

Thinking about promotion...

What about leading a school with a religious character in the East Midlands region?

Introduction

The East Midlands region has only nine local authorities, which makes it the smallest of all the English regions... but small really is beautiful! Served by excellent transport links with the A1 and M1, there is easy movement between its vibrant urban conurbations and beautiful shire counties. Plus, the Peak District National Park is on the doorstep. Strong, historical partnerships between schools, dioceses and local authorities support its diverse communities and pupils. It's a great place to visit, to live and also a fantastic place to teach and develop your career... read on to find out more!

This leaflet has been produced to support the National College's leadership succession planning strategy and to encourage you to consider applying for senior leadership posts in schools with a religious character. There are large numbers of leadership opportunities in the East Midlands area. Whether you are already teaching in a school with a religious character or are an aspiring leader currently in a community school, we want to make sure you find out more about these opportunities.

Unfortunately, many teachers do not consider applying for these positions because of long-standing myths and misunderstandings. This leaflet is designed to dispel these.

Did you know that...?

- 33 per cent of primary schools in the East Midlands are of a religious character compared with 36 per cent in England as a whole.
- 12 per cent of secondary schools in the East Midlands are of a religious character compared with 18 per cent in England overall.
- The headteacher vacancy rate in primary schools is rising; there are major opportunities for headship in small, rural primary schools.

- There are three to four applications on average for each primary headteacher post and around five on average for each secondary headteacher post.
- There are presently about 30 temporarily filled primary headship posts, of which fewer than 10 were planned.

Myth-busting

Myth 1: You need to have the Catholic Certificate of Religious Studies to lead a Catholic school.

Not true. Increasingly, dioceses are encouraging governing bodies to consider this requirement to be desirable but not essential.

Myth 2: You need to be a Christian to lead a Church of England school.

Not always true, although it is expected that the headteacher will actively support and develop the Christian traditions and values of the school and parish.

Myth 3: If you have not taught in a school with a religious character before, you will automatically be rejected when applying for a headship.

Not true. Governors will want to appoint the most suitable candidate. The commitment, experience and expertise you have acquired, whether in a community school or a school with a religious character, are the key aspects governors consider when deciding whom to appoint.

Why do we have Church of England, Catholic and Muslim schools?

Church of England (CoE) schools were originally founded to educate children from the local community in the beliefs and teachings of the Anglican Church and to have an inclusive, Christian ethos. They exist to serve the local community, aiming to provide an excellent education and to tell the story of Christ afresh for each generation.

Catholic schools are established as part of the Church's mission to place Christ and the teachings of the Catholic Church at the centre of people's lives. Catholic schools are part of the Catholic Church and fulfil their mission through service to the church, the local parish, families and the local community.

There are now approximately 156 Muslim schools in the UK catering for about four per cent of the total Muslim population. Though the Muslim schools' movement is relatively new, it has grown extensively over the last 10 years due to high demand from parents. Muslim schools aim to educate tomorrow's citizens to be both functioning members of the society as well as devout and law-abiding people. There are approximately 11 maintained Muslim schools in the UK, both primary and secondary. The great majority are in the independent sector.

Leading a Church of England school

School ethos

Did you know that...?

- CoE schools work with the local church, parents, carers and the wider community to provide the highest quality of education for all young people.
- CoE schools serve children from wide-ranging and diverse communities because they believe that everyone is made in the image of God and has unique potential.
- They offer children opportunities to grow spiritually and to understand Christianity as well as other faiths, customs and beliefs.
- They help children fulfil their academic potential and spiritual growth within a caring and inclusive church family.



Personal values

Did you know that...?

- Not all schools require you to be a practising Christian to be a headteacher or senior leader of a CoE school.
- Governors of CoE schools are willing to appoint people of different or no faith to educate and nurture young people.
- The most important thing is that CoE schools are led by people who recognise and support the values, beliefs and traditions of the school, its parish and its community and who will preserve and develop the religious character of the school.

Recruitment

Did you know that...?

- People with many different kinds of background are recruited and appointed to headship in our schools.
- You don't need to have worked in a CoE school previously to become a headteacher of a CoE school.
- Both voluntary-controlled and voluntary-aided church schools are part of the local authority.
- In a voluntary-aided school the governing body employs the staff, while in a voluntary-controlled school, your contract is with the local authority.
- Posts are advertised on diocesan websites, local authority websites, local newspapers and in the Times Educational Supplement (TES). They are also sometimes advertised online on the eteach website (www.eteach.com), the website of the Church Times (www.churchtimes.co.uk) and that of the Church of England Newspaper (www.churchnewspaper.com).

