



DIOCESE OF **SALFORD**
Department for Education

Continuing Professional Development & Formation

New to Working in a Catholic School in the Diocese of Salford

13th October 2026, 9:30am-3:00pm

WifiDioceseGuest - SummerTime19&

Housekeeping



Welcome to the Cathedral campus

Fire alert routes & meeting point

Toilets

Wifi code: SummerTime19&

Mobile devices



New to working in a Catholic school in the Diocese of Salford

Tuesday 13 October 2026 · 9:30am–3:00pm

Cathedral Centre, Salford

Martin Johnson & Catherine Moss

[Course companion: educarem.org.uk/new-to-working-in-a-catholic-school/](https://educarem.org.uk/new-to-working-in-a-catholic-school/)

A day to understand, explore and plan.

How to use this presentation

Follow the numbered sections and complete your roadmap.

Use the reference pages later for explanations and planning.

Course companion: <https://educarem.org.uk/new-to-working-in-a-catholic-school/>

Reference pages begin after the closing prayer.

Our route through the day

- 1 Starting point 9:30–9:50
- 2 Our mission 9:50–10:45
- 3 Daily practice 11:00–12:00
- 4 The Cathedral 12:45–2:00
- 5 Prayer 2:00–2:40
- 6 Next steps 2:40–3:00

Break 10:45–11:00 · Lunch 12:00–12:45

Where do we begin?

9:35–9:40

Christ our teacher, help us recognise your presence in the people we meet.

Open our minds to truth and our hearts to those who need our care.

Guide our work so that every person's gifts can grow.

Give us patience to learn and courage to serve. Amen.



Hold in mind one person your work can help.



What do I bring, and what do I need?

9:40–9:50

My role: who does my work affect?

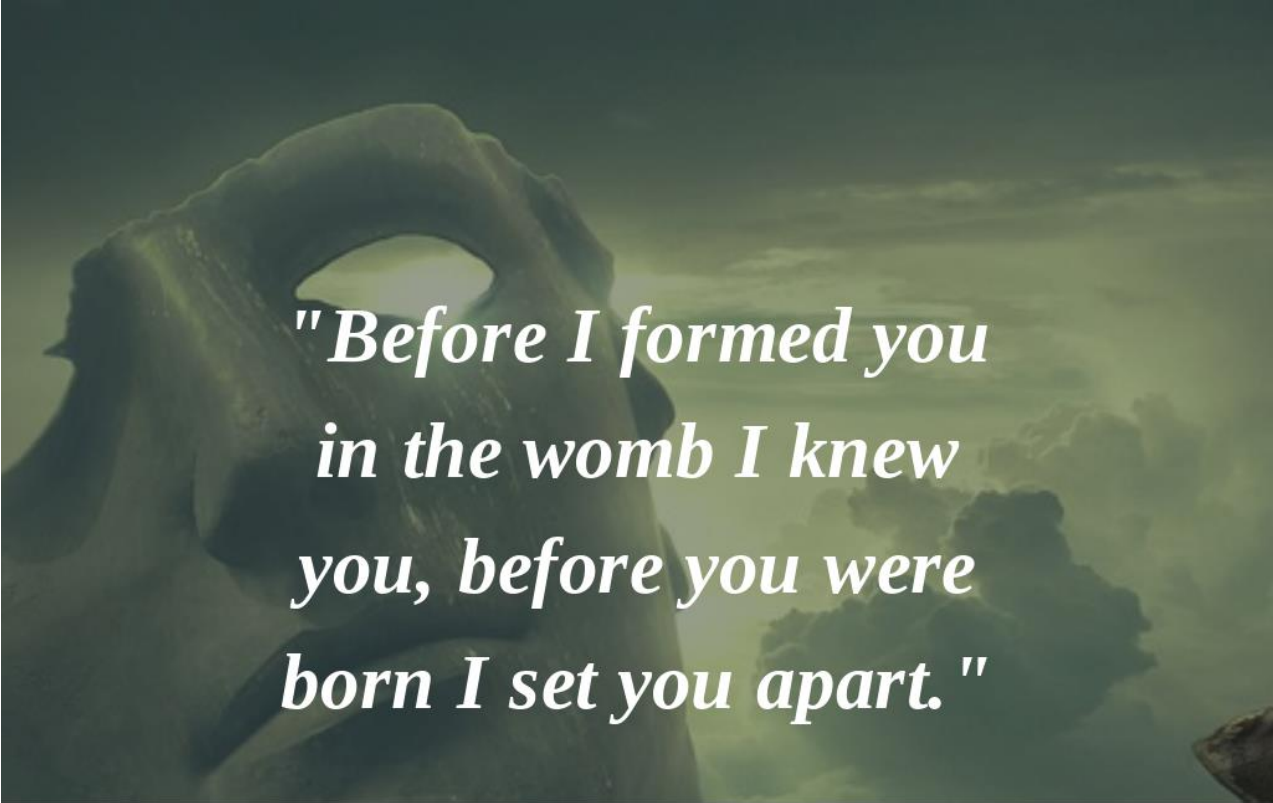
My gift: what can I offer this community?

