

Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment@al-noorprimary.co.uk, Website: al-noor.co.uk/va

JOB DESCRIPTION: EYFS LEADER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: full-time, permanent

SALARY: MPS/UPS + TLR2a

START DATE: 1st September 2018

TO WHOM RESPONSIBLE:

Headteacher and Deputy Head

FOR WHOM RESPONSIBLE:

All staff within the EYFS setting

1. Purpose of Role

The EYFS Leader will ensure that there is consistency of excellent teaching practises and implementation of the EYFS policy, accurate assessment of pupil learning through effective moderation, and high standards of learning throughout the EYFS. Equally to ensure pupil progress and outcomes and EYFS provision (including the physical, emotional, social, spiritual, moral and intellectual education and care for children) are 'outstanding' and never less than 'good', as comparable with Ofsted's criteria for inspection judgements; and where provision is not at least good, to take action and advise and support pro-actively to ensure rapid improvement.

Additionally the EYFS leader will also ensure:

- Pupils meet their targets and make excellent progress, are motivated to learn and develop self-esteem and confidence as learners.
- Pupils have access to all parts of a well planned and well resourced, enjoyable and creative curriculum that is linked strongly to the school's PSCE and 'Navigate' curricula.
- Underachieving, vulnerable and disadvantaged pupils make excellent progress to close the achievement and attainment gaps between themselves and their peers.
- All staff members within your department are familiar with and apply the school's teaching and learning policy and use a range of strategies to meet the needs of all pupils, showing regard for different learning styles and the needs of SEN, EAL and G&T pupils, and this is evident in lesson planning and delivery.
- All staff members within your department collaborate effectively with you and with one another so that all adults understand their roles and responsibilities and are used effectively to support pupils in their learning.
- All staff members are supported through mentoring, coaching and training to provide the highest quality of teaching across the department.
- Parents know how they can support their child, feel involved as partners in the education process and feel welcomed into the school community.
- All school senior leaders have an understanding of the progress and attainment of pupils in the relevant year groups and know what the priorities are for each subject in relation to whole school development priorities, so that the Education Team understands its role in relation to pupils studying these subjects and knows about the progress and attainment of pupils in relation to similar pupils nationally.
- School leadership achieves the school's vision and establishes a joyous school climate imbued with the school's faith ethos and values along with professionalism and a commitment to excellence, in particular in, teaching and learning.
- The school's improvement processes are robust and effective and lead to rapid improvements the quality of the curriculum, teaching, pupil achievement, safeguarding, pupil welfare, leadership and management.
- The school is always fully compliant with all school regulations governing independent schools, including in 'SMSC' and in 'safeguarding'.
- S/he offers support to and mentors other practitioners in the skills and behaviours that safeguard and promote good outcomes for children

2. Shared areas of responsibility

Key responsibilities as a member of the school leadership team:

- To establish commitment to a shared **vision** for the school; lead by example to inspire and motivate staff, parents, trustees and pupils.
- To support and promote the school's **ethos**, vision, aims and core values in order to promote an environment that focuses on the welfare, progress and sustained improvement of the school and pupil outcomes and tarbiyyah, as well as effective teaching and learning and high standards of behaviour.
- To act as a **positive role model** to staff, to provide an excellent example to the staff body of professionalism, enthusiasm, professional excellence and commitment to high standards, the school's ethos and the implementation of school policies and procedures, maintaining high professional standards.
- To **communicate** effectively with staff members, using high levels of **emotional intelligence** and care, with sincere regard for staff well being.
- To establish supportive and advisory **relationships** with professional colleagues, that promote collaboration, effective team work, professionalism, high standards, achievement, unity and harmony.
- To establish positive relationships with pupils and pursuing your own **personal, religious and spiritual development** to act as a fine **role model** for them.
- To establish excellent relationships with **parents**, communicating with high levels of understanding and emotional intelligence to engage them for the betterment of pupil outcomes and achievement.
- To ensure that parents and pupils are well informed about school achievements and opportunities to excel in and outside the school, and ensure that **channels of communication** are used effectively within the school.
- To **provide information**, objective advice and support to the governing body to enable it to meet its responsibilities.
- To establish good working relationships with the board of trustees, the local authority and other agencies.
- To develop and lead on opportunities for the school to enhance its work and image in the **community and wider society**, with particular regard to the school's commitment to playing a positive role in local society for communities for the common good and through teaching excellent citizenship to pupils.
- To contribute to the strategic direction and development of the school, including updating the school's Self-Evaluation and Information Form and the development, implementation and monitoring of school **improvement plans** based on **school self-evaluation** and underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.
- To **monitor** the quality of teaching and learning across the school, including the analysis of performance **data**.
- To promote high standards of achievement academically, morally, spiritually, emotionally, behaviourally and professionally.
- To share corporate responsibility for the **safeguarding, wellbeing and discipline** of all children by implementing agreed school policies, **liaising** with the Safeguarding DP, Headteacher, Deputy Headteacher, SENDCo and outside agencies as and when necessary.
- To ensure **high standards** of teaching and learning, behaviour, attendance and punctuality from pupils.
- To support the **induction and training** of newly qualified teachers, unqualified teachers, supply teachers, support staff and student teachers as requested.
- To take an active role in the recruitment of staff, as requested.
- To identify the **Continuing Professional Development** needs of staff members and lead INSET as appropriate.
- To establish priorities for **expenditure** and monitor the effectiveness of spending and usage and the care of school **resources**, ensuring budgets are maintained with financial efficiency.

