



# Assistant Headteacher

September 2024

Leadership Scale (Outer London), Points 14 - 18

£68,749 - £75,478 per annum

## Application Pack



# Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

- Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
- Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

**May 2024**

Dear Prospective Candidate,

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and am loving the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is excellent and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school is 100 years old this year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings! The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a 'good' school and we are clear about our strengths and areas for development. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap and continuing to develop adaptive teaching. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars! We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on.

We have embedded a new Behaviour Policy this year and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher and leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere.. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!.

We are seeking to appoint an outstanding professional with the drive, enthusiasm and passion to join the Senior Leadership Team at this crucial time in the school and to help make Wanstead High School the best it can be. And yes, the Ofsted window is open!!! The post offers an exciting professional development opportunity for the right individual to contribute to the continuation of improvement at the school as part of the Senior Leadership Team. Exact roles and responsibilities will be decided upon; your application should show significant impact in either quality of education and/or personal development and you must be flexible enough to be able to turn your hand to new challenges.

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall and commercial kitchen. I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Development Plan is available on the website (the website is again, a work in progress).

Yours sincerely,

Emma Hillman  
**Headteacher**

# Application Requirements

Please write a statement in support of your application.

## **This must address the Person Specification**

Statements in support of your application should be no longer than two sides of A4.

**The closing date for this post is 09.00 on Thursday 16 May 2024**, although outstanding candidates may be interviewed before the closing date. Completed applications should be returned by email to [recruitment@wansteadhigh.co.uk](mailto:recruitment@wansteadhigh.co.uk).

**Interviews will take place w/c Monday 20 May 2024**, exact date TBC

If you would like to speak to the Headteacher regarding this post or if you have any questions, please contact her PA, Fiona Rutland ([f.rutland@wansteadhigh.co.uk](mailto:f.rutland@wansteadhigh.co.uk)).



## Further Information

**Full/Part time:** Full-time

**Start Date:** September 2024

## What We Are Looking For

We are looking for a creative, passionate and dynamic professional to help transform teaching and learning in this wonderful school. This post would suit an acting AHT or someone looking to start their career in a Senior Leadership Team.

## What We Offer

This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

Some of our key benefits are:

- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations;
- Close to vibrant high street with cafes, independent shops;
- Close to Wanstead Green and local parks;
- Subsidised access to the Leisure Centre and upcoming Swimming Pool;
- Free parking in the Leisure Centre for staff;

At Wanstead High School, we are committed to staff wellbeing and provide the following benefits:

- Contribution to eye care and Cycling Scheme;
- Free access to Counselling Services;
- Free breaktime tea and coffee;
- Termly, free staff breakfasts;
- Catered Inset Days;
- Subsidised school lunches;
- Support of flexible working, where possible;
- Recruitment and Retention;

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

## Headteacher's Welcome From [Website](#)

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 27 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 14-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. In a pre-Ofsted review in September 2023, a Lead Inspector stated that staff at Wanstead High *'hold children's lives in their hands and hearts'*.

At GCSE in 2023, **34% of entries were assessed at grades 9-7, compared to a national figures of 22.7%, whilst 82% of entries were graded at 9-4 compared to 67.8% nationally. Maths and English results were outstanding with 70% of pupils achieving a grade 5 or above in Maths and English and 87% a 4 in both subjects.** At A' Level, 28% of grades were A/A\*, more than any other non-selective school in Redbridge.

There was so much positive feedback from our pupil survey in July 2023, for example, one pupil said that what they love most about the school is *'being able to trust the environment that I'm in, to have trust in the staff and how I feel about always being wanted. Everybody is included as somebody. I love how I can partake in extracurricular activities whether it is representing the school or for my own personal leisure.'* *'Always being wanted'* is testament to the excellent and strong relationships between staff and pupils. Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- ★ *'The ability to feel accepted.'*
- ★ *'The school achieves good results and there are kind, caring and patient pupils in the community - you give the school a good reputation.'*
- ★ *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- ★ *'Dance and music opportunities.'*
- ★ *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- ★ *'The way how the school runs and makes me feel as if I belong here.'*
- ★ *'Everyone is very nice and supportive especially teachers.'*
- ★ *'Safety and kindness.'*
- ★ *'How close we all are and how much we all support each other.'*
- ★ *'Being part of a lovely including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case. We

strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

## School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Overall Attainment 8 (56.0) was significantly **above** national and in the **highest** 20% in 2023. Our Progress 8 score has been positive and above average for the past 3 years, and in 2023 was +0.25. We know that this can be even better in the future and consistent across all areas. Dance and performing arts are a particular strength of the school.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are “Good” in all areas, and our latest results are the best in the school’s history.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1565 plus pupils on roll including almost 300 pupils in the Sixth Form. Currently there are 170 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight/nine mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil’s career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads and other pastoral staff.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education.

The school’s sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

# School Vision and Aims

## Who Are We?

Wanstead High School is a modern, forward looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

## What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- **The development of character** is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

## Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.

## School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

## School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

## Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates. Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

## JOB DESCRIPTION

<b>Job Title</b>	Assistant Headteacher	<b>Salary Range</b>	Leadership Scale (Outer London) Points 14 - 18  £68,749 - £75,478 per annum
<b>School</b>	Wanstead High School		
<b>Reports to</b>	Headteacher/Deputy Headteacher		
<b>Responsible for</b>	Quality of Education/Personal Development - TBC		

### Characteristics of Leaders at Wanstead

**Our work is led by our values and beliefs that tie in with the school vision. We are solution-focused, own our own workload and do not wait to act.** We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, create genuine education with character and to develop new expertise in our teachers and ensure all teachers improve.

We build relationships into our work, give to others readily and use other strengths alongside our own, to have greater impact in our work. **We are inspirers and facilitators of our teams; able to influence and advocate. We see the big picture and strive for collaboration across the school.**

**We are independent thinkers, willing to speak out to challenge others and any views or actions that are inconsistent with our shared aims and values.** We are able to take decisions despite ambiguity and are resilient and persistent in the face of challenge.

We **expect the best from people and do not prejudge**; we value quality work, tangible results and feedback to inform continuous improvement.

**We are able to recognise the limitations of ourselves and our work and strive for improvements.** We are flexible in our thinking, willing to be proved wrong and able to plan for strategic changes, prioritised over short term shallow goals

**We are able to be challenged and to learn from experiences and interactions.** We are aware of and respectful of others' experiences, insight and knowledge and **constantly look to recognise unconscious bias.**

### Job Purpose

The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the school vision and School Development Plan (SDP). All members of the Leadership Team should be:

- learning-centred ensuring all stakeholders reach their potential
- work in a high challenge, low threat way
- be focused on sustainable leadership
- reflect the highest possible professional standards including the health and safety of all stakeholders whilst in the school's care

All teachers at Wanstead High School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)
- To comply with Health and Safety at Work Legislation This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Assistant Headteacher will be decided in discussion with the Headteacher and other senior leaders as appropriate. All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description.

### **Specific Responsibilities**

- Quality of Education

### **General**

In accordance with the current DFE Teachers' Pay and Conditions Document, SLT members will:

- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher
- Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you
- Promote Equal Opportunities throughout the school
- Support, promote and contribute to the development of the vision, goals and aims of the school

### **Strategic Leadership**

- Provide clear strategic direction for the school that achieves the highest quality educational provision and ensure school development priorities are met
- Deliver at least good provision for the area of the Ofsted framework you are responsible for
- Ensure that the school benefits from a rigorous self-evaluation framework that substantially contributes to raising standards
- Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels
- Promote the well-being of all staff and ensure workload is manageable enabling staff to grow and flourish
- Engage parents and the community to support and work with the school to drive improvement

### **Teaching, Learning and Curriculum**

Through departmental and/or year group line management, all SLT members will ensure that:

- High standards of teaching, learning and pupil achievement are promoted throughout the school
- Appropriate subject curriculum takes place
- They themselves are an outstanding teacher
- Motivate the staff and pupils to have a shared culture of ambition consistent with the school's commitment to encourage, challenge and succeed
- Recognise and encourage the talents of staff and pupils
- Promote a culture of high challenge and low threat in staff and pupils to foster independence and personal development recognising success and challenging and supporting where there are areas for development
- Contribute to a highly tangible culture of shared learning which encourages risk taking and stretching and challenging pupils in every lesson
- Ensure consistent and high-quality practices are developed across the school and across departments
- Support with the development and maintenance of a curriculum which enables outstanding learning and life chances for pupils; a curriculum that is both romantic and rigorous.

### **Guidance and Support**

Through departmental and year group line management, all SLT members will:

- Oversee appraisal of middle leaders and other staff, ensuring they are driving the School Development Plan and are flourishing in their roles
- Support middle leaders and other staff to grow and develop
- Promote high standards of pupil guidance and support
- Promote high standards of pupil behaviour and take a proactive role in supporting behaviour management as line manager to a year group
- Promote high standards and expectations in every aspect of school life
- Role model and coach others (staff and pupils) into effective models of leadership
- Play a lead role in the development of teachers and other staff
- Embrace and develop appropriate pedagogy which enables staff to develop new skills
- Ensure that staff are consistently supported to be at their best, by contributing to induction, to continuing professional development
- Work with other local schools and the Seven Kings Learning Partnership to develop and reflect on our practice and, in return, support other schools where appropriate
- Coach and mentor Curriculum Team Leaders and Pastoral Leaders.