My question: what would I like to understand?



Talk with a partner, then begin your roadmap.

Set apart: the
gift your school
was waiting
for...

A close-up photograph of a hand holding a small, glowing, translucent orb. The hand is positioned in the foreground, with the fingers gently cupping the orb. The background is a soft-focus view of a cloudy sky, with light filtering through the clouds, creating a serene and ethereal atmosphere. The overall color palette is muted, with greens, greys, and soft whites, except for the warm glow of the orb.

*"Before I formed you
in the womb I knew
you, before you were
born I set you apart."*

Called and chosen: why this work?

9:50–9:55

“God has created me to do Him some definite service.”

St John Henry Newman

What gift do I bring, and whom could it help?

Servant Leadership

God has created me to do Him some definite service. **He has committed some work to me which He has not committed to another.** I have my mission. I may never know it in this life, but I shall be told it in the next. I am a link in a chain, a bond of connection between persons. He has not created me for naught. I shall do good; I shall do His work. I shall be an angel of peace, a preacher of truth in my own place, while not intending it if I do but keep His commandments. Therefore, I will trust Him, whatever I am, I can never be thrown away...

St John Henry Newman

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Department for Education



Think quietly, then tell a partner about one gift you bring.

Why this school? What is its story?

9:55–10:00

Our patron, founding story and local community help explain our identity.

A mission statement names the purpose we share.

Our daily decisions show whether people experience that purpose.

What do you know about your school's name and mission?

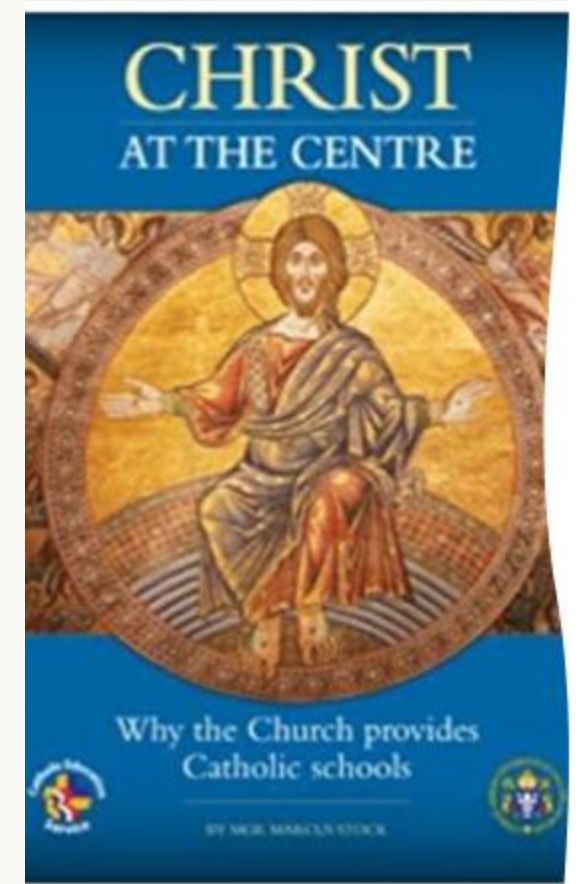
Why do Catholic schools exist?

10:00–10:03

Christ is at the centre of their educational purpose.

They help parents educate and form their children.

They develop the whole person and serve the common good.



Discuss: what would a child experience if this shaped every day?

Christ at the heart of the whole school

10:03–10:07

“Christ is the foundation of the whole educational enterprise in a Catholic school.”

