

THE  
CORSHAM  
SCHOOL

ACADEMY GROUP

## Candidate Information

# Deputy Headteacher (Curriculum)

Closing date: 7<sup>th</sup> February 2022  
Interview dates: 2<sup>nd</sup> and 3<sup>rd</sup> March 2022



The Corsham School, The Tynings, Corsham Wiltshire SN13 9DF

Tel: 01249 713284

Web: [www.corsham.wilts.sch.uk](http://www.corsham.wilts.sch.uk)

Headteacher: Mr R Bell

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher (Curriculum) here at The Corsham School. This opportunity has arisen due to the retirement of one of our experienced Deputy Headteachers after 21 years of excellent service to the school.

I am looking for a Deputy Headteacher (Curriculum) to work alongside and learn from our dedicated senior leadership team who are passionate about making a difference to our school community and make this great school even better. In September 2022, the Senior Leadership team will include myself, 2 Deputy Headteachers, 1 Academy Trust Business Manager and 3 Assistant Headteachers.

This is an exciting time to be joining us and having the opportunity to be part of the future success of The Corsham School. Our pre-Covid 2019 exam results and other key performance indicators significantly improved over the past few years due to continuous improvement and the experience we now offer our students is vibrant and engaging. However, we are not complacent and we desire further improvements as our students deserve the very best from their education and our responsibility is to provide it.

Despite the obvious challenges that we have all faced as a result of the pandemic over the past two years, staff and students at The Corsham School have demonstrated amazing character and resilience, remaining steadfast in overcoming adversity to ensure students have every opportunity to be the very best that they can be. Students appreciate the efforts of our staff and we are grateful for the incredible support of our parents, morale is high, grown from a real sense of community.

We now hope to appoint a Deputy Headteacher who can help us fulfil our potential for further improvement as we emerge from the pandemic. There are very many strengths that we will all want to maintain but we know too that new leadership will bring change and we will welcome and support the new Deputy Headteacher in delivering that.

The Corsham School is an 11-18 comprehensive academy with over 1200 students on roll in September 2022. We have recently seen a period of increasing growth in our student population as the success of our ongoing improving achievements and reputation mean we are increasingly becoming the school of choice in our community and we are oversubscribed for our September 2022 Year 7 intake.

We are part of the Corsham School Academy Group Multi Academy Trust which currently consists of us and the Corsham Regis Primary Academy. We are situated in the beautiful Wiltshire market town of Corsham, within easy reach of Chippenham and Bath, and draw our students from within the town and its many surrounding villages.

We are fully committed to making The Corsham School a great place to learn and work and we place a great emphasis on the well-being of students and staff. In our last Ofsted Inspection (September 2019), we were rated as a 'Good' school. In the summer of 2019 our Progress 8 score was +0.12 and our Key Stage 5 Value Added Progress score was +0.15, placing us as one of the best non-selective state schools in the area, demonstrating a much improved track record of academic achievement. We were disappointed for our pupils that they were unable to take external exams in 2020 and 2021 but we were confident that our GCSE and A Level outcomes would have risen again in both years.

We are extremely proud of our school and the high quality of education we provide. We have high expectations and insist on high standards for all students. Students are taught to have an excellent attitude to learning and to behave in a way which shows respect to themselves and others.

Our excellent academic reputation is a great source of pride; however, our emphasis on developing the whole person is a fundamental part of the education we provide. As a school, we promote individuality, independence, and creativity. We aim to continue to be at the forefront of digital learning. We emphasise social, cultural, moral and spiritual development and we pride ourselves on developing responsible, tolerant, global 21st century citizens.

We believe that school should be a happy place, students should enjoy learning; and teachers enjoy teaching. We believe that school is a place where you can make mistakes and learn from them and where kindness and good manners are as important as academic success. We are incredibly proud of the

achievement and aspiration of our students; the way that our students throw themselves into the vast selection of extra-curricular opportunities; the way that they look after each other; and their positive attitude to learning and exemplary behaviour.

