



Assistant headteacher: Personal Development, Behaviour and Welfare

Closing Date: Friday 25 April 2025, 3pm

Interview Date: Friday 2 May 2025

Responsible to:	Headteacher/Deputy Head
Responsible for:	To provide strategic leadership for development of the pastoral element of school functions, for establishing and employing accountability measures and embedding this work across the school.
Salary:	LS L14 – L18 (£68,586 - £75,673)

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Based at Winterhill School, the postholder will provide strategic leadership for the pastoral aspects of the school, under the direction of the Deputy Head/Headteacher.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes

Gym membership and exercise classes at only £10 per academic year.



Free Parking

Free car parking at all sites.



Accredited Living Wage

We are committed to ensuring staff rates of pay exceed the national minimum wage.



Sports Facility Hire

Reduced rates on our sports facilities and pitch hire.



Evening Language Classes

Access to modern foreign languages classes at a 25% discounted rate.



Specsavers Eye Care Voucher Scheme

Obtain a free eye test and discounts on glasses.



Blue Light Card Eligibility

Purchase a card giving access to a wide range of discounts online & on the high street.



Pension Contributions

Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%..



Cycle to Work Scheme

Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk



Support Staff Holiday Entitlement

Generous annual entitlement for all our professional support staff.



Urban Yoga

Access free yoga classes at Oakwood High School.



Employee Referral Scheme

You could earn £500 for recommending an appointed friend or family member.



Student Admissions to Secondary School

Priority placing for children of staff, subject to length of service.



Westfield Health Scheme

A salary sacrifice scheme that gives quality health cover.



Onboarding for New Starters

Bespoke onboarding process for all new starters, including an additional day's pay.



Flu Jabs

Flu jab vouchers available on an annual basis.



Employee Assistance Programme

24/7 confidential help covering counselling and practical and emotional help.





Job Description and Person Specification

Main Purpose of Job

The post holder will lead and coordinate the development of established and new ways of managing the pastoral brief; to include personal development, behaviour and welfare; to meet individual pupil needs. The post holder will move our pastoral work forward through the development, sharing and monitoring of new policies and strategies; either developed internally or following observation of external good practice; and within the overall vision of the Pastoral Review. This must ensure all pupils reach their potential. This will include learners of all abilities and dispositions; HAPs through to those pupils who may be vulnerable to disengagement. The school continues to place learners at the heart of all that we do and aspire to do, but much more must and can be done, so ensuring consistency and excellence in each and every learning and pastoral situation. The post holder will broker a response to the needs of individuals and groups of colleagues using strategies and mechanisms from within the school, the Trust, Learners First network and beyond.

The postholder will be asked to contribute more widely to school to school improvement and they must be able to demonstrate that they can represent the school positively and professionally in a range of contexts. The postholder will look to forge and establish links with other practitioners in other institutions through a support and challenge network.

The post involves leading the Teaching Heads of Year, and non-teaching Behaviour for Learning leaders, supporting governors, partner primary schools and post 16 providers, to address the needs of all students. The postholder will lead on and be accountable for excellence planning, appraisal and CPD for the designated areas of responsibility.

All teaching staff employed by the Trust are required to discharge their teaching duties in accordance with the range of professional duties set out in the 'School Teachers' Pay and Conditions' Document (including Professional Standards for Teachers).

