;				
participate positively in school worship and prayer;				
where appropriate, take leadership roles in prayer and worship;				
have high standards in their own provision of Acts of Collective Worship;				
make time and space within the classroom for prayer and reflection;				
demonstrate commitment to all pupils;				
reflect in their work the Church's special mission to the poor;				

**A – professionally secure; B – emerging competency; C – development priority**

# LEADING LEARNING AND TEACHING

In a Catholic school the Headteacher/Deputy Headteacher leads a learning community rooted in Christian beliefs 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/Deputy Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

## Main tasks/actions

- Demonstrate the principles and practice of effective teaching and learning.
- Ensure a consistent and continuous school-wide focus on pupils' achievement which reflects the agreed vision and values, using data and benchmarks to monitor progress in every child's learning.
- Lead in accessing, analysing and interpreting information to inform planning for improvement.
- Initiate and support research and debate about effective teaching and learning.
- Develop relevant strategies for improvement.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive, and effective approaches to learning and teaching in line with the school's agreed educational vision and values.
- Embed a culture and ethos of challenge and support where all pupils understand their individual worth, can become engaged in their own learning and achieve success.
- Demonstrate and articulate high expectations, promoting individual and community aspirations by establishing stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance and which reflect the schools' agreed values in their response to the needs of vulnerable individuals.
- Determine, organise and implement a diverse and flexible curriculum which takes account of the needs and aspirations of all pupils.
- Implement an effective assessment framework.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff.

## Related National Standards

**Knows about:** Strategies for raising achievement and achieving excellence; the development of a personalised learning culture within the school; models of learning and teaching; the use of new and emerging technologies to support learning and teaching; principles of effective teaching and assessment for learning; models of behaviour and attendance management; strategies for ensuring inclusion, diversity and access; curriculum design and management; tools for data collection and analysis; using research evidence to inform teaching and learning; monitoring and evaluating performance; school self-evaluation; strategies for developing effective teachers.

**Is committed to:** raising standards for all in the pursuit of excellence; the continuing learning of all members of the school community; the entitlement of all pupils to effective teaching and learning; choice and flexibility in learning to meet the personalised learning needs of every child.

**Is able to:** demonstrate personal enthusiasm for and commitment to the learning process; demonstrate the principles and practice of effective teaching and learning; access, analyse and interpret information; initiate and support research and debate about effective learning and teaching; develop relevant strategies for performance improvement; acknowledge excellence and challenge poor performance across the school.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know and understand what constitutes Catholic curriculum:

	Evaluation	A	B	C
why RE is important in the curriculum				
what constitutes good learning in RE				
and understand the principles of inclusion as they relate to the teaching of RE				
what constitutes good practice in the assessment of RE				
and be confident in the use of the National Standards of Attainment				
When and how to support teachers of RE				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
see the search for excellence for all at the heart of a Christian vision of humanity				
show commitment to and enthusiasm for the school's distinctive nature				
see the implications of this for teaching and learning				
contribute effectively to curriculum areas relevant to the school's Catholic identity				
be willing to learn from and support others				
have high expectations for teaching and learning in RE				
use data and targets appropriately in RE and other subjects				
praise and affirm pupils' endeavours, contributions and unique gifts				

**A – professionally secure; B – emerging competency; C – development priority**

# DEVELOPING SELF AND WORKING WITH OTHERS

In a Catholic school the Headteacher/Deputy Headteacher's leadership should take Christ as its inspiration. His/her relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

## Main tasks/actions

- Treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the school's agreed vision and values.
- Manage conflict effectively, seeking positive outcomes.
- Build a collaborative learning culture within the school and actively engage with other schools, especially other Catholic institutions, to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, including clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individual and teams.
- Develop and maintain a culture of high expectations and aspirations for him/herself and for others, taking appropriate action when performance is unsatisfactory and giving and receiving effective feedback.
- Regularly review his/her own practice, set personal targets and take responsibility for his/her own personal development.
- Give and accept support from colleagues, governors, the diocese and the Local Authority.
- Have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and enabling others to do likewise.