Professional support

Did you know that...?

- As well as support from your local authority, additional help is available from a highly experienced diocesan team who will provide advice and training on all aspects of leading a school. Help is only a phone call away when you need it.
- Headteachers and senior leaders of CoE schools are supported by the local church and foundation governors.
- There is a strong network of peer support within the dioceses from leaders of other CoE schools and regular opportunities to meet and work together.
- You will be supported in preparing for Ofsted and section 48 inspections, which assess the effectiveness and distinctiveness of CoE schools.

Career development

Did you know that...?

- Church schools have been an attractive option for parents for hundreds of years, and the opportunities for promotion are good and increasing.
- Working in CoE schools at any stage of your career gives you an additional area of expertise when you are seeking promotion.
- Training and development is provided by diocesan education teams for leaders of church schools and career advice and pastoral care are an important part of what they offer.
- Dioceses work closely with the National College and local authorities to promote career progression through joint training opportunities as part of the succession planning strategy.



Headteacher profile

Dr John Edwards, National Church of England School, Hucknall, Nottinghamshire

The personal and professional satisfactions of headship in a faith school

An immediate and obvious source of satisfaction is the ability to make decisions. To have control over the process, rather than watching as someone else makes a bad or wrong decision, is very rewarding and it means that your priorities become the school's priorities.

The main reward is the sense of contributing positively to something hugely worthwhile. When I stand in front of an assembly, I am acutely aware of what a privilege it is to be able to share my Christian beliefs with others. When I address a staff or parent meeting, or write an item for the staff bulletin, I feel honoured to have the opportunity to share my thoughts, in the knowledge that they will be listened to.

Just as a faith school must be distinctive in the way it is run, if it is to be true to gospel values, so also should Christian leadership be distinctive. For me, this means:

- a commitment to prayer and liturgy
- a commitment to a form of leadership that is open, self-critical, reflective, collegial and listening
- a commitment to collaboration and partnership with other schools
- high levels of challenge and support
- putting values at the heart of school life
- encouraging organisational humility
- modelling a sense of calm, perspective and stillness in the way we lead

In a distinction that I believe is helpful for Christian leaders, Henri Nouwen says that God calls us not to be **successful**, so much as **fruitful**:

"We have been called to be fruitful – not successful, not productive, not accomplished. Success comes from strength, stress and human effort. Fruitfulness comes from vulnerability and the admission of our own weakness."

Henri Nouwen, Catholic priest and writer (1932 1996)

Leading a Catholic school

School ethos

“Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ’s teaching.”

Pope John Paul II (1920-2005)

Did you know that...?

- The school is at the heart of the local community and is integral to the spiritual, pastoral and community life of the church.
- Pursuing the standards agenda is a very real illustration of your faith in practice. Every child is seen as a child of God, with God-given potential and an eternal destiny.
- Gospel values are considered ‘a guarantee of peace and of collaboration among all citizens in the shared commitment to serving the common good’ (Christ at the Centre, Archdiocese of Birmingham). The following values are seen to support community cohesion: forgiveness, integrity, dignity, compassion, humility, gentleness, truth, justice, mercy, purity, holiness, tolerance, peace, service and sacrifice.
- Catholic schools, while existing to provide a good education, promote these gospel values to children, inviting them to build their own lives on the model of Christ at the Centre. Teaching these values, for those who know how to accept and live them consistently, is seen to yield highly positive results with personal, family and professional levels being the foundation for school improvement.
- A Catholic school is often a first choice for parents of different faiths, as they value a faith-based education.

Personal values

Did you know that...?

- To be a headteacher (or deputy head) of a Catholic school, you have to be a practising Catholic and offer witness to the Catholic faith in Jesus Christ and the teachings of the Catholic Church.
- You do need to walk the talk and live the faith, and be competent, capable and Catholic to lead a Catholic school.
- You have a duty to provide moral and ethical leadership in accordance with the teachings of Christ and the Catholic Church.
- It is your personal faith, teaching and leadership experience that are valued.

Recruitment

Did you know that...?