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Strategic direction and governance	A	L	O
1.1 In consultation with members of the school's Senior Leadership Team (SLT) establish the Strategic Direction and Objectives of the school.	✓	✓	✓
1.2 Establish the framework for Strategic Leadership, Management and Reporting of the work undertaken within personal development, behaviour and welfare remit.	✓	✓	✓
1.3 Establish the School Improvement Planning Process and required outcomes.	✓	✓	✓
1.4 Work within school, local, regional and national individuals and bodies to secure the best possible outcomes for all students.	✓	✓	✓
1.5 In consultation with the wider SLT agree and provide support for the Local Governing Body (LGB) and Governance Development.		✓	✓
1.6 To be part of the wider Safeguarding Team ensuring the school meets the necessary legal guidelines	✓	✓	✓
1.7 Secure equality in all aspects of school operations.	✓	✓	✓
1.8 In conjunction with the wider SLT respond to parental complaints and ensure effective responses are provided.		✓	✓
1.9 Develop Policy and Procedure to support the Strategic and Operating Frameworks of the school.		✓	✓
1.10 To be involved, as required, in disciplinary, capability and recruitment processes.		✓	✓
2. Behaviour of the School	A	L	O
2.1 In accordance with the school's policies and practice ensure the effective deployment of strategies to secure outcomes for students.	✓	✓	✓
2.2 Evaluate standards of behaviour and ensure proper standards of performance and conduct are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice.	✓	✓	✓



2.3 Evaluate the progress of students, cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance.	✓	✓	✓
2.4 Set targets for student, cohort and subject achievement and actions to assure achievement.	✓	✓	✓
2.5 Communicate student performance levels to the LGB, staff, students and their parents / carers.		✓	✓
2.6 Respond to complaints in respect of the personal wellbeing and behaviour and ensure effective responses are provided.		✓	✓
2.7 Lead and direct behaviour CPD (including development at all levels from entry to leadership).		✓	✓
2.8 Lead and direct all day-to-day aspects of behaviour in line with Trust and school Policy and Procedures.	✓	✓	✓
2.9 Ensure the implementation of the special educational needs policy (including liaison with external agencies).		✓	✓
2.10 Determine measures to promote good behaviour.	✓	✓	✓
2.11 Track and be accountable for the attendance across the whole school	✓	✓	
2.12 Determine, review and ensure that child protection arrangements are in place and effective.	✓	✓	✓
2.13 Integrate the work of the school with the work of outside agencies and keep all school staff abreast of our pastoral and learning and teaching innovations (including across the MAT and the Learning Community).		✓	
2.14 To ensure that there is an increasing proportion of tutor activities are judged as Outstanding.		✓	
2.15 Identify the barriers which contribute to underachievement and ensure that all colleagues are equipped to offer a range of programmes and interventions to respond to all possibilities.		✓	
2.16 In consultation with the Headteacher suspend students.		✓	✓
2.17 Ensure there is effective communication with all stakeholders.		✓	✓
2.18 Ensure that Every Child Matters.	✓	✓	✓
2.19 To provide strategic leadership for the improvement of the attendance of all students.		✓	✓



2.20 Review, evaluate and develop policies and practice that support high standards of behaviour, attendance, punctuality and achievement, working to ensure that there is a consistency across the institution; establish formal and informal links with other institutions in supporting and challenging our practice.		✓	✓
2.21 Reduce and then minimise fixed term exclusions.		✓	✓
2.22 Endeavour to eradicate permanent exclusions.		✓	✓
2.23 Develop and extend alternative provision for some of our most vulnerable students.		✓	✓
3. Leadership and Management of the School	A	L	O
3.1 Work with the wider SLT to develop and implement the strategic direction of the school within the framework established by the Trust.	✓	✓	✓
3.2 Support the development of the School Improvement Plan to secure the agreed personal development, behaviour and welfare outcomes.		✓	✓
3.3 Ensure that the school operates within the Trust Safeguarding Policy.	✓	✓	✓
3.4 Support the scrutiny, review, challenge and report to the Headteacher, LGB, Board and external agencies on the educational performance of the school.		✓	
3.5 Work to ensure the efficient and effective day to day management and control of the school.	✓	✓	✓
3.6 Ensure the accountability of individuals and teams within the school in particular the Teaching Heads of Year and non-teaching Behaviour for Learning Team		✓	✓
3.7 To act as a role model of outstanding classroom practice and of behaviour management for others.	✓	✓	✓
3.8 Offer and lead coaching, modelling and mentoring.	✓	✓	✓
3.9 Ensure training/support programmes are available for all colleagues.	✓	✓	✓
3.10 Monitor, review and evaluate consistent and consistently excellent execution of all policies and procedures.		✓	✓
3.11 Lead and support the key leaders and practitioners within Engage, the tutor system and wider pastoral care to ensure consistency and clarity.		✓	✓
3.12 Be a link person for outside agencies, bodies and schools for student development, behaviour and welfare.		✓	✓
3.13 Develop and communicate the identity of effective working teams.		✓	✓