The Catholic School (1977), §34

This includes learning, relationships, prayer and the work of every team.



Where would a child encounter this in an ordinary school day?

Jesus' mission: what is the good news?

10:07–10:10

Luke 4:16–21: Jesus announces good news to the poor.

He speaks of freedom, sight and release from oppression.

The Gospel invites us to notice what prevents people from flourishing.



Who needs good news in our school community today?

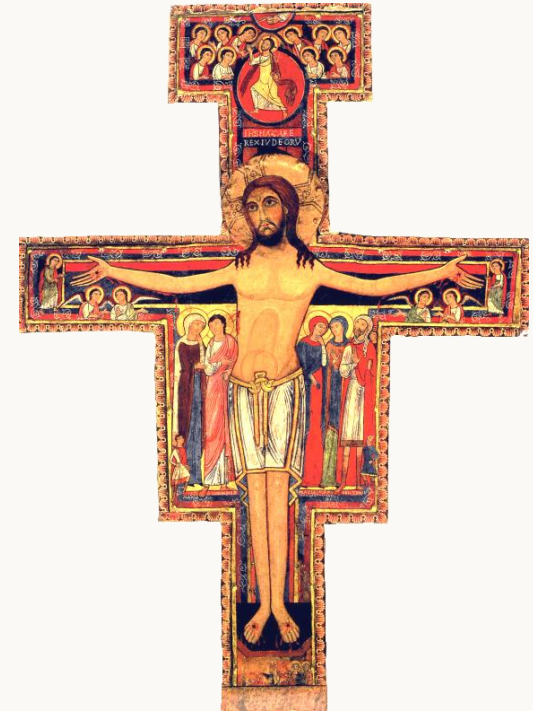
Make Christ known. Form people. Serve society.

10:10–10:13

Make Christ known through witness, teaching and invitation.

Help each person grow in understanding, love and responsibility.

Use our gifts and learning for the good of others.



Which part of the Church's mission can my role help make visible?

Graduality of Revelation

How do you reveal the living Logos?



Forming a mission team who...

Graduality of Revelation

"Our generation will show that it can rise to the promise found in each young person when we know how to give them space. This means that we have to create the material and spiritual conditions for their full development; to give them a solid basis on which to build their lives; to guarantee their safety and their education to be everything they can be.."

Pope Francis



What would someone see, hear and experience?

10:13–10:17

A pupil struggles. A parent arrives upset. A colleague makes a mistake.

What happens next that makes our mission credible?

What would someone learn about our values from our response?

Choose one moment. Explain what you would do and why.

The lens of authenticity: words and actions

10:17–10:20

Mission: why does our school exist?

Values: what behaviours make that purpose visible?

Practice: what actually happens when people need us?

Authenticity: how well do these agree?



Where is there a gap we could begin to close?

What does service ask of us?

10:20–10:23

Jesus washes his disciples' feet: John 13:1–15.

Who receives my time and attention?

How can I help someone grow in confidence and independence?

δοῦλος

*Servant, bonds slave,
one who willingly
serves others*

Name one ordinary act of service in your role.

“What I have done, you do.”

10:23–10:26

John 13:12–15

Jesus, the teacher, serves his disciples.

Service asks us to notice needs and act with humility.



What might “washing feet” look like in my professional role?

Who do we invite to the table of hope?