- You have to be a practising Catholic to be a headteacher of a Catholic school.
- You do not have to have taught in a Catholic school previously to apply for a Catholic headship. It is your ability to integrate your personal faith, religious practice and teaching and leadership experience, as well as your ability to make these publicly understood and recognised, that will be valued.
- You do not need to hold the Catholic Certificate of Religious Studies (CCRS), although the successful applicant will be encouraged to complete the CCRS once appointed.
- The recruitment process is similar to that for community schools, with some differences. The application form is specific to the Catholic Education Service for England and Wales (CESEW). You will need to provide a reference from a priest in addition to two professional referees. The diocese and local authority will provide support for the recruitment process. As part of the interview process, you will need to articulate the distinctive nature of leadership in a Catholic school.
- Following appointment, you will be invited to sign the nationally agreed CESEW contract. The contract is with the governors as employers and is legally binding. Pay scales are calculated in the same way as for all community schools.
- Divorced status is not necessarily a barrier to appointment.
- For general guidance as well as confidential advice on matters relating to practice of the faith, you should contact your local Catholic diocese in the first instance.

Professional support

Did you know that...?

- There are strong local networks of schools for you to access.
- Recruitment and selection advice is available.
- Prompt, knowledgeable expertise is readily accessible.
- There is support for you with a specific induction programme in addition to support offered by the National College and your local authority.
- Staff are available to advise you and your school on the teaching of religious education and help you with Ofsted inspections of schools with a religious character (also known as section 48 or denominational inspections).

Career development

Did you know that...?

- There is a wide variety of schools in the Catholic sector requiring strengths in leadership of all types.
- There are examples of federations and other models of leadership and partnership in the Catholic sector, which provide opportunities to extend your career path.
- The Catholic sector offers a range of training and development opportunities, from National College programmes customised for the Catholic sector to in-house workshops.

Headteacher profile

Linda Heaver, St Mary's Catholic Primary School, Grantham, Nottinghamshire

Leading a Catholic school

There is a fundamental difference between Catholic and maintained schools, rooted in a belief in the Christian faith. As believers, we believe in the sanctity of life and the uniqueness of human beings, who are made in the image and likeness of God. This means that faith schools are run on principles that transcend human frailties because it is a faith in the power of the divine.

Everyone within the organisation therefore has a responsibility to promote good relationships because everyone is important and so these become the core of the school's life. Everyone has a responsibility to develop good relationships with each other and to work at these relationships if things go wrong. The head is key to this process as he or she must be on hand to lend support and guidance when relationships break down.

Faith schools are often defined by their distinctive ethos and so the headteacher must also be the spiritual role model for the school. He or she must be fully committed to the faith of the school and seek ways to develop it.

So would I recommend headship in a Catholic school? Most definitely, so long as you are committed to Christian ideals and your faith is an intrinsic part of your life and character.

Leading a Muslim school

School ethos

Did you know that...?

- Muslim schools have come into existence in the UK due to popular demand from parents. The key objective is to create devout individuals. The religious foundation of Muslim schools is based on the Qur'an and Hadith (sayings or actions of the prophets) encouraging students to become active citizens and be cohesive with all other religious communities including those without faith.
- A Muslim school belongs to the religious authority of its sponsors, which is usually a mosque or other religious establishment. Muslim schools, like many other faith schools, vary in their interpretation of the faith and practices.
- All Muslim schools seek to prepare children to become functioning British citizens and the majority of them have implemented Islamic citizenship education in order to achieve this. Most schools have a principal, sharia or faith adviser who is responsible for looking after the faith ethos of the school.

Personal values

Did you know that...?

- Not all Muslim schools require you to be a Muslim to be a headteacher or a senior leader. There is precedence of Muslim voluntary-aided schools appointing non-Muslims as part of their leadership team.
- The important part of working in a Muslim school is that they are led and managed by people who are sympathetic to the faith and are happy to live by the ethos of the school.

Recruitment

Did you know that...?

- Muslim schools recruit and appoint people to headship with many different kinds of background: you do not need to have worked in a Muslim school previously.
- In a voluntary-aided Muslim school, the governing body employs the staff. Governors of voluntary-aided schools have additional responsibilities relating to buildings, admissions, religious education and collective worship.
- Most governors are foundation governors. For more information and resources for governors, please visit www.nationalcollege.org.uk/headship-schools-religious-character
- Posts are usually advertised on the Association of Muslim Schools (AMS) website (www.ams-uk.org) as well as in the TES and in other professional education journals or publications.