## Related National Standards

**Knows about:** the significance of interpersonal relationships, adult learning and models of continuing professional development (CPD); strategies to promote individual and team development; building and sustaining a learning community; the relationship between managing performance, CPD and sustained school improvement; the impact of change on organisations and individuals.

**Is committed to:** effective working relationships; shared leadership; effective team working continuing professional development for self and all others within the school.

**Is able to:** foster an open, fair, equitable culture and manage conflict; develop, empower and sustain individuals and teams; collaborate and network with others within and beyond the school; challenge, influence and motivate others to attain high goals; give and receive effective feedback and act to improve personal performance; accept support from others including colleagues, governors and the LEA.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know:

	Evaluation	A	B	C
the meaning and significance of Christ's vision for humanity and individuals				
the importance of personal growth into full humanity				
why the human person's spiritual life is to be nurtured and developed				
how management of change can be consistent with Christian principles				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
build partnerships with pupils, parents and colleagues reflecting the school's mission				
be willing to undertake leadership roles for the Catholic life of the school				
model Christian principles when working with others				
model commitment to justice for all				
support, affirm and acknowledge others				
contribute to school development priorities relating to the school's Catholic identity				
seek to extend their own knowledge and understanding of Catholic education				
take responsibility for resolving difficulties and seeking reconciliation				
ensure that their communication at all times respects the dignity of others				
acknowledge and learn from mistakes				
be open/honest about areas for their own development				

**A – professionally secure; B – emerging competency; C – development priority**

# MANAGING THE ORGANISATION

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. In particular, it should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. The Headteacher/Deputy Headteacher is responsible for ensuring that such principles are priorities for the school and are evident in its organisation and management.

## **Main tasks/actions**

- Create an organisational structure which reflects the school's Catholic Christian values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities.
- Ensure that, policies and practices take account of national and local circumstances, policies and initiatives and of Diocesan priorities.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately, managing their workload to enable achievement of the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and reflects the distinctive characteristics of Catholic education.
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

## Related National Standards

**Knows about:** models of organisations and principles of organisational development; principles and models of self-evaluation; principles and practice of earned autonomy; principles and strategies of school improvement; project management for planning and implementing change; policy creation, through consultation and review; informed decision making; strategic financial planning, budgetary management and principles of best value; performance management; personnel, governance, security and access issues relating to the diverse use of school facilities; legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment legislation; the use of new and emerging technologies to enhance organisational effectiveness.

**Is committed to:** distributed leadership and management; the equitable management of staff and resources; the sustaining of personal motivation and that of all staff; the developing and sustaining of a safe, secure and healthy school environment; collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.

**Is able to:** establish and sustain appropriate structures and systems; manage the school efficiently and effectively on a day-to-day basis; delegate management tasks and monitor their implementation; prioritise, plan and organise themselves and others; make professional managerial and organisational decisions based on informed judgements; think creatively and anticipate and solve problems.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know:

	Evaluation	A	B	C
the ways in which management of a Catholic school can be distinctive				
the difference in the legal framework for Catholic Voluntary Aided schools				
that all policies and procedures should explicitly reflect core Christian principles				
that financial and material resources should be deployed for the common good				
the role and responsibilities of the governing body				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
readily undertake responsibilities for aspects of the school as a Catholic organisation				
demonstrate principles of justice and fairness in management of others				
maintain commitment to the values of Catholic education in difficult situations				
show concern for the well-being of others, taking action as appropriate				
ensure that RE, worship and prayer are given appropriate timetable priority				
ensure high standards in monitoring and evaluation of RE				
recognise ability/potential of others, giving opportunities to develop				

**A – professionally secure; B – emerging competency; C – development priority**

# SECURING ACCOUNTABILITY

In a Catholic school the Headteacher/Deputy Headteacher fulfils his or her responsibility in accordance with the Instrument of Government. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The Headteacher/Deputy Headteacher accounts to the governing body, parents/carers and the school community for the fulfilment of the school's Catholic mission and its educational success.