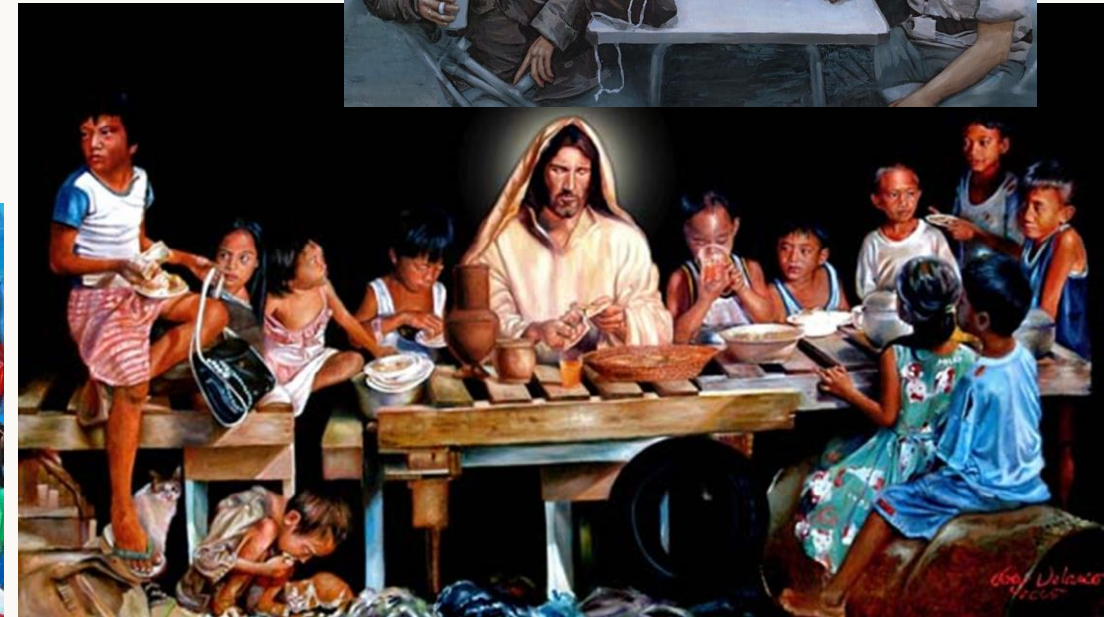
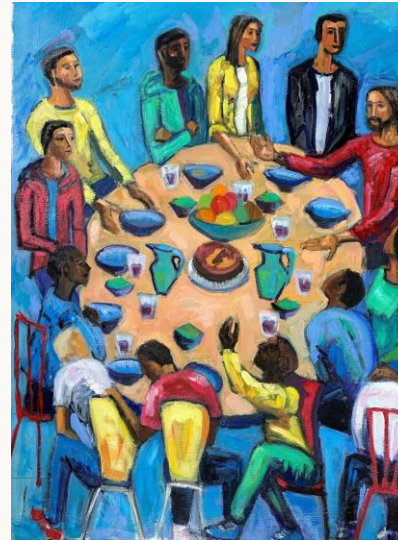
Who is invited to the table of hope?

10:26–10:30

Who belongs easily in our school?

Who has to work harder to participate?

Who is listened to, and whose voice is missing?



Name a barrier we can remove without labelling the person.

Whose dignity could my decision protect?

10:30–10:36

A family cannot afford an activity.

A pupil needs an adjustment to participate.

A child is repeatedly described as “a problem”.

Choose one: what should happen, why, and who can help?

Catholic Social Teaching: a way to decide

10:36–10:40

Dignity: every person matters before any judgement about achievement.

Common good: decisions should help people flourish together.

Solidarity: we stand with people whose needs are easily overlooked.

Care for creation: we use shared resources responsibly.

Which principle helps you explain your response to the situation?

Roadmap stop 2: our mission

10:40–10:45

I understand that a Catholic school exists to...

In my role, this matters when...

One question I still have is...

Add a learning and one example to your roadmap.

Don't panic...

- The apostles learnt the job too!



From the beginning, Jesus told the disciples that He would make them into something different: “Come, follow me,...and I will ***make*** you fishers of men” (Matthew 4:19).

Their occupation of catching fish changed into a mission of fishing for people. Each step along the way, Jesus taught them to share with others, connect people to God, and minister to those who were in need.

Break

10:45–11:00

Return at 11:00am.

What has challenged or reassured you?

Why Catholic schools? A historical foundation

11:00–11:04

Catholic communities built schools to support faith, learning and opportunity.

Many served poor families and new migrant communities.

The 1944 settlement developed partnership with the state while preserving religious character.

How does this history help explain our responsibility to welcome?

Canon Law

795

806 (ii)

Vision = Mission + Standards



Our context: Canon Law

Can. 795 Since true education must strive for **complete formation of the human person** that looks to his or her **final end** as well as to the **common good of societies**, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect **sense of responsibility** and right use of freedom, and are **formed to participate actively in social life**.

Can. 806 §2. Directors of Catholic schools are to take care under the watchfulness of the local ordinary that **the instruction which is given in them is at least as academically distinguished as that in the other schools of the area**.

Mission and standards belong together

11:04–11:08

Canon 795: education forms the whole person for responsibility and the common good.

Canon 806 §2: Catholic schools should offer academically distinguished education.

Our purpose calls us to ambitious learning and care for every person.