The role of Deputy Headteacher is pivotal in our journey to make The Corsham School Academy Group the very best place for each individual student to achieve and be happy and healthy. You will be joining an experienced senior leadership team with the highest commitment to providing the very best education and care. The job description for the successful candidate will be primarily centred on curriculum, teaching, learning and assessment, although the person taking up the post must have the knowledge, experience, intellect and flexibility to undertake any reasonable leadership brief as and when the need arises. The post would most likely suit a candidate who has significant, recent and relevant experience of curriculum, teaching and learning and/or raising achievement at leadership level and is looking to broaden their professional development at Deputy Headteacher level.

Staff are fully committed to providing the very best lessons for students and we have a strong focus on Teaching and Learning. I am proud of the 'team' ethos we have created and staff have planned opportunities to work together and share the very best practice across the school. The school has good links with local secondary and Further Education partners and recently joined the Great Western Teaching Alliance.

I know that having great people is our biggest asset and we work very hard to make sure that we provide good professional development and create a positive working environment for all staff. The school has a strong Induction Programme and places high importance on the well-being of staff. The people you will be working with will support and motivate you to help you achieve your career ambitions.

Our staff, parents and governors rightly have the very highest expectations of the senior leadership team and if you join the school you will be expected to model exacting standards in all aspects of your practice.

We are recruiting now so the successful candidate can take up the post in September 2022. In negotiation with your current employer, we may be able to offer a number of paid days during the summer term when the successful candidate can work with us in order to prepare for September 2022.

If you choose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision Statement
- Job description and person specification for the role of Deputy Headteacher (Curriculum)
- School performance data about the school available in the public domain
- The school website

I hope the following information shapes your thinking and gives the guidance to help you apply. You will notice that we are offering opportunities to visit the school in advance of the application deadline.

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

I look forward to the possibility of meeting you soon.

Yours faithfully,



**Mr R Bell - Executive Headteacher**



## THE SELECTION PROCESS

If you wish to apply for the post of Deputy Headteacher (Curriculum), then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses). Do not enclose additional CVs.
- Support your application with a covering letter (max. 2 sides of A4) addressing the following:
  1. How your leadership experience to date best fits you to the requirements of the person specification
  2. How your particular strengths and your experience to date has prepared you for the role of Deputy Head (Curriculum)

Please use *relevant* examples and impact measures from your practice during the last 3 years.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Remember when addressing the above, ***less is sometimes more.***

### Timeline for the selection process

Post advertised in TES:	Monday 24 <sup>th</sup> January 2022
Visits to the school (45 minutes) can be booked with Mrs Mary Macey-Brown:	Telephone: 01249 702082 Email: <a href="mailto:Headsecretary@corsham.wilts.sch.uk">Headsecretary@corsham.wilts.sch.uk</a>
Closing time/date for applications:	11am 7 <sup>th</sup> February 2022
Short listing:	Completed by no later than Monday 14 <sup>th</sup> February 2022
Invitation to interview by telephone/ Confirmation by email:	By no later than 15 <sup>th</sup> February 2022
Selection day 1:	Wednesday 2 <sup>nd</sup> March 2022
Successful candidates from selection day 1 will be invited to Selection day 2:	Thursday 3 <sup>rd</sup> March 2022

Please address all return mail to:

Mrs Macey-Brown  
Headteacher & Deputy Headteacher's PA  
The Corsham School  
The Tynings  
Corsham  
Wiltshire  
SN13 9DF

[headsecretary@corsham.wilts.sch.uk](mailto:headsecretary@corsham.wilts.sch.uk)



## **A brief introduction to our school:**

### **Location**

The Corsham School stands in an attractive open site in the heart of the growing market town of Corsham, surrounded by beautiful countryside. There are good rail and road links to Bristol, Bath and London. Teachers enjoy living in the town, but others find the journey from Swindon, Bath or Bristol convenient. The school is only 10 minutes from junction 17 on the M4.

There are many attractive places to live within easy reach. Property prices cover a wide range, but there is enough choice to suit most needs. There are housing developments in the town with more new houses being built.