- To work with and **report** to all stakeholders including staff members, parents/carers, as appropriate, or when requested.
- To **model** and ensure the understanding and implementation of all **school policies** across the school and be involved in their periodic review and development.
- To pursue your **own Continuing Professional Development** through courses, further and higher qualifications, research, collaboration, discussion and other means, in education, teaching and learning and in educational and school management.
- To receive and respond to **feedback** and provide it, constructively and positively.
- To conduct yourself in a **professional manner** at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
- To lead whole school **assemblies** from time to time.
- To **cover** lessons from time to time
- To attend and participate in parents' **evenings**, the school's annual parent meeting, school trips and **events** and pupil performances.
- To participate in all staff training sessions and attend team and staff **meetings**.
- To set a good **example** in terms of role modelling, dress, punctuality and attendance.
- To take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher or Deputy Headteacher.
- To take on additional responsibilities that may arise from time to time.

3. Specific Areas of Responsibility

3.1 Class teacher

To carry out all duties of a school teacher as set out in the current School Teachers' Pay and Conditions document, the Professional Teachers Standards and school policies. In particular to maintain the school's high standards and ensure excellent teaching and excellent pupil progress and achievement for all pupils, paying careful regard to school targets, parental engagement and the implementation of the school's Teaching and Learning, Curriculum and Assessment policies.

3.2 EYFS Leader

3.2.1 Quality of Curriculum

- Develop a cohesive and effective long-term plan for the EYFS, ensuring it is reviewed and distributed to all staff in July annually;
- ensure that medium-term planning meets all school and EYFS curriculum requirements and is of a high quality, including cross-curricular links, in particular to Navigate, PSCH and Islamic studies and is reviewed at the start of each half term;
- ensure the efficient and effective management and organisation of learning resources and the acquisition of high quality resources, including ICT applications, to help ensure high quality teaching and the best learning opportunities and experiences for pupils;
- develop effective links with the local community including parents, business and industry;
- ensure that team members are aware of the implications of equality of opportunity which the subject raises;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- ensure the curriculum actively promotes the school ethos, safeguarding and school SMSC regulations, including British values;
- Support the development of transition arrangements between the EYFS and Year One.

3.2.2 Quality of teaching, practice & provision

- Be accountable for the delivery of high quality provision within the setting;
- monitor and evaluate the quality of teaching and pupil learning, through the regular scrutiny of the quality of provision; including and not restricted to:
- half termly review of medium term planning

- termly review of pupil assessment data and data analysis
- half termly review of intervention provision for pupils (where and if relevant)
- half termly external subject cluster meetings
- termly review of quality of teaching
- termly book scrutinies
- termly review of marking
- termly subject action plan review
- termly review of provision for G&T and SEN pupils
- annual policy review and update
- annual review of equipment and resources
- annual review of scheme of work and long term plans
- practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children;
- as a result of monitoring and evaluation, work collaboratively with the team to improve practise further;
- report details of monitoring and evaluation findings and measures taken to respond to them, to the Senior Leadership Team;
- mentor, coach, support, motivate and advise team members in the development of their classroom practice and teaching where appropriate to further improve the quality of teaching;
- be aware of and respond appropriately to any Safeguarding or health and safety issues raised by materials, practice or accommodation related to the subject;
- lead by example, through demonstrating excellent classroom practice and have an enthusiasm for the EYFS which motivates staff and encourages understanding of the contribution the subject can make to pupils' lives;
- ensure your own skills and knowledge of the EYFS are of the highest quality and are led by best practise;
- disseminate information to team members, senior leadership and to all teachers, answer their queries and provide INSET to promote staff development and improve classroom practice across the school;
- to ensure the highest standards through timely, collaborative, accurate and supportive interventions such as coaching and mentoring, observations, feedback, joint planning, team teaching, discussion, modeling and demonstrating teaching lessons;
- inducting and supporting trainee teachers, newly qualified and less experienced staff and/or supply teachers;
- identify professional development needs and opportunities for teachers and teaching Assistants and provide professional development for staff for example, through coaching and leading INSET or recommending CPD, CPD providers and higher education courses to the Headteacher for particular staff members;
- take a lead in implementing the school's Behaviour Policy, including developing collective responsibility to managing pupil behaviour and the use of positive behaviour management strategies;
- scrutinise pupil work, marking, lessons, displays, planning and assessment in the monitoring and evaluation of the quality of teaching and learning across the department.
- effectively deploy staff and resources to achieve the highest standards.
- establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
- select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
- actively support the development of children's language and communication skills

- promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
- promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
- establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
- to actively promote and support the safeguarding of children and young people in the workplace, ensuring that all staff and volunteers observe Setting policies and procedures to keep children safe from harm;
- to be responsible for all setting staff including volunteers and placements. Supervising and supporting all personnel within the setting in their day to day duties including recruitment and induction, appraisal, training and development, individual supervision and performance management;
- overseeing the efficient upkeep of the building and maintenance/stock of equipment, furnishings and fittings;
- being responsible for all administrative duties associated with the management of the facility, e.g. maintaining records on the children and their families, ordering equipment, maintaining an inventory, keeping personnel records.

3.2.3 Assessment & Pupil Achievement

- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision;
- lead the effective practise of summative and formative assessment, developing the assessment framework to allow term to term and year to year pupil tracking and comparisons of assessment data;
- effectively moderate teacher assessment termly to ensure accuracy and reliability of school assessment data;
- scrutinise termly class assessment records to track pupil learning to support teachers and other senior leaders in identifying underachieving groups and designing interventive strategies for underachievers and a 'challenge programme' for gifted and talented pupils,
- to support teachers to identify groups of learners in classes, assign challenging targets and design and deliver effective interventions to "narrow the gap" and ensure excellent progress and achievement for all groups of learners including gifted and talented and SEND pupils, against school, local and national standards;
- to support teachers to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support.
- evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data, using relevant school, local and national data to inform clear annual targets for achievement in the subject and targets for development and further improvement for individuals and groups of pupils;
- to analyse assessment data to track pupil progress carefully and identify trends to inform future planning for the short, medium and longer term and use this as a basis for differentiating provision;
- report termly findings and annual targets to the Senior Leadership in a clear and sufficiently detailed format;
- to share findings from data analysis with teachers, teaching assistants and senior staff;
- to lead on, supervise and monitor interventions and have on-going professional dialogue based on children's progress and learning, with teachers, support staff and parents/carers and liaise with outside agencies as appropriate;
- encourage all practitioners to talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next.

3.2.4 Strategic Subject Development

- Contribute to school action-planning in the subject for the School Improvement Plan and identify clear priorities for improvement based on data and evidence;
- be responsible for the budget allocated to the EYFS, maintain efficient and effective management of expenditure and prioritise resource needs as indicated in the School Improvement Plan;
- maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses and school subject cluster groups;
- regularly evaluate subject practise and provision, including the quality of teaching, pupil achievement and learning, plans, resources, schemes and policies, through book scrutinies, lesson observations and data analysis and set goals/objectives for subject improvement;
- create and regularly implement and review an action plan to improve the subject;
- forward the reviewed action plan every term to the school's Curriculum Leader;
- keep up to date with guidance issued from Ofsted, HMI, the DfE and relevant regulatory bodies and brief staff and governors accordingly;
- maintain a file in the format agreed and ensure that this is updated and reviewed at least every half term.

3.2.5 School Improvement

- To participate in school improvement processes for the department and whole school issues by using a range of evidence to evaluate: the effectiveness of provision, the degree of achievement against school aims and vision, the degree to which school regulations are met and areas of strengths and weaknesses;
- to contribute to whole school improvement planning and lead on implementation of plans and their regular review and feedback to Senior Leadership;
- to contribute to staff training and INSET;
- to contribute to the tarbiyya of staff at the school through role modelling, leading circles of learning, or leading worship.

3.2.6 Professional development

- Encourage all practitioners in the setting to develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities;
- play an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting;
- adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions;
- encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them;
- develop the skills and abilities of staff to be able to deliver the Year One curriculum to children in the EYFS who have achieved the early learning goals;
- develop the skills and abilities of staff to be able to assess the work of children in the EYFS who have moved onto the Year One curriculum against the school's relevant assessment framework;
- encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.