What would be missing if we focused on only one of these?

Canon 795: formation of the whole person

Within 11:04–11:08

“...develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom...”

Code of Canon Law, canon 795

How does my work help a child become responsible and independent?

Canon 806 §2: academic quality

Within 11:04–11:08

“...the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.”

Code of Canon Law, canon 806 §2

How do we combine ambition with the support needed to achieve it?

What belongs where?

11:08–11:12

RE: pupils learn about religion and develop understanding.

Prayer and liturgy: the community worships and responds to God.

Catholic Life and Mission: faith shapes relationships and daily decisions.

Sort the examples on the next slide.

What is each moment for?

11:12–11:18

Pupils investigate Christian beliefs about creation.

A class listens prayerfully to Scripture and offers intercessions.

The school reviews who cannot access a trip.

A community gathers for Mass with a priest.

Explain the purpose of each moment. Some connections overlap.

Learning in the light of the Gospel

11:18–11:22

Knowledge helps us discover truth and understand the world.

It also gives us the capacity to serve and act responsibly.

Each subject keeps its own knowledge, methods and standards.

What can pupils do for others because of what they learn?

Catholic purpose in professional practice

11:22–11:25

Maths: teach pupils to reason accurately and question misleading claims.

English: listen carefully and examine whose voice a text represents.

Science: distinguish evidence from opinion and consider responsible use.

Every role: combine professional competence with dignity and service.

Choose an example from your role and explain its Catholic purpose.

How does my role make a difference?

11:25–11:28

Teaching: help pupils understand and participate.

Support or pastoral work: combine care with clear expectations.

Office: welcome families and communicate accurately.

Site or catering: make spaces safe, welcoming and well cared for.

Name a decision in your role that expresses dignity or service.

From a value to a habit

11:28–11:32

A value becomes visible when it shapes a repeated action.

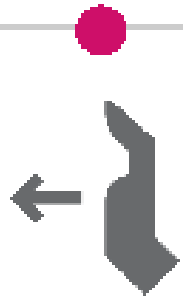
Honesty: give accurate information and acknowledge an error.

Mercy: allow a fresh start while keeping safe boundaries.

Justice: notice who cannot access an opportunity and address the barrier.

Which habit could make our mission more credible?

The Five Principles of Deliberate Practice



Push Beyond
One's comfort zone



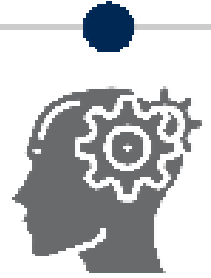
Work toward well-defined
Specific Goals



Focus
intently on practice activities



Receive and respond to
**High-quality
feedback**



Develop a
Mental model
of expertise

SEE IT – Get buy in and confirm key *insight* of specific context, outcomes and practice strategies.

NAME IT – Probe and *illustrate* to target and make sense of participant need and context. Action experience.

USE IT – Apply in practice, *implement* learning in specific context.

REVIEW IT – *Interpret* and reconstruct, making sense of what was first seen. What has made the biggest difference to practice?

KEEP IT – Develop mental model and being able to articulate *impact* and shift in knowledge / understanding.

See. Discern. Act.

11:32–11:36

See: what is happening, and whose experience have we heard?

Discern: what does the Gospel ask, and what professional knowledge is needed?

Act: what can we change within our responsibility?

Review: did it help, and what should happen next?

Apply this to one situation from your work.

Knowledge, formation and support

11:36–11:40

Learn: what do I need to understand about Catholic education?

Practise: who can model an unfamiliar routine with me?

Reflect: what am I learning about my judgement and relationships?

Sustain: what support helps me keep serving well?

Choose one formation need to put on your roadmap.

Who can help me?

11:40–11:45

Line manager: my responsibilities and professional expectations.

RE or prayer leader: curriculum, worship and formation.

Pastoral, SEND and safeguarding colleagues: pupil needs and concerns.

Parish and diocesan team: Church relationships and support.

Who would I ask about an unfamiliar expectation?



God is among us and beside us...
Christ is revealed...
In the breaking of bread...

How can we help a newcomer feel welcome?

11:45–11:50

Explain unfamiliar words and customs.

Respect different faith backgrounds and freedom of conscience.

Offer accessible ways to engage and reflect.

What would you explain before taking a class to Mass?