Professional support

Did you know that...?

- Headteachers and senior leaders in Muslim schools are supported by the foundation governors.
- There is a strong network of peer support from the AMS.
- Denominational inspections (also known as section 48 inspections) follow the usual Ofsted inspection and are carried out by the AMS.

Career development

Did you know that...?

- Muslim schools have been an attractive option for parents for many years and the number of schools has increased rapidly in the past 10 years.
- The opportunities for promotion in these schools are good and increasing.
- Working in a Muslim school at any stage of your career gives you an additional area of expertise when you are seeking promotion.
- Many Muslim schools work closely with local authorities and the National College to promote career progression through joint training opportunities.
- The AMS holds a series of workshops seminars and in-service training days for teachers, governors and trustees as well as leaders of Muslim schools.

Headteacher profile

Ashfaque A Chowdhury, Bury Park Educational Institute, Luton, Greater London

Leading a Muslim school

Working in a Muslim school is an incredibly rewarding experience, where we provide the right environment for our young to grow up in surroundings of faith and harmony. I have been involved in the setting up and running of a Muslim school in Luton which has grown in the last six years in both capacity and capability. The journey started with 14 pupils in an insurance company building and now we have acquired a new grammar school site, created our own sixth form and have got more than 150 pupils. We now have the highest results in town and have 100 per cent of our students moving on to further and higher education. It is a quiet revolution and it is hugely satisfying to be a catalyst for change.



Next steps for aspiring leaders

What are the next steps you need to consider?

- Look at websites of dioceses and Muslim organisations within the East Midlands region (start with the details at the end of this leaflet).
- Read key documents about leading a faith school available at www.nationalcollege.org.uk/headship-schools-religious-character.
- Talk to headteachers of schools with a religious character (you can obtain contact details from your local authority or diocese).
- Look at advertisements in the TES, HighWire (www.hirewire.co.uk) and the TES Prime website (www.tesprime.com/leadership-jobs.html) and Education Personnel Management (www.epm.co.uk), all of which specialise in school leadership posts. Papers such as the Catholic Teachers Gazette and the Church Times also carry recruitment advertising.
- Send for details of headship posts, find out more from your local authority or diocese and register for job alerts from recruitment websites such as www.tes.co.uk and www.eteach.com.

We hope this leaflet has helped you to learn more about leadership in a school with a religious character and that you will now consider this as an option.

Find your East Midlands region diocese

Local authority	Anglican dioceses	Catholic dioceses
Derby	Derby	Nottingham
Derbyshire	Derby	Nottingham
Leicestershire	Leicester	Nottingham
Lincolnshire	Lincoln	Nottingham
Rutland	Peterborough	Nottingham
Leicester	Leicester	Nottingham
Northamptonshire	Peterborough	Northampton
Nottingham	Southwell & Nottingham	Nottingham
Nottinghamshire	Southwell & Nottingham	Nottingham

Key contacts

Name of provider	Key contact	Email address
Derby, Anglican	Phil Moncur Diocesan Director of Education	philmoncur@ddbe.org
Lincoln, Anglican	Paul Thompson Diocesan Deputy Director of Education	Paul.Thompson@lincoln.anglican.org
Peterborough, Anglican	Peter Goringe Diocesan Deputy Director of Education	peter.goringe@peterborough-diocese.org.uk
Southwell & Nottingham, Anglican	Anne Lumb Diocesan Schools Adviser	anne.lumb@southwell.anglican.org
Leicester, Anglican	Mary Lawson, Diocesan Director of Education	mary.lawson@leccofe.org
Nottingham, Catholic	Gail Neill Diocesan Director for Education	gail.neill@nottingham-des.org.uk
Northampton, Catholic	Frances Image Schools' Commissioner	image.nores@btconnect.com
Association of Muslim Schools	AMS UK PO box 14109 Birmingham B6 9BN Tel: 0844 482 0407	www.ams-uk.org

For more information on how to find your diocese please visit: www.nationalcollege.org.uk/find-your-diocese.

For more information or to find out about resources available to you, please visit www.nationalcollege.org.uk/headship-schools-religious-character

The National College is uniquely dedicated to developing and supporting aspiring and serving leaders in schools, academies and early years settings.

The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders - exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

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Triumph Road,
Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
E enquiries@nationalcollege.org.uk
www.nationalcollege.org.uk

We care about the environment

We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.