### **School Accommodation**

The school expanded from two relatively small secondary schools who merged and whose original buildings still provide the core. All of the original 1950's buildings remain but have now been augmented by many new facilities. The latest additions being a new bespoke 6th Form building and SEND wing, added in 2019/20, along with an extensive refurbishment programme of windows, floors, ceilings and student toilet facilities.

Apart from the main classroom areas, there is a wide range of purpose-built facilities, including a Science Block, Drama Studio, Music Rooms, an Art and DT Suite, Library, Design and Technology area, numerous ICT rooms, two Sports Gymnasium and dual use of the neighbouring Springfield centre encompassing an all-weather "Astroturf" pitch, sports hall, climbing wall, swimming pool and fitness suite.

All Faculties/Departments have their own teaching areas with offices and resource bases. Spacious games fields adjoin the site, heavily used by students and the wider community. Because we recognise the link between a high-quality teaching environment and improved learning we have a comprehensive programme of further refurbishment planned.

### **Pastoral Organisation**

The House system is a relatively new feature of The Corsham School. Students in Years 7-11 are organised into four Houses. Until May in Year 7, new recruits remain in a separate year group under the leadership of our Head of Year 7 and Transition Coordinator, they then transfer into their Houses as Year 11 leave. Each House has its own identity and Head of House, and they work very closely together.

The Sixth Form our Corsham6th (Years 12/13) is organised separately. Each House and the Sixth Form have their own elected Pupil/Student Councils. All teaching staff are tutors and attached to a house and participate in its activities and administration.

There is a well-established pastoral programme that is delivered by tutors. Great importance is attached to the tutor's role, with responsibility for the personal, social and academic development of children in the tutor group.

There is also a strong Personal, Social and Health Education leader with specialist teachers delivering the PSHE curriculum. British Values and SMSC is delivered through PSHE, the Tutor Programme and the House system. The school has a clear policy on behaviour to ensure that there is a consistent approach. Students and adults are expected to be polite, courteous and tolerant.

### **Curriculum**

#### **Key Stage 3**

All students follow a three-year Key Stage 3 which aim to provide them with a meaningful broad and balanced foundation in the following subjects: Art & Design Technology, Drama, English, Geography, Information Technology, History, Mathematics, a Modern Foreign Language, Music, Physical Education, Religious Education and Science.

Students with special educational needs are encouraged to study all subjects with in-class and one-to-one help from the Learning Support faculty, including some withdrawal for specialist intervention. Students with a particular interest in and/or aptitude for a curriculum area are strongly encouraged to develop their skills further.

The Corsham School supports all its students through a number of Able Pupil and curriculum enhancement opportunities with all students encouraged to join in the range of extra-curricular activities that cover most subject areas of the school.

Engagement with reading is supported across all years as part of a wider whole school literacy strategy, through weekly library lessons, attitude to reading surveys and through our tutor time reading programme.

## **Key Stage 4**

At Key Stage 4, the majority of students follow ten GCSE subjects. Depending on the needs of the student, there is a choice of different qualifications, most of which are completed over two years. The qualifications may be GCSEs, Cambridge Nationals or other forms of study which will enable students to choose a set of options that suits their style of learning and interests and enable them to progress on a bespoke learning pathway that will take them on to Sixth Form, further education or training.

## **Corsham 6th**

The majority of our students return to our sixth form and start Advanced Level (Level 3) courses in Year 12. The Sixth Form curriculum, as well as offering formal qualifications, including Careers, Volunteering, Extra-curricular (Electives) and tutorial programmes.

Our students enter vertical tutor groups on arrival in Sixth Form, mixing Years 12, 13 and 14.

We offer a choice of almost 30 Advanced Level courses including Cambridge Technicals and Level 3 BTEC Award Programmes. Most students will study three full A Level (or equivalent) courses and Extended Project Qualification (EPQ) in preparation for entry to university, further training, higher apprenticeships or employment.

Our students have a proud record of progression to top universities, as well as prestigious higher-level apprenticeships.

Students continue to receive learning support as and when appropriate in Sixth Form, and have access to mentoring and a Careers Advisor. All students are supported with university applications and those choosing Oxbridge, Medicine, Veterinary Science or Law, receive specialist advice.