## Main tasks/actions

- Work with the governing body, enabling it to meet statutory responsibilities by giving objective professional advice and regular accounts of the school's progress.
- Identify and respond effectively to internal and external challenges affecting the school.
- Develop systematic and rigorous procedures for school self-evaluation which are appropriate for a Catholic school and enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Take account of the outcomes of school self-evaluation and external evaluations to further improve the school.
- Ensure that all available data are used to identify strengths and weaknesses of the school and to inform planning and improvement.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Participate in arrangements for review of his/her performance, reflecting on his/her personal contribution to school achievements and taking account of feedback from others.

## Related National Standards

**Knows about:** statutory educational frameworks, including governance; public services policy and accountability frameworks, including self-evaluation and multi-agency working; the contribution that education makes to developing, promoting and sustaining a fair and equitable society; the use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance; the principles and practice of quality assurance systems, including school review, self-evaluation and performance management; stakeholder and community engagement in, and accountability for the success and celebration of the school's performance.

**Is committed to:** principles and practice of school self-evaluation; the school working effectively and efficiently towards the academic, spiritual, moral, social. Emotional and cultural development of all its pupils; individual, team and whole-school accountability for pupil learning outcomes.

**Is able to:** demonstrate political insight and anticipate trends; engage the school community in the systematic and rigorous self-evaluation of the work of the school; collect and use a rich set of data to understand the strengths and weaknesses of the school; combine the outcomes of regular school self-review with external evaluations in order to develop the school.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know:

	Evaluation	A	B	C
the importance of school/individual self-evaluation in the context of the school's Catholic mission				
the significance of the relationship between parish/es and school				
the importance of the role of parents as first educators				
current diocesan and national Catholic priorities and policy				
the value of performance data in RE				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
evaluate their own work and commitment to the Catholic life of the school				
ensure that their own delivery of relevant curriculum areas is consistent with the basic teachings of the Church, seeking advice and guidance when necessary				
enable pupils to achieve high standards in RE and other subjects				
contribute positively to moderation of standards in RE, leading others by example				
know the purpose and value of Section 48 Inspection and respond appropriately to development points identified				
be open to views of parents and parish community, recognising that they have a role in shaping the future of the school				
participate in CPD provided by the diocese and regional/national Catholic bodies				

**A – professionally secure; B – emerging competency; C – development priority**

# STRENGTHENING COMMUNITY

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 system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

## Main tasks/actions

- Act as the public face and main advocate of the school, representing effectively its interests and those of the pupils.
- Build a school culture which takes account of the richness and diversity of the communities served by the school and the global community.
- Enable pupils to develop an understanding of their responsibility to others and provide the means for them to respond positively to this.
- Create and implement positive strategies for promoting understanding that everyone is equal in the eyes of God, and in particular for challenging racial and other prejudices and for dealing with racial harassment.
- Ensure the provision of learning experiences for pupils which are linked into and integrated with the wider community, including community-based learning.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite stakeholders (parents and carers, parish/community figures, businesses, Catholic and other organisations) into the school to enhance and enrich the school and its pupils and their value to the wider community.
- Engage in dialogue with all stakeholders to build partnership and understanding of shared values, beliefs and responsibilities, reflecting on and taking account of their views.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives, especially with other diocesan schools.
- Co-operate and work with relevant agencies to protect children.

## Related National Standards

**Knows about:** current issues and future trends that impact on the school community; the rich and diverse resources within local communities – both human and physical; the wider curriculum beyond school and the opportunities it provides for pupils and the school community; models of school, home, community and business partnerships; the work of other agencies and opportunities for collaboration; strategies which encourage parents and carers to support their children’s learning, the strengths, capabilities and objectives of other schools.

**Is committed to:** effective team work within the school and with external partners; work with other agencies for the well-being of all pupils and their families; involvement of parents and the community in supporting the learning of children and in defining and realising the school vision; collaboration and networking with other schools to improve outcomes.