3.14 Help all staff to achieve positive, purposeful and constructive working relationships with all students.	✓	✓	✓
3.15 Ensure all colleagues have a clear understanding of their roles and responsibilities within the pastoral framework.		✓	✓
3.16 Undertake and manage appraisal as advised.	✓	✓	✓
3.17 Celebrate and advertise the success of students and adults; within the school and beyond.		✓	✓
4. Learning, Teaching and Assessment of the School	A	L	O
4.1 Lead and direct the learning, teaching and assessment framework of the school via effective Quality Assurance Improvement planning appropriate to the school, with particular emphasis on tutorship and tutor time.	✓	✓	✓
4.2 Evaluate standards of teaching and learning and ensure proper standards of professional performance are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice, with particular emphasis on tutorship and tutor time.	✓	✓	✓
4.3 Evaluate the progress of students, cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance.	✓	✓	✓
4.4 Set targets for student, cohort and subject achievement and actions to assure achievement.		✓	✓
4.5 Ensure behaviour and attendance plans are integrated into curriculum work and impact in the classroom.		✓	✓
4.6 Provide CPD opportunities on behaviour, attendance and new teaching and learning methods and monitor the impact of this provision in the classroom.	✓	✓	✓
4.7 Ensure good behaviour and attendance management underpins all teaching and learning.		✓	✓
4.8 Organise an ongoing, comprehensive programme for supporting all colleagues in establishing common strategies for behaviour and attendance management, based upon the school policy.		✓	✓
4.9 Ensure there are clear and understood procedures for managing behaviour in learning environments; including the corridors and in/around the school building		✓	✓
4.10 Create a climate for learning that supports the agreed school ethos;		✓	✓
4.11 Ensure there are rewards and sanctions systems in place to support teaching and learning.		✓	✓



4.12 To liaise with appropriate staff and outside agencies to ensure the curriculum is accessible for all students.	✓	✓	
4.13 Ensure that appropriate attendance, attainment and improvement targets for each group are set and monitored.		✓	
4.14 Monitor the attendance, performance, progress of each cohort.	✓	✓	
4.15 Target support in an effective way to ensure the needs of students vulnerable to underachievement are met.		✓	
5. Outcomes for students of the school	A	L	O
5.1 Ensure that the curriculum model meets statutory requirements and the needs of students, complies with national curriculum requirements and meets qualification and exam board requirements.	✓	✓	✓
5.2 Evaluate and report on the effectiveness of the curriculum model in meeting the needs of students and outcomes for students.	✓	✓	
5.3 Be part of the conversations about the dis-application of students from the National Curriculum and formal examinations.			✓
5.4 Ensure behaviour and attendance plans are integrated into curriculum work and impact in the classroom.	✓	✓	
5.5 Ensure record keeping within the area of, behaviour and welfare is such that well informed decisions can be taken about curriculum choices.		✓	
5.6 Ensure the curriculum provision promotes excellent behaviour, attendance and new teaching and learning methods.	✓	✓	
5.7 Ensure the curriculum provision reduces and then minimises fixed term exclusions and endeavour to eradicate permanent exclusions.		✓	
6. Corporate Services	A	L	O
6.1 In accordance with the Corporate Services Framework for the school ensure the effective deployment of strategies to secure efficient and effective Corporate Services.	✓	✓	✓
6.2 Regularly review the Staffing Structure, equity, standards and utilisation of all staff.		✓	
6.3 Support with whole school communication including, Prospectus, School Information published on Web, School Administration and Events.		✓	✓