## **Curriculum Enrichment: Learning beyond the classroom**

There are a range of curriculum enhancement opportunities offered to students throughout their time at The Corsham School through field trips, residential visits, an expansive extra-curricular club offering and through extra revision and academic catch-up support sessions outside of normal school lessons. We strongly encourage students to make the best use of these opportunities.

Our enrichment programme is further enhanced by opportunities to participate in annual student exchanges with partner schools in France and Germany. The school is particularly proud of the very high enrolment and completion rates for Duke of Edinburgh and our participation in the renowned World Challenge with recent trips to India, Morocco, Iceland and Peru.

## **Staff**

Our staff are our most valuable resource as they play the most important role in delivering our vision of providing an exceptional education for all our young people. We want staff to feel valued, fulfilled, and supported. The teaching and support staff at The Corsham School are very committed to the school. There is a strong Curriculum Team Leader group and Pastoral Leader team. All staff have the opportunity to be involved in school improvement consultations through line management meetings, faculty meetings, tutor meetings and full staff meetings. Regular staff surveys inviting staff feedback are conducted.

The school is firmly committed to providing development opportunities for all staff and staff continually comment on the quality of CPD that is offered. An appraisal review system is well-established and part of our culture; through it, training and other professional opportunities are embedded in the school development plan priorities.

The Corsham School recognises that in today's society people want a workplace that is flexible and understands individuals' outside commitments. Our approach to work-life balance is based upon this principle and we seek to provide appropriate ways of achieving this in the hope that we get the best out of people, rather than the most out of people.

### **Our Vision and Aims**

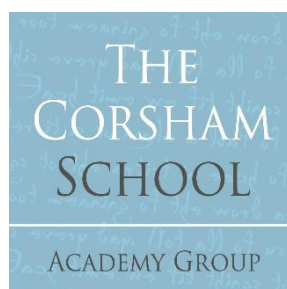
Our vision is simple, we want **'to provide educational excellence at the heart of a vibrant community which equips students to thrive in a highly competitive world.'**

In order to fulfil our vision, The Corsham School will:

- Promote the highest standards of teaching and learning and see them reflected in academic achievement
- Use the evaluation and sharing of good practice to impact on teaching and learning
- Commit to a balanced, enriched curriculum
- Invest in, use and apply the best technologies
- Provide a safe and calm environment in which all young people can learn, grow and develop values which strengthen a positive community
- Encourage our students to be considerate, courteous and to show pride in their school
- Stimulate the involvement and commitment of all parents and carers
- Commit to the support and Continuing Professional Development of every member of staff
- Provide high-quality facilities within a clean and well-managed environment.







## JOB DESCRIPTION

**Job Title:** Deputy Headteacher (Curriculum)

**Responsible to:** Executive Headteacher The Corsham School Academy Group

**Pay Range:** L20 - L24

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### Purpose of the Role

To ensure the strategic leadership and management of the school's curriculum in order to ensure it meets the needs of all students. To lead on ensuring whole school standards in relation to learning, achievement, attainment and the behaviour of students are met. To lead on all aspects of the school's data and assessment processes to monitor and track the progress of all students.

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### Duties and Responsibilities

#### Strategic Direction

- To assist the Headteacher with formulating, implementing, reviewing and ensuring that the vision, aims, objectives, policies and procedures of the school are clearly articulated, shared, understood and acted upon effectively.
- To assist the Headteacher, Governors and SLT in creating and communicating a clear educational vision, ethos and direction for the school based on a philosophy of continuous improvement.
- Work in collaboration with the Headteacher and Senior Leadership Team to ensure outstanding leadership, internal organisation and management across the school.
- To deputise for the Headteacher as and when required along with the Deputy Headteacher (Behaviour, Safeguarding and Student Welfare).
- To line manage assigned departments and other personnel.
- To attend and advise at Full Governors Meetings and various sub-committee meetings as required.
- To develop and consistently implement whole school aims and policies which reflect the school's commitment to high achievement and attainment.
- To assist the Headteacher and Assistant Headteacher (Teaching and Learning) to monitor and evaluate the standards of teaching and learning within the school.