**Is able to:** recognise and take account of the richness and diversity of the school’s communities; engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities; listen to, reflect and act on community feedback; build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

## Knowledge

In the context of the Catholic school, senior and potential leaders will know:

	Evaluation	A	B	C
that for a Catholic school the Church is the primary supporting community and the implications of this for leadership and management				
the importance of effective relationships with parish, clergy, chaplains				
the value of respectful dialogue in building relationships with the community				
the significance of religious and cultural diversity in a Catholic school				
the Church’s teaching on meeting diverse needs in provision for RE and spiritual development				

## Professional Qualities

In the context of the Catholic school, senior and potential leaders will:

	Evaluation	A	B	C
value and actively support the contribution of parish, clergy and chaplains and of parents/carers				
represent and promote the values of the school’s mission and vision when interacting with parents and other community members				
value diversity and be sensitive to the spiritual and religious needs of all pupils including those who are not Catholic				
make appropriate provision in curriculum RE and Acts of Worship for all pupils, including those of different faith backgrounds or cultures				
ensure richness of provision for prayer, worship and spiritual development				
be an advocate for troubled or marginalised pupils, recognising their special place in the Church’s educational mission				

**A – professionally secure; B – emerging competency; C – development priority**



# PRIMARY PROGRAMME



# PROGRAMME DATES

## AUTUMN TERM – STAGE ONE

### **Information Evening**

Tuesday 27 September 2011  
5.00pm – 6.00pm  
St Cuthbert's House, Newcastle

## SPRING TERM – STAGE TWO

### **Aspiring Primary Headteachers**

Wednesday 8 February 2012  
9.30am – 3.30pm  
The Dryden Centre, Gateshead

### **Aspiring Primary Deputy Headteachers**

Wednesday 7 March 2012  
9.30am – 3.30pm  
St Cuthbert's House, Newcastle

# ASPIRING HEADTEACHERS

Wednesday 8 February 2012

9.00 am	Registration and refreshments
9.30 am	Welcome Opening Prayer
9.45 am	<b>Session One</b> Spiritual Leadership
10.30 am	<b>Session Two</b> Headteacher Standards
11.15 am	Refreshments
11.30 am	<b>Session Three</b> Community Cohesion
12.30 pm	Lunch
1.30 pm	<b>Session Four</b> Application/Interview/Presentation - Part 1
2.30 pm	<b>Session Five</b> Application/Interview/Presentation - Part 2
3.15 pm	Closing Prayer
3.30 pm	Departure

# ASPIRING DEPUTY HEADTEACHERS

Wednesday 7 March 2012

9.00 am	Registration and refreshments
9.30 am	Welcome Opening Prayer
9.45 am	<b>Session One</b> Vision
10.30 am	<b>Session Two</b> Leading Learning and Teaching
11.15 am	Refreshments
11.30 am	<b>Session Three</b> Deputy Headteacher Experiences
12.30 pm	Lunch
1.30 pm	<b>Session Four</b> Securing Accountability Strengthening Community
2.30 pm	<b>Session Five</b> Developing Self and Working with Others
3.15 pm	Closing Prayer
3.30 pm	Departure



# SECONDARY PROGRAMME



## EXPLANATION OF COHORTS

**Cohort 1:** Deputy and Assistant Headteachers with NPQH

**Cohort 2:** Deputies and Assistant Headteachers without NPQH

**Cohort 3:** Middle leaders aspiring to Deputy or Assistant Headteachers, for example, current Head of Department, Head of Year or second in charge.

# SECONDARY LEADERSHIP PROGRAMME

## COHORT 1

### 2010-11 YEAR 1

#### **TWILIGHT SESSION**

Wednesday 6 October 2010  
3.00pm – 6.00pm  
The Radisson Hotel, Durham

Included:

**Vision for Catholic Education** – Joe Hughes (Director of the Spirituality, Formation and Education Service)  
**The Role of the National College for School Leadership and personal reflection** – Maureen Bates (Regional Coordinator, National College)

#### **RESIDENTIAL**

Friday 3 and Saturday 4 February 2011  
4.00pm – 12.00noon  
The Radisson Hotel, Durham

Included:

**'Speed Dating'** – sharing experiences of Senior Leadership  
**Carousel** – various leadership scenarios led by Gerard Moran (Headteacher, St John's RC Comprehensive School)

### 2011-12 YEAR 2

#### **TWILIGHT SESSION**

Thursday 6 October 2011  
3.00pm – 6.00pm  
The Durham Centre, Belmont Industrial Estate, Durham

To include:

Application/Interview – Part 1                      Joe Hughes (Director of the Spirituality, Formation & Education Service)  
Need analysis to inform Part 2

#### **RESIDENTIAL**

Friday 3 and Saturday 4 February 2012  
4.30pm – 12.00noon  
Lumley Castle, Durham

To include:

**Application/Interview** – Part 2

# SECONDARY LEADERSHIP PROGRAMME

## COHORT 2

### 2010-11 YEAR 1

#### **TWILIGHT SESSION**

Wednesday 13 October 2010

3.00pm – 6.00pm

Ramside Hall, Durham

Included:

**Preparation for NPQH** – Gerard Moran (Headteacher, St John's RC Comprehensive School)

**The Role of the National College for School Leadership and personal reflection** – Maureen Bates (Regional Coordinator, National College)

#### **RESIDENTIAL**

Friday 1 and Saturday 2 April 2011

4.00pm – 12.00noon

The Radisson Hotel, Durham

Included:

**The difference between Leadership and Management** – Fr Jeremy Sierla (Ampleforth)

### 2011-12 YEAR 2

#### **TWILIGHT SESSION**

Thursday 13 October 2011

3.00pm – 6.00pm

The Dryden Centre, Gateshead

To include:

**Organisational Leadership**

**Headship – Priest/Prophet/King** – Gerard Moran (Principal, St John's RC School, Bishop Auckland)

#### **RESIDENTIAL**

Friday 23 and Saturday 24 March 2012

4.30pm – 12.00noon

Lumley Castle, Durham

To include:

**Pre-NPQH – Developing the Catholic life of the school** – Maura Regan (Principal, Carmel RC College, Darlington)

# SECONDARY LEADERSHIP PROGRAMME

## COHORT 3

**2010-11**

**YEAR 1**

### **TWILIGHT SESSION**

Wednesday 20 October 2010

3.00pm – 6.00pm

The Radisson Hotel, Durham

Included:

**The Journey of Catholic Education/Sharing our story** – Joe Hughes (Director of the Spirituality Formation & Education Service)

**Leadership Dilemmas** – Chris Hammill (Deputy Headteacher, St Mary's Catholic Comprehensive) and Lisa Byron (Deputy Headteacher, St John's RC Comprehensive)

### **RESIDENTIAL**

Friday 10 and Saturday 11 June 2011

4.00pm – 12.00noon

The Youth Village, Consett

Included:

**The Common Good and Education** – Fr Jim O'Keefe (Episcopal Vicar and parish priest of St Bede's, Denton Burn)

**Leading a Catholic community** – Maura Regan (Headteacher, Carmel College)

**2011-12**

**YEAR 2**

### **TWILIGHT SESSION**

Thursday 20 October 2011

3.00pm – 6.00pm

The Dryden Centre, Gateshead

To include:

**Part 1: Application/interview for a Deputy Headship or Senior Leadership position**

**Needs analysis to inform Part 2**

Joe Hughes (Director, Diocesan Spirituality, Formation & Education Service)

Diane Donkin (Headteacher, St Thomas More RC High School, North Shields)

### **RESIDENTIAL**

Friday 15 and Saturday 16 June 2012

4.30pm – 12.00noon

Lumley Castle, Durham

To include:

**Application/Interview** – Part 2

# SECONDARY LEADERSHIP PROGRAMME

## COHORT 3B

**2011-12**

**YEAR 1**

### **TWILIGHT SESSION**

Thursday 3 November 2011

3.00pm – 6.00pm

The Durham Centre, Belmont Industrial Estate, Durham.