Roadmap stop 3: daily practice

11:50–12:00

One routine I want to strengthen...

One person who can help me...

One question I will take into the Cathedral...

Choose a realistic change within your role.

Lunch

12:00–12:45

Return at 12:45pm.

Bring your roadmap and a pen.

What are you now curious to notice?

What is a church, and why a cathedral?

12:45–12:55

A church is where the Christian community gathers for worship.

A cathedral is the bishop's church. The cathedra is the bishop's chair.

Salford Cathedral is dedicated to St John the Evangelist.

Take two questions: “What is this?” and “Why does it matter?”

How will we explore the Cathedral?

12:55–1:00

1:00–1:20 Enter quietly. Explore the font, altar and ambo.

1:20–1:35 Understand the tabernacle and gestures.

1:35–1:50 Pause at the Stations of the Cross.

1:50–2:00 Reflect, ask questions and return.

Observe respectfully. Joining a religious gesture is optional.

What do I notice, and what does it mean?

1:00–2:00

Look: what can I see?

Understand: what does it express about Catholic belief?

Ask: what would a child or newcomer need explained?

Use these questions at each pause.

Roadmap stop 4: the Church

Within 1:50–2:00

Something I can now explain...

Something that helped me feel welcome...

Something I still want to understand...

Record this before leaving, or immediately on return.

What is Celebration of the Word?

2:00–2:05

We encounter God through Scripture.

We listen, keep silence and respond in prayer.

We go out with an invitation to live what we have heard.

Experience it first. Discuss it afterwards.

What do we notice when we experience it?

2:05–2:15

Gather in stillness.

Listen to John 13:12–15.

Respond in silence and prayer.

Go forth with one act of service.



You may pray or remain respectfully in quiet reflection.

What helped us pray?

2:15–2:20

How did Scripture shape the celebration?

What did silence make possible?

What would help our pupils participate?

ROADMAP 5 Record one insight about prayer.

How would we prepare one?

2:20–2:30

Choose a short Scripture passage.

Plan how to gather, listen, respond and go forth.

Agree simple roles and accessible participation.

Prepare a five-minute celebration. Use the reference planning guide.

What would we change before using it?

2:30–2:40

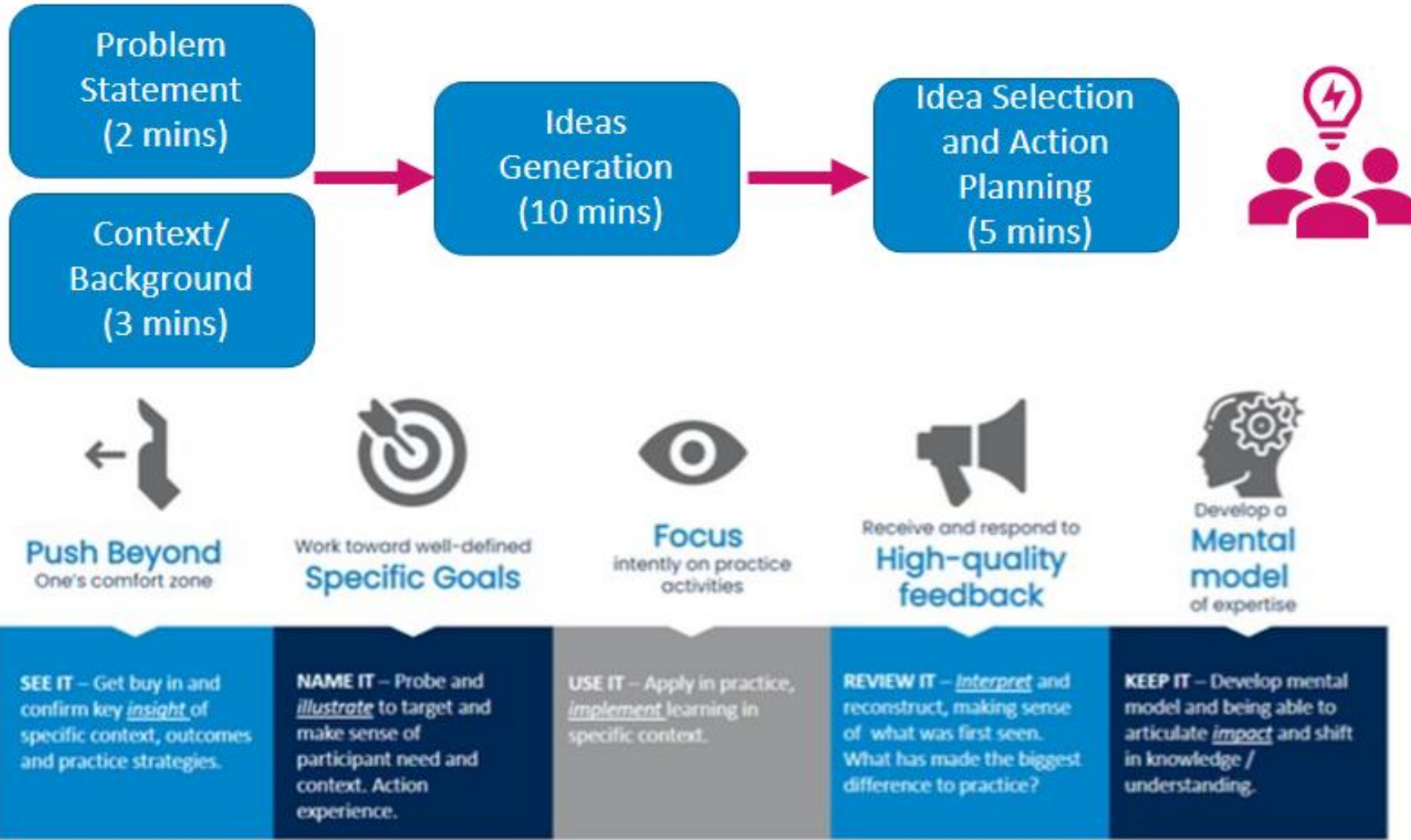
Try your celebration with a small group.