- As a member of the Senior Leadership Team, provide leadership support where required in all areas of school development and improvement.
- To generate monitor and track the annual improvement plan for curriculum and standards that supports the whole school focus areas. Evaluate the impact on the school's curriculum and standards.
- To lead by example and be committed to ensuring there are high expectations at all times.
- To assist the Headteacher in promoting and maintaining positive relationships with all stakeholders.
- To have a high profile around the school.
- To lead on curriculum and standards at a whole school level.
- To support with improving the progress and outcomes of all students.
- To have an accurate knowledge and understanding of the school's effectiveness and be able to identify and develop strategies for improvement.
- To support the whole school ethos whereby teachers are motivated to develop and improve their own practice.
- To promote inclusion, equality of opportunity and diversity.
- To ensure all staff have high expectations of what the students can achieve.
- To have high expectations of all students and build positive relationships.
- To contribute to the safeguarding of all students, promote student welfare and work with the Senior Leadership Team to ensure that students feel safe, and staff are appropriately trained to identify safeguarding needs.

### **Teaching and Learning**

- To act as an outstanding role model within the department/subject you teach in.
- To develop and consistently implement systems for recording the progress of the individual students you teach, to include an appropriate framework for marking and assessing learning, in order to inform planning.
- To ensure schemes of work are developed, to include in line with a chosen examination syllabus, and that this is stored centrally on the school's network area for your department/subject.
- To plan a personalised learning programme to support students' learning in order to support and extend the progress of every individual.
- To develop and provide strategies which encourages students to consolidate their learning independently.
- To select, generate and prepare resources to support your own teaching with the support of other staff where appropriate and required.
- To regularly review your own practice, set personal targets and take responsibility for your own professional development.

## **Monitoring and Assessment**

- To monitor and evaluate the quality of teaching and learning in the department(s)/subject(s) you line manage, making use of appropriate data, setting targets for improvement where required.
- To make appropriate use of school's monitoring and assessment strategies, to include the published data, to evaluate the progress of students and staff towards the aims and objectives outlined in the department(s)/subject(s) you line manage.
- To support the department(s)/subject(s) you line manage in monitoring and assessing the effectiveness of their development plan, to include with developing and implementing appropriate strategies as required.
- To liaise with appropriate professionals and external agencies with providing appropriate interventions to support specific groups and/or individuals with their progress, attainment and achievement.
- To monitor and assess the development and effectiveness of the school's curriculum to ensure the options process at key transition points is supportive for students and their parents/carers.
- To make appropriate use of school's monitoring and assessment strategies, to include the published data, in liaison with appropriate professionals, to ensure students make an appropriate curriculum choice at key transition points.
- To understand and support the Examinations officer with the implementation of the JCQ regulations.
- To understand the JCQ regulations and support the Examinations officer with the implementation of them

## **Leading and Managing**

- To support with the development of individuals and subject teams to develop, improve and enhance performance.
- To be committed to the management of performance through the school's appraisal cycle.
- To lead on and advise the Senior Leadership Team on the monitoring and evaluation of the school's curriculum offer and, to include any proposed changes.
- To support the Senior Leadership Team with the monitoring and evaluation of teaching and learning in the respective department(s)/subject(s) being line managed.
- To lead on and advise colleagues on current educational practice in relation to the use of data and assessment in schools.
- To support, challenge and motivate the staff you line manage via calendared fortnightly meetings.
- To plan, delegate and evaluate the work carried out by department(s)/subject(s) and individuals, as required.
- To provide appropriate professional advice to others, as required.
- To oversee the exams office and line manage exams/data support staff

## **Planning, Development and Coordination**

- To plan the Key Stage 3 into 4 options process, as well as the Key Stage 4 into Sixth Form process, with support from other staff where appropriate and required.

- To plan for students to have a personalised learning programme, in consultation with the student, their parents/carers and other staff, through the effective use of appropriate pathways, in order to support students' academic progress.
- To plan and lead on whole school intervention strategies to support students' academic progress.
- To lead and manage the options process in Years 9 and 11.
- To plan the curriculum that is informed by national funding levels.
- To oversee the school's extra-curricular provision to support students' personal development.
- To support with the organisation of appropriate CPD opportunities as part of the whole school CPD programme in order for the school to promote the sharing of excellent practice.

#### **Resource Management**

- To generate short, long and medium term plans for the development, delivery and resourcing of the school's curriculum.
- To secure and allocate resources appropriately to support the effective delivery of the curriculum at all Key Stages.
- To plan the school's curriculum to ensure appropriate staffing is in place for effective delivery.

#### **Curriculum and Standards Responsibilities**

- To develop and implement the aims, policies and practices for curriculum development which reflect the school's commitment to high achievement and attainment which are also consistent with national and school strategies and initiatives.
- To lead and manage and creation of a highly effective curriculum that facilitate progression to the next stage of a student's educational journey for all students within a cost-effective framework.
- To lead and manage the whole school quality assurance process, with support from the Assistant Headteacher (Teaching and Learning), to monitor and evaluate teaching, learning and the school's curriculum provision.
- To develop and maintain strong working relationships with our School Improvement Partner (SIP) and other stakeholders to support the whole school vision and strategy for our curriculum.
- To lead on and coordinate the school's curriculum development as an integral part of the whole school development plan.
- To work collaboratively with support staff and other professionals to support the creation and delivery of the school's curriculum offer, to include generating the whole school timetable.
- To coordinate, lead and manage the options process for students in Years 9 and 11 to support their transition into the next stage of their education.
- To lead on the setting of academic targets at the beginning of each academic year.
- To lead on the analysis of tracking and assessment point data, following an internal data drop at a whole school level, to include the spotting of trends and the implementation of timely and appropriate interventions.
- To support with the strategic overview and tracking of performance data against national outcomes and benchmarks.
- To advise stakeholders where there are areas of concern in order to raise students' academic attainment, achievement and progress.

- To provide staff training in order for them to interpret tracking and assessment point data, e.g. prior attainment data, target grades, FFT and Alps.
- To ensure the school is making the best use of the data software we use, to include SIMs, Sisra and Alps.
- To lead on the analysis of external examination results following their publication.
- To support with the post-16 census.
- To generate and publish an annual tracking and assessment point calendar which outlines internal data drops and external communication with stakeholders.

#### **General Duties**

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document.
- To work within the guidelines of the Safer Working Practices for Staff and Students document.
- To ensure the wellbeing and safety of students and staff at all times.
- To maintain confidentiality and professionalism at all times in respect of school related matters and to prevent the disclosure of confidential and sensitive information.
- To lead and coordinate a duty team.
- Undertake any other duties of a similar level and responsibility, as required.

**This job description will be subject to an annual review and negotiation as part of the school's appraisal process following discussion between the post-holder and the Headteacher.**

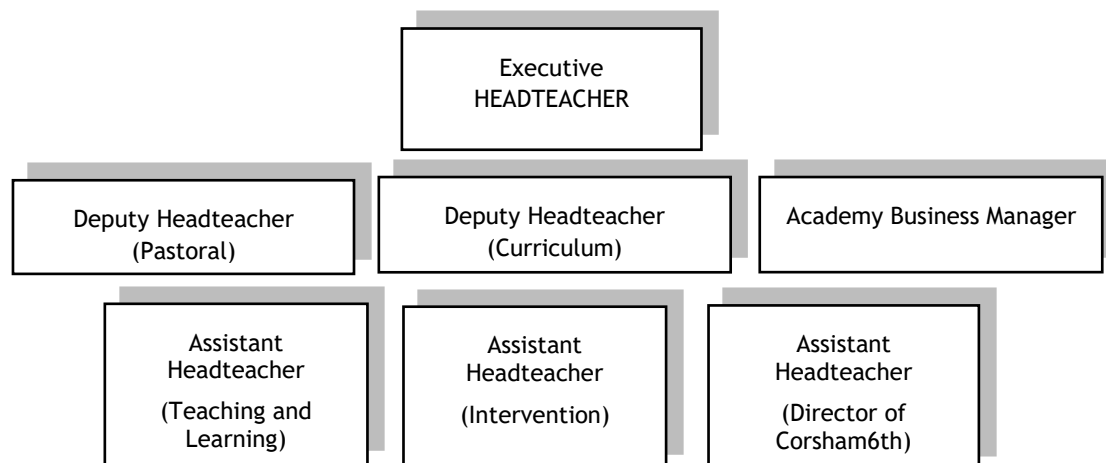
#### **Other Clauses**

- The above responsibilities are subject to the general duties and responsibilities contained in the School Teachers Pay and Conditions document (STPCD).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description may be varied to meet the changing demands of the School at the reasonable discretion of the Headteacher.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete their particular duties.
- The Post holder may deal with sensitive material and should maintain confidentiality in all School related matters.
- Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.

**Whilst this is the outline of the role we are looking to fill, fundamentally we are looking for the right person. This means there is flexibility in the responsibilities**



## Structure



## Skills/Qualifications:

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.



**PERSON SPECIFICATION**

**Deputy Headteacher (Curriculum)**

Criteria		Essential/Highly Desirable
<b>Qualifications</b>	Qualified Teacher Status (C)	E
	Education to degree level or equivalent (C)	E
	Evidence of regular and appropriate professional development (A)	E
	Middle or Senior Leadership training (NPQML, NPQSL, or NPQH) (C)	HD
<b>Experience</b>	Currently working in a secondary setting (A, I)	E
	3 years or more of working at SLT level as at least an Assistant Headteacher (A)	E
	A proven track record of successful leadership and management that has raised standards A,I)	E
	Up to date knowledge of school improvement and effectiveness strategies, including the process of self-evaluation and development planning in schools (A,I)	E
	Middle and Senior leadership in at least 2 different secondary schools (A)	HD
	Previous experience or knowledge of successful design, implementation and evaluation of curriculum (A,I)	HD
	Recruiting and selecting staff applying knowledge of safer recruitment (A,I)	HD
<b>Teaching and Learning</b>	Outstanding classroom practitioner (A,R)	E
<b>Leadership</b>	Impact on raising student achievement (A,R)	E
	Impactful use of data to inform next actions and evaluate progress (A,I)	E
	Leadership and quality assurance of systems and processes to ensure best outcomes for students and staff (A, I)	E
	Experience of performance management and supporting others to improve (A,R)	E
	Coaching and mentoring experience of staff (A)	E
	Forming and leading effective teams that have impact (A,R,I)	E
	Leading change and managing challenge effectively (A, R, I)	E
	Working knowledge of national guidance documents (A,I)	E
	Promotion of inclusivity and diversity (A,I)	E
	Knowledge and/or experience of the most recent Ofsted framework and inspections (A,I)	E
	Capacity to be reflective and self-critical (and the courage to ask for assistance when needed) (I)	E
<b>Management</b>	Effective planning and delegation of tasks within major school projects (A,I)	E
	Effective management of school resources (A,I)	E
<b>Leadership Attributes</b>	Personal integrity and effective role model (A,I)	E
	Excellent communication and presentation skills (A,I)	E
	Team player (A,R,I)	E
	Ability to prioritise and work to deadlines (A,I)	E

	Able to aspire and lead by example at all times, to include through a period of change (A,I)	E
	A proven track record of leading, managing and supporting staff maintaining confidentiality at all times (A,I)	E
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school (I)	E
	High expectations and professional standards of self and others (I,R)	E
	Highly motivated, enthusiastic, positive and resilient (I,R)	E
	Strong self-awareness as well as demonstrating emotional intelligence (I)	E
	Effective communication skills with all stakeholders (A,I)	E
	A commitment to consistently striving for very high academic standards, expectations and progress (I)	E
	Ambition for further promotion (I)	HD
	Commitment to on-going personal Leadership development (A,I)	E
	Able to manage and resolve conflict effectively and transparently (I)	E
	Able to monitor own and others worklife balance, morale and wellbeing (I)	E
	Committed to Safeguarding and Equality (A,I)	E

A: Application Form

C: Certificate

I: Interview/Activities

R: Reference and other employment checks