3.2.7 Communication

- Forward termly reports detailing pupil progress, identified groups, intervention used, moderation conducted, new significant resources acquired, recommendations and requests for changes and training attended and meetings participated in by EYFS staff to the headteacher;
- establish and maintain effective communication with teaching and support staff;
- lead fortnightly phase meetings;
- promote the health and well-being of all pupils and report any concerns to the relevant personnel (e.g. SENCO, Deputy Headteacher, Designated Staff Member for Safeguarding);

- support teachers in dealing with parents, focus all communications always onto the best interests of the pupil, including his/her welfare, tarbiyyah and progress and liaise with parents over first stage complaints (verbal face to face) when communication with teachers breaks down;
- establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them;
- actively participating in school leadership Team meetings and using the evidence of monitoring, review and evaluation to contribute to the School Improvement Plan;
- direct line management responsibility for the other teachers in the phase and contribute to their performance management through submission of a short report and evidences on a termly basis in line with the school calendar for performance management reviews;
- ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and put them in to practice;
- support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting;
- work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes;
- ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children from birth to the end of the foundation stage;
- encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views;
- ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children;
- establish and sustain a culture of collaborative and cooperative working between colleagues;
- influence and shape the policies and practices of the setting and share in collective responsibility for their implementation;
- contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis;
- liaising with the local authority and other professional bodies associated with the setting;
- coordinating with the appropriate staff members regarding trainee placements and supervising accordingly;
- coordinating /chairing staff meetings as appropriate including agendas and minutes;
- establishing and maintaining effective communications links with other agencies.

4. Quality Assurance

- Participate in arrangements for your own annual appraisal and performance management and work towards meeting agreed performance management objectives.
- Report in writing and face to face to the headteacher at prescribed periods and as needed on a daily basis on all areas within role.
- Report to the governing body as requested or required of key areas of role.
- Be available in all scheduled half term breaks to work at the school to promote the School Improvement Plan or any aspect of the role or school need.

5. General Areas of Responsibility

In order to deliver services effectively, a degree of flexibility is needed; you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfil the purpose of your roles as the main duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post. The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

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PERSON SPECIFICATION: EYFS LEADER

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1. Values

- Observant Muslim, following main-stream Islamic teaching, striving for spiritual and religious self improvement.
- Shares the vision and values of the school and the Foundation.
- Provides an excellent example for staff members and pupils in terms of their integrity, character and conduct both in and outside of the school, including online.
- Committed to the Safeguarding of children and the pursuit of excellent child outcomes.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

2. Qualifications, Training & Experience

- Qualified Teacher Status or Early Years Professional Status and level 2 or higher in English, Maths, Science and IT.
- A minimum of 5 years teaching experience and a minimum of 3 years experience in middle leadership in schools graded at least 'good' in inspections.
- Additionally, prior experience of: mentoring, coaching, assessment, analysing data, school improvement, Behaviour management, use of ICT, subject leadership, quality assurance and moderation.
- Preferable: National Professional Qualification for Middle Leadership, Masters level qualification in a field related to education management; previous teaching and/or leadership experience in a diverse range of schools.

3. Personal Attributes

The candidate demonstrates the professional attributes in the National Professional Standards for Teachers and those below:

- You support the school's aims and values with vigour.
- You lead a department and team well and are innovative, ambitious, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times and have a strong work ethic.
- You have excellent written and spoken communication skills.
- You have excellent personnel management skills and are supportive and understanding towards others.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of dress, punctuality and attendance.
- You are proactive in matters relating to health and safety
- You are committed to the safeguarding of children, the protection of their welfare and well being and to the pursuit of excellent child outcomes.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities
- You relate well to children and adults.
- You work constructively as part of a team, understanding team responsibilities and your own position within these and take instructions and feedback well.
- You are diplomatic, analytical, and possess sound judgment.
- You are reliable and have a track record of meeting all deadlines.
- You have excellent organisational skills.

- You are adaptable and have a problem-solving nature.
- You are a solutions-focused professional and enjoy problem-solving.
- You also share the professional attributes of school leaders, specifically:
 - Positive, enthusiastic outlook, embracing risk and innovation
 - Commitment and dedication to social justice, equality and excellence
 - Engagement in collaborative partnership working, within and beyond the school
 - Integrity in relation to their own and the school's practice
 - Courage and conviction to achieve the best outcomes
 - Respect and empathy towards others
 - Resilience, perseverance and optimism in the face of difficulties and challenges
 - Decisive, consistent and focused on solutions
 - Drive for improvement and challenging underperformance
 - Capacity to be flexible, adaptable and creative

4. Knowledge, Understanding & Skills

It will be expected that the candidate has the capacity to deliver most of the following to variable degrees.

4.1 Leading Strategically

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

4.2 Leading Teaching and Learning

Knowledge and understanding of:

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and

Skills:

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning

- achieving excellence for all
- tools for data collection and analysis

- opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- organisational development, planning and implementing change
- employment management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:

- seek expertise and advice from within and outside the school
- establish structures and systems to a sustainable level
- collaborate and distribute leadership so operational decisions are based on informed discussion agreement and ownership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance

4.4 Leading People

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and pupil learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:

Skills:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides
- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion