



Deputy Director of Mathematics and Numeracy

Start: ASAP

MPS/UPS (Outer London)

plus TLR 1A (£10,175)

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

September 2025

Dear Prospective Candidate

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and love 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 very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school was 100 years old last 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 received a 'Good' Ofsted judgement in May 2025 and the report [LINK](#) celebrates the things we are really proud of and highlights our amazing young people. The school is clear about its development priorities and aspires to improve further and offer an outstanding education for all. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on further supporting our SEND learners and continuing to develop adaptive teaching and filling gaps in learning. For the second year, our disadvantaged pupils outperformed our non-disadvantaged pupils in progress measures.

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 a clear and strong Behaviour Policy 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 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, staff member or 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 an inspirational Deputy Director of Maths and Numeracy to join our well-established Maths department. This is a fantastic opportunity for a person with experience to lead the ethos and teaching and learning across all Key Stages of Maths, enabling pupils to achieve their highest potential and leading the growth and development of other staff members. The successful candidate will be expected to teach Maths to A-Level standard and will contribute substantially to the continual cycle of refinement across all year groups. This is a highly successful department and pupils are engaged and excited to learn Maths. Leaders at Wanstead are given permission to lead but also receive support from an experienced Senior Team.

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, commercial kitchen and a Leisure Centre and swimming pool on site. 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

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 23:59, Monday 13 October 2025 although outstanding candidates may be interviewed before the closing date.

To apply for this role, please visit our website: wansteadhigh.co.uk/vacancies.

Interviews: TBC

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher or Department Leader regarding this post or if you have any questions, please contact HR (recruitment@wansteadhigh.co.uk).



Further Information

Full/Part time: Full time

Start Date: ASAP

What We Are Looking For

Our Mathematics Department is committed to developing confident and fluent Mathematicians, who are equipped to meet both the everyday numeracy demands of life, and solve more complex Mathematical problems. We offer an ambitious, inclusive curriculum that supports every pupil in making progress, whether their goal is mastering basic numeracy skills, or excelling in advanced problem-solving.

Teaching in our department is designed to promote long-term retention, by building on prior knowledge and sequencing new content in carefully planned steps. This ensures pupils gain a deep understanding of key Mathematical concepts, and strengthens connections across different areas of Mathematics. The department fosters a collaborative and high-performing environment where staff regularly share best practices and work together to continuously refine and improve the curriculum. We are committed to providing our team with the resources and ongoing professional development needed to maintain excellence in teaching.

The Second in Charge role offers an exciting opportunity to contribute to shaping a centre of excellence for Mathematics. We are seeking an innovative and passionate individual with the skills to lead and implement change, striving for the best teaching and learning outcomes for our pupils.

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 Adapted 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'*.

There was so much positive feedback from our pupil survey in July 2024 and we are currently collating the survey for 2025. One pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

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 students 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 team 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. At A level in 2025, 29% pupils achieved A*-A, 61% A*-B and 82% A*-C, increasing from last year and well above national figures. 59% of pupils will be studying at Russell Group Universities and two pupils are on their way to Cambridge, one with with 2A*s and 2 As in Geography, History of Art, History and Art.

GCSE results were strong in many areas, although there is further work to be done in core attainment outcomes, especially Maths which took a significant drop this year (9-4 79%; 9-5 63%). The absence of a leader for much of the year due to illness has impacted these outcomes and we are confident that these will return to their previous high levels. For the second year, disadvantaged pupils out-performed disadvantaged pupils in progress measures.

Our Progress 8 score has been positive and above average for the past 3 years - there are no 2025 progress measures.

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.

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 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 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 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.

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. This does impact the day to day running of the school and we are very much looking forward to its completion.

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. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- 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.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

JOB DESCRIPTION

London Borough of

Redbridge



Job title	Deputy Director of Mathematics and Numeracy	Salary Range	MPS/UPS (Outer London) <i>plus</i> TLR 1A (£10,175)
School	Wanstead High School		
Reports to	Director of Mathematics and Numeracy		
Responsible for	In conjunction with the Director of Mathematics and Numeracy, delivery of a high-quality Mathematics and Numeracy curriculum across the school, both inside the classroom and beyond, with a responsibility for a particular Key Stage, as agreed by the Headteacher.		

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

All teachers at Wanstead High School are expected to uphold the school vision and ethos on a daily basis through their professional conduct. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community, ensuring success is built on inclusion, care and support and all pupils are stretched and challenged.

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

The Deputy Director of Mathematics, in conjunction with other middle leaders, the Senior Leadership Team and Headteacher are responsible for the general good order and discipline of the school, and in supporting the implementation of the School Development Plan (SDP) and all policies. Seconds in Department/Faculty support the HOD in ensuring an ambitious culture of high challenge and low threat, ensuring the best possible learning and leadership of learning within the department and across the school, ensuring safety is a key focus, behaviour and attendance are exemplary and ensuring all pupils have equal opportunities to make maximum progress.