Ask: was Scripture central? Was there time to respond?

Agree one change and the support you need.

Five minutes to practise. Five minutes to reflect.

Work in pairs...



Roadmap stop 6: my next steps

2:40–2:55

This week I will...

By the end of the half term I will...

I will ask... for help.

We will review this on...

Share your plan. Check it is realistic and useful.

Any questions?



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What will we carry with us?

2:55–3:00

Christ our teacher, thank you for those who have helped us learn.

Help us bring patience to our questions and love to our work.

May those we serve experience dignity, belonging and hope.

Guide our next steps and help us keep learning together. Amen.

One learning. One action. One person who can help.

Reference pages: where do I start?

- | Catholic purpose and the Church's teaching
- | Words, responsibilities and people who can help
- | Church features, gestures and the shape of Mass
- | Celebration of the Word: planning and review
- | Roadmap template and further reading

Choose a topic. These pages are for use during and after the course.

Catholic purpose in plain language

Christ at the centre: the Gospel informs the school's purpose and choices.

Whole-person formation: learning develops knowledge, character and responsibility.

Common good: we seek conditions in which everyone can flourish.

Mission: each role contributes through competent work and loving service.

Ask: what will people experience because we believe this?

The Church's teaching: where do we look?

Scripture: the Bible, received and interpreted within the Church.

Tradition: the living handing-on of the apostolic faith.

Magisterium: the teaching office of the Church's bishops in communion with the Pope.

Canon Law: Church law, including responsibilities for Catholic education.

Use official Church sources and ask for help with interpretation.

Catholic Social Teaching: a decision guide

- | Dignity: does the response respect every person?
- | Common good and solidarity: who benefits, and who misses out?
- | Option for the poor: what barriers do people facing poverty encounter?
- | Participation and subsidiarity: whose voice and responsibility matter?
- | Care for creation: how do we use resources responsibly?

See what is happening. Discern what matters. Act with those affected.

Catholic schools: a short history

Schools grew from communities' commitment to faith and education.

Many served families facing poverty, including migrant communities.

The 1944 settlement supported Catholic schools within public education.

Today maintained schools and Catholic academies retain a distinct Catholic purpose.

Find your school's founding story, patron and community.

A glossary for school life

RE: Religious Education, an academic curriculum subject.

RED: Religious Education Directory, To know You more clearly.

PLD: Prayer and Liturgy Directory, To love You more dearly.

CSI: Catholic Schools Inspectorate.

APOP: Annual Plan of Provision for Catholic life and prayer.

Ask the relevant leader how each applies in your school.