6.4 To take responsibility for the implementation of and compliance with policies and procedures seeking advice as necessary.	✓	✓	
6.5 To be involved as required in disciplinary, capability and recruitment processes.		✓	✓
6.6 Monitor and lead on record-keeping of students.		✓	
6.7 Organise systems and deploy colleagues to improve behaviour during less structured periods of the day.		✓	✓
6.8 Ensure efficient deployment of staff in support of students attainment, achievement, behaviour and attendance.		✓	✓
6.9 Ensure all relevant colleagues remain up to date with current practices in effective behaviour and attendance management.	✓	✓	
6.10 Ensure our learning environment best serves our student's needs.	✓	✓	
6.11 Ensure staff are up to date and are complying with policy and procedure.	✓	✓	
7. Finance (Resources)	A	L	O
7.1 Ensure the efficient and effective use of all allocated resources, support the personal wellbeing and behaviour needs of all students. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value.	✓	✓	
7.2 In respect of any budget; monitor monthly expenditure.	✓	✓	

8. Generic Duties and Responsibilities

8.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

8.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

8.3 Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

8.4 Participate and contribute to Talent Development and Service Frameworks and other plans.

8.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.



8.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

8.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

8.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

8.9 Organise and support school/college and Trust events as requested.

8.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

8.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
1.1 Qualified Teacher Status	✓	AF / I / R
1.2 Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and students you will support.	✓	AF / I
1.3 Evidence of continuing professional development.	✓	AF / I / R
1.4 Understanding of current developments in this area.		AF / I
2. Skills and Attributes	Essential	MoA
2.1 Clear educational vision relevant to role.	✓	AF / I
2.2 Positive attitude to working with students, staff and parents.	✓	AF / I
2.3 An understanding of and commitment to equal opportunities issues both within the Trust and the community in general.	✓	AF / I
2.4 Approachable, enthusiastic and well organised.	✓	AF / I
2.5 A good listener, excellent interpersonal skills.	✓	AF / I
2.6 Conscientious, honest and reliable.	✓	AF / I
2.7 Adaptability to changing circumstances and new ideas.	✓	AF / I
2.8 Capacity to see implications beyond the role and make decisions based upon this.	✓	AF / I
2.9 A commitment to whole school improvement.	✓	AF / I
2.10 A commitment to the MAT and MAT improvement.		AF / I
2.11 The ability to establish and maintain excellent relationships with a range of stakeholders.		AF / I
2.12 Leadership skills – the ability to lead and manage people to work towards common goals based on raising student attainment and achievement.		AF / I



2.13 Decision making skills – the ability to determine strategic actions based on the evaluation of appropriate evidence.	✓	AF / I
2.14 Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓	AF / I
2.15 Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond school.	✓	AF / I
2.16 Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF / I

3. Experience, knowledge and understanding	Essential	MoA
3.1 Understanding what constitutes excellence in educational provision and the characteristics of effective schools	✓	AF / I
3.2 Knowledge and experience of the wider school improvement agenda; including knowledge of Learners First and the wider political and educational landscape.		AF / I
3.3 Strategies for raising student attainment and achievement.		AF / I
3.4 Evidence of success working with the 11-16 age group.	✓	AF / I
3.5 Ability to lead and develop the specific services and the appropriate policies related to them.	✓	AF / I
3.6 Understanding of what makes an outstanding pastoral provision and how to promote areas of strength and address areas of weakness within that construct.		AF / I
3.7 Evidence of the capacity to innovate and sustain new initiatives.		AF / I
3.8 Record of successful dealings with parents and students.	✓	AF / I
3.9 Flexibility and confidence to experiment with and expand strategies and resources.		AF / I
3.10 Experience of leading and managing change.	✓	AF / I
3.11 The ability to develop and sustain strategic planning.		AF / I

4. Mandatory Requirements	Essential	MoA
4.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	
4.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow	✓	AF



that minor spent convictions, cautions and bindovers do not need to be declared.

4.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.



AF/R

5. Physical Requirements

Essential

MoA

5.1 Health and physical capacity for the role.



AF/I/R

5.2 A good attendance record in current employment (not including absences resulting from disability).

R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors.



Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***