Main Responsibilities for Deputy Heads of Department

- Develop a strong vision for the department, in line with the whole school vision, that inspires staff and pupils
- Support in the development and coordination of the work of the Mathematics Department and development of numeracy across the Key Stages, with responsibility for a particular Key Stage, ensuring challenging and inspirational schemes of work and lesson delivery which are responsive to arising needs and meet statutory requirements and ensure high achievement for all pupils. There should be a clear drive and focus on narrowing the gap for key groups that has clear and rapid impact
- Support the department in the drive to improve and ensuring all pupils have a well-prepared, relevant and appropriate curriculum that ensures equality of opportunity and outcomes that aim to meet or exceed national outcomes, constantly demonstrating that disadvantage need not be a barrier to improvement
- Ensure the curriculum has a clear vision and ensure that all department members understand this and that the curriculum is regularly reviewed to ensure it meets the vision and enables pupils to develop transferrable skills and knowledge
- Ensure quality first teaching for SEND pupils, ensuring all pupils have their needs met, including working with other staff, such as TAs
- Support staff in the teaching of Maths and provide a role model for high quality teaching and learning, currently following Rosenshine's principles; including feedback and marking and behaviour management, in line with departmental and whole school priorities
Work with the Quality of Education team to improve the quality of learning and teaching (including any remote teaching) within the department and across the school, using this to inform future development
- Ensure resources are impactful and high quality in all classrooms and on Google Classroom and are in place for all lessons in a timely fashion
- Support on the production of all relevant materials to support the department such as Department Handbook etc
- Support the development, implementation and monitoring of policies and practices which reflect the school's commitment to high achievement through learning and teaching
- Monitor, evaluate and review all elements of department practice through the school quality assurance and LEARN programme
- Support the cyclical self-evaluation of the department including providing regular feedback through scheduled meetings, such as Annual Reviews, and informing and working with, all stakeholders including the Governing Body as appropriate
- Line manage and appraise staff as appropriate
- Working with other schools locally and as appropriate to ensure best practice as well as support other schools as necessary within local agreements
- Keeping up to date with research and development in education and pedagogy and attend and where necessary, seek out appropriate professional development opportunities
- Contributing to whole school CPD in relevant areas
- To involve all relevant colleagues in the creation, delivery and monitoring of the Department Improvement Plan and ensure strategic planning and monitoring of budgets
- Administering efficiently and effectively the resources and capitation of the department
- Providing regular feedback to the SLT Line Manager to help the school evaluate its practice

- Creating a positive ethos for the department, creating a high challenge, low threat approach and lead and manage others so that they are supported and recognised for their strengths and contributions
- Ensuring that colleagues within the department benefit from coaching, appraisal and CPD that supports their growth and development and to challenge when there is less than satisfactory performance, despite the support mechanisms
- Contributing to appropriate HR procedures to support those in the department such as Welcome Back Meetings and sickness absence processes
- Initiating and, where appropriate, organise curricular, extra-curricular and enrichment activities related to the subject
- Adopting a high-profile role within the whole school context, and promote whole school policies within the department and across the school
- Playing a key role in ensuring Standard Operating Procedures are implemented in department and other allocated areas
- Being aware of, and respond appropriately to, any safeguarding and health and safety issues raised by materials and practice related to the subject

Specific responsibilities for all teachers

- Teaching high quality lessons that are secure or better under the school's self-evaluation process
- Teaching with due regard to current Health and Safety legislation
- Planning and preparing schemes of learning and lessons
- Teaching the full range of Key Stage 3, Key Stage 4 and Key Stage 5 classes according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupil in the school and elsewhere
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials
- Taking such part as may be required of in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school

Appraisal & Continuous Professional Development

- Ensuring adherence to the Teacher Standards
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.
- Participating 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, participating in arrangements for her / his supervision and training.
- Working towards meeting of Threshold Standards or UPS standards, where relevant.

Safeguarding

To ensure the safety and wellbeing of pupils in line with:

- The DFE Teachers Pay and Conditions Document.

- The school's safeguarding policy.

Staff may be asked to teach other subjects, in line with whole school time-tabling which may include Personal Development, Religion and Philosophy and support options or other areas. Where possible, this will be in line with staff personal skill sets, or the needs of the school in exceptional circumstances.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties or teach additional subjects 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. There may be some small amendments in Deputy Head of Department's job descriptions to reflect the specific year's school improvement priorities but in most cases, these will not lead to a redistribution of job descriptions.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Name of post holder:

Date:

Signature:



Essential	Desirable
Qualifications	
• QTS or QTLS • Degree in the relevant subject or subjects, preferably at 2.1 or above • Evidence of recent professional development	• Further professional qualifications
Experience	
• At least 5 years relevant, recent experience teaching in a 11-18 school, including post 16 teaching • Proven record as a good/outstanding teacher • Experience of 'leadership' in a department or school setting • Experience of leading successful improvements and managing change at a department or group level • Experience and understanding of the current OFSTED framework • Proven record of leading effective professional development • Experience of taking part in or leading department evaluation	• Experience of working in more than one secondary school • Relevant, recent experience as a position of responsibility in a good or outstanding school • Experience of line management and appraisal and any other HR processes such as return to work meetings
Skills, Knowledge and Understanding	
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning and a relentless focus on improving this • An unwavering belief that disadvantage need not be a barrier to achievement • Successful track record in being robust and rigorous in using data to raise achievement • Proven record as a leader and/or teacher whose pupils reach high standards • An understanding of the principles involved in being a successful leader as well as team member	• A sound understanding of the processes of school improvement and a track record in this area
Personal Qualities	
• A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels • Ability to inspire, advocate, influence and facilitate our teams • A solution focused approach • A commitment to education with character • A passion for the values of community education • An independent thinker • A decision maker who takes permission to lead • An expectation of the best from people and a lack of pre-judgement • A recognition of limitations of our work but a constant strive for improvement • An ability to be challenged and to learn from experiences and interactions • The capacity to be aware and respectful of others and look to recognise unconscious bias • Reliability, honesty and trustworthiness, demonstrating the highest professional standards • Ability and confidence to communicate effectively both verbally and in writing	• An ability to plan for strategic change

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