Words you may hear in conversation

Diocese: a local Church led by a bishop.

Parish: a local Catholic community.

Gospel: the good news of Jesus Christ.

Vocation: a calling to use gifts in service.

Charism: a spiritual tradition shaping a community.

Ask about your school's patron and story.

My responsibilities and support

Follow safeguarding procedures and report concerns promptly.

Read your own contract, role description and school policies.

Ask your line manager to clarify expectations and authority.

Seek formation with RE, prayer, chaplaincy or diocesan colleagues.

You can contribute while you are still learning.

Church features: what are they for?

Font: the place of Baptism, entry into Christian life.

Altar: the centre of the Eucharistic celebration.

Ambo: the place for proclaiming Scripture.

Tabernacle: where the Blessed Sacrament is reserved.

Cathedra: the bishop's chair in the cathedral.

A sanctuary lamp indicates the presence of the reserved Eucharist.

Church gestures: meaning before movement

Sign of the cross: prayer in the name of the Trinity.

Holy water: a reminder of Baptism.

Genuflection: bending the right knee in reverence before the Blessed Sacrament.

Bow: reverence, including towards the altar.

Silence and posture: ways of attending to prayer.

Explain gently. Respect conscience and physical access needs.

Stations, candles and sacred images

Stations of the Cross: fourteen traditional pauses recalling Jesus' Passion and burial.

Votive candles: signs that can accompany a prayer or intention.

Images of saints: reminders of lives of faith and service.

Rosary: prayer reflecting on the mysteries of Christ with Mary.

Catholics worship God. An image helps prayer but is not itself worshipped.

Mass: the main parts

Gather: entrance, greeting and preparation for worship.

Word: readings, Gospel, homily and prayers.

Eucharist: preparation of gifts, Eucharistic Prayer and Communion.

Sending: blessing and dismissal to live the faith.

A priest presides. Agree pupil roles and Communion arrangements beforehand.

Celebration of the Word: planning guide

- | Scripture: which passage will we proclaim, and why?
- | Gather: how will we welcome people and become still?
- | Listen: who will read, and what support do they need?
- | Respond: what silence and prayer arise from the Word?
- | Go forth: what realistic invitation will we take into daily life?

Plan a simple celebration with Scripture at its heart.

A worked example: called to serve

Scripture: John 13:12–15, proclaimed from an approved Bible.

Gather: stillness around a Bible and safe candle.

Respond: silence, then intercessions for people needing care.

Go forth: notice someone overlooked and offer appropriate help.

Adapt with your school's prayer leader. Keep it prayerful and simple.

Prayer: preparation and review checklist

Purpose: Scripture shapes what we say and do.

Access: language, space, sensory needs and roles support participation.

Preparation: readers practise and adults provide help.

Pace: there is space for silence and genuine response.

Review: ask what helped people listen and what should change.

Evaluate the provision, not someone's belief or sincerity.

My roadmap for working in a Catholic school

Printable template

1 STARTING POINT Learning: Question: Next step:	2 OUR MISSION Learning: Question: Next step:	3 DAILY PRACTICE Learning: Question: Next step:
4 THE CHURCH Learning: Question: Next step:	5 PRAYER Learning: Question: Next step:	6 NEXT STEPS Learning: Question: Next step:

At each stop: a learning, an open question and an action.

A manageable start: day one to first term

Day one: know your named colleague, DSL, reporting routes and emergency arrangements.

Week one: explore the mission, prayer routines, policies and expectations for your post.

First term: review what remains unfamiliar and agree training and support.

Bring your experience. You can ask questions throughout induction.

A worked example: welcoming a newcomer

Purpose: help someone experience dignity and belonging.

Practice: explain an unfamiliar word or gesture before the event.

Support: ask the prayer leader to check the explanation.

Review: ask the newcomer what helped and what remains unclear.

Choose one small change. Agree a review in four to six weeks.

Further learning: your starting links

New to working in a Catholic school

<https://educarem.org.uk/new-to-working-in-a-catholic-school/>

EducareM: Middle Leadership with Purpose

<https://educarem.org.uk/middle-leadership-with-purpose/>

CES: Catholic education and school resources

<https://www.catholiceducation.org.uk/>

CES: Prayer and Liturgy Directory

<https://www.catholiceducation.org.uk/resources/the-prayer-liturgy-directory>

Follow up one question with a colleague.