To include:

**The Journey of Catholic Education/Sharing our story** – Joe Hughes (Director of the Spirituality Formation & Education Service)

**Leadership Dilemmas** – Chris Hammill (Deputy Headteacher, St Mary's Catholic Comprehensive, Newcastle) and Lisa Byron (Deputy Headteacher, St John's RC School, Bishop Auckland)

### **RESIDENTIAL**

Friday 22 and Saturday 23 June 2012

5.00pm – 12.00noon

The Youth Village, Consett

To include:

**The Common Good and Education** – Fr Jim O'Keefe (Episcopal Vicar and parish priest of St Bede's, Denton Burn)

**Leading a Catholic community** – Maura Regan (Principal, Carmel RC College, Darlington)

**2012-13**

**YEAR 2**

### **TWILIGHT SESSION**

To be confirmed

3.00pm – 6.00pm

To be confirmed

To include:

**Part 1: Application/interview for a Deputy Headship or Senior Leadership position**

**Needs analysis to inform Part 2**

### **RESIDENTIAL**

To be confirmed

4.30pm – 12.00noon

To be confirmed

To include:

**Application/Interview** – Part 2



# APPLICATION FORMS



**Potential School Leaders in Primary Schools  
Information Evening**

**B O O K I N G F O R M**

Name .....

School .....

School address .....

.....

Post code ..... Tel no .....

Email .....

Code 44/11	Tuesday 27 September 2011 5.00pm – 6.00pm St Cuthbert's House	No fee
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PLEASE INDICATE IF YOU HAVE ANY SPECIAL DIETARY OR OTHER NEEDS

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**Closing date for applications is Tuesday 20 September 2011**

Please return to:  
Diocese of Hexham and Newcastle  
Spirituality, Formation and Education Service,  
St Cuthbert's House, West Road,  
Newcastle Upon Tyne, NE15 7PY.  
Fax: 0191 243 3309

DIOCESE OF **Hexham & Newcastle**  
SPIRITUALITY, FORMATION & EDUCATION SERVICE

**Aspiring Primary Headteachers**

**B O O K I N G F O R M**

Name .....

School .....

School address .....

.....

Post code ..... Tel no .....

Email .....

Code	Wednesday 8 February 2012	£30
05/12	9.30am – 3.30pm	
	The Dryden Centre, Gateshead	

I enclose a cheque for £\_\_\_\_\_ payable to 'The Diocese of Hexham & Newcastle'

PLEASE INDICATE IF YOU HAVE ANY SPECIAL DIETARY OR OTHER NEEDS
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**Closing date for applications is Wednesday 18 January 2012**

Please return to:  
Diocese of Hexham and Newcastle  
Spirituality, Formation and Education Service,  
St Cuthbert's House, West Road,  
Newcastle Upon Tyne, NE15 7PY.  
Fax: 0191 243 3309

DIOCESE OF **Hexham & Newcastle**  
SPIRITUALITY, FORMATION & EDUCATION SERVICE

**Aspiring Primary Deputy Headteachers**

**B O O K I N G F O R M**

Name .....

School .....

School address .....

.....

Post code ..... Tel no .....

Email .....

Code	Wednesday 7 March 2012	£30
09/12	9.30am – 3.30pm	
	St Cuthbert's House, Newcastle	

I enclose a cheque for £\_\_\_\_\_ payable to 'The Diocese of Hexham & Newcastle'

PLEASE INDICATE IF YOU HAVE ANY SPECIAL DIETARY OR OTHER NEEDS

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**Closing date for applications is Wednesday 22 February 2012**

Please return to:  
Diocese of Hexham and Newcastle  
Spirituality, Formation and Education Service,  
St Cuthbert's House, West Road,  
Newcastle Upon Tyne, NE15 7PY.  
Fax: 0191 243 3309

DIOCESE OF **Hexham & Newcastle**  
SPIRITUALITY, FORMATION & EDUCATION SERVICE

**Secondary Leadership Programme Nominations**

To be completed by Headteacher

**B O O K I N G F O R M**

Cohort 1  
Name .....

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Cohort 2  
Name .....

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Cohort 3  
Name .....

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School .....

School address .....

..... Post code .....

Email .....

Please return to:  
Diocese of Hexham and Newcastle  
Spirituality, Formation and Education Service,  
St Cuthbert's House, West Road,  
Newcastle Upon Tyne, NE15 7PY.  
Fax: 0191 243 3309