### **Quality Assurance**

Through departmental and year group line management, all SLT members will play a key role to:

- Monitor and evaluate pupil progress and the achievement of pupils in relation to line managed departments and year groups
- Ensure that appropriate intervention takes place to address pupil under-achievement
- Participate in whole school monitoring and self-evaluation through Departmental Reviews and other procedures
- Ensure reporting and assessment procedures are followed to a high standard and to deadlines
- Ensure that homework policies are followed

### **Leadership and Planning**

Through departmental and year group line management, all SLT members will support the performance management process by:

- Working within the leadership team to help plan, organise, develop, monitor, evaluate and review the School Development Plan
- Implement and review school policies as appropriate

### **Behaviour and Personal Development**

- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- Ensure high standards of behaviour for learning and drive improvement of whole school behaviour through the Behaviour Policy ensuring consistent approaches
- Have high expectations and lead by example
- Motivate the staff and pupils to have a shared culture of ambition consistent with the school's commitment to education with character
- Adhere to the staff professional code of conduct as developed collectively by staff

### **Management**

All SLT members will support the day to day management of the school by:

- Participating as required in the day-to-day organisation of the school including school assemblies, duty rota and cover
- Supporting whole school events, for example musical concerts and Parent Teacher Association events
- Attending Leadership Group meetings as required including out of hours events
- Communicating and meeting with parents as necessary
- Attending Governor Committee meetings and Full Governing Body meetings as required and to provide reports to the Governing Body
- Taking financial responsibility for designated areas of management

- Developing school systems as designated and to use ICT to apply and organise procedures consistently, with deadlines established and achieved
- Ensure that staff work within the schools policies, and lead on HR issues where directed by the Headteacher
- Perform supervisory duties around school
- Undertake any reasonable direction from the Headteacher
- Check emails on a daily basis to keep up to date with issues communicated within the school.

#### **Appraisal & Continuous Professional Development:**

- Ensure adherence to the Teacher and or relevant Leadership Standards
- Participate in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers
- Review from time to time her / his methods of teaching and programmes of work
- Participate in arrangements for her / his further training and professional development as a teacher
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participate in arrangements for her / his supervision and training
- Work towards meeting appraisal targets and relevant standards where relevant
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate

#### **Safeguarding**

- Ensuring that safeguarding and child protection are paramount in the roles and awareness of each member of staff
- To ensure the safety and wellbeing of pupils in line with:
  - The DFE Teachers Pay and Conditions Document.
  - The school's Safeguarding Policy.

#### **Specific Roles**

This will be determined in more detail once the appointment has been made taking into account the particular skills, qualities, interests and abilities of the person appointed. Roles may change at a later point depending on the needs of the school.

**The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Name of post holder:

Date:

Signature:

## PERSON SPECIFICATION - ASSISTANT HEADTEACHER

Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>● Qualified Teacher Status</li> <li>● Degree in the relevant subject or subjects, preferably at 2.1 or above</li> <li>● Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>● Further professional qualifications</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● At least 5 years successful experience as a classroom practitioner across the age and ability range</li> <li>● Evidence of continuing professional development in leadership</li> <li>● At least 3 years successful curriculum or pastoral leadership</li> <li>● Proven record of leading effective professional development with a focus on pedagogy</li> <li>● Proven record of good/outstanding teacher</li> <li>● Experience of leading successful improvements in Learning and Teaching/Personal Development and managing change at a department or group level</li> <li>● Experience of developing Learning and Teaching for groups of individuals such as ECTs</li> <li>● Experience of taking part in or leading department evaluation and feedback</li> <li>● Extensive experience of leading quality assurance</li> <li>● An understanding and experience of the new Ofsted framework</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of managing a budget</li> <li>● Experience of working in more than 1 secondary school</li> <li>● Experience in setting up or taking part in a coaching model or approach</li> </ul>
<b>Skills, Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning and a relentless focus on improving this</li> <li>● An unwavering belief that disadvantage need not be a barrier to achievement</li> <li>● A sound understanding of the processes of school development and a track record in this area</li> <li>● Evidence of systemic change at a whole school/department level and the impact of this</li> <li>● An understanding of what makes a rigorous but romantic curriculum</li> <li>● Successful track record in being robust in using data to raise achievement</li> <li>● The capacity to establish a culture of high challenge and low threat within your areas of responsibility</li> <li>● Proven record as a leader and/or teacher whose pupils reach high standards</li> </ul>	

## Leadership and Management

- A 'visible' leader, with a whole school presence
- A proven record of the ability to motivate and inspire both staff and pupils
- A proven record of the ability to delegate and consult effectively
- A proven record of exceptional organisational and management skills
- A proven record of successful team management
- A decision maker who takes permission to lead
- An ability to plan for strategic change

## Personal Qualities and Skills

- Evidence of high-level interpersonal and communication skills with the ability to communicate effectively with a variety of audience
- The ability to build productive professional relationships with pupils, staff, parents and governors
- An ability and evidence of a willingness to empathise and listen, and to be self-critical and reflective
- Enthusiasm, hard-work, integrity, creativity, flexibility and resilience.
- An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education
- A solution focused approach to dealing with issues
- A commitment to education with character
- An expectation of the best from people and a lack of pre-judgement
- A recognition of limitations of our work but a constant drive for improvement
- An ability to be challenged and to learn from experiences and interactions
- Reliability, honesty and trustworthiness, demonstrating the highest professional standards

## Safeguarding

- Motivation to work with children and young people.
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours.