



Becket Primary & Hutton CE Primary Schools
Executive Headteacher Information Pack
September 2024



KALEIDOSCOPE
Multi Academy Trust

Letter from CEO of Kaleidoscope Multi-Academy Trust

Dear Applicant,

Thank you for your interest in the Executive Headteacher role at Becket and Hutton Church of England Primary Schools.

I hope that you see this role as an exciting opportunity for you to develop your leadership knowledge and skills at an executive level across two schools.

Becket and Hutton are thriving schools where children flourish and are motivated to learn and contribute to their school community.

Becket prides itself as being a community of learners. It is a one form entry Primary School with its own Pre-School and Nursery. The school building has a modern layout and is situated on large grounds with a field for children to play and learn.

Hutton is a one form entry Church School. The original building dates back to 1873 and since then school has been extended to provide a high-quality learning environment. This culminated in a huge extension in 2017. Hutton is situated on a large site with a large field.

The new Executive Headteacher will be a key member of our MAT Team. Kaleidoscope works together collaboratively to develop and share best practice. This was recognised in our very positive MAT Summary Evaluation (MATSE). Our leaders work together closely for the benefit of all of the children and schools in our MAT. We meet regularly to plan improvement and support our schools and staff. We take staff development very seriously and provide high quality CPD which encompasses best practice that is based on evidenced based research.

Our dedicated central team are approachable, helpful and supportive.

If you are a creative and inspiring leader who wants to work in an environment where you will be valued, have the opportunity to be innovative and enable change across a whole organisation, then please apply. Please contact me if you have any questions or wish to discuss the role, the school or Kaleidoscope further.

We encourage you to visit the schools to see the staff and children in action.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S.G. Marriott', with a horizontal line underneath.

Simon Marriott

CEO Kaleidoscope Multi-Academy Trust

About Kaleidoscope MAT

Kaleidoscope Multi-Academy Trust is made up of 7 Primary Schools within North Somerset:

- Ashcombe Primary School
- Becket Primary School
- Christ Church C of E Primary School
- Crockerne C of E Primary School
- Hutton C of E Primary School
- St Martin's C of E Primary School
- Worle Village Primary School

Our staff are passionate about Primary education and strive to do the very best for our families and community. Our offer is encapsulated within our 5Cs, as shown in the diagram below. Our schools aim to be and promote the following values and ethos.



Our leaders and staff work in a collaborative way to develop and provide high quality Primary education, pastoral care and support our children's wellbeing. We provide opportunities for our staff to develop expertise within their roles. They are a strong team who work closely together. In this way we ensure that best practice and excellence is created and shared.

Our collaborative model allows for the development of Executive Leadership Teams consisting of experienced individuals from across the Trust, these are established across schools and also expand into sub-networks and teams. By working together, we can develop excellence in our offer. Our leaders and staff work collaboratively to build and share expertise by reviewing and developing best policy and practice which is research led and evidence based.

Our children enjoy the opportunities they have to meet and take part in events, activities and projects with pupils in other Kaleidoscope schools. In this way they see themselves not only as members of their own schools, but part of the wider Kaleidoscope community.

Letter from Chair of Joint Local Governing Body

Dear Applicant

Thank you for your interest in the position of Executive Head Teacher at Hutton and Becket Primary Schools. Both schools play a pivotal role at the heart of their local communities. Each offers a strong sense of identity and inclusion evidenced through their visions and values. The key aim is to ensure every child has opportunity to develop their own skills and talents to participate as citizens in the future.

The schools have big ambitions, and we strive for excellence in everything that we do. Our children are encouraged to believe in themselves academically, socially, and personally, and they are taught to push boundaries and to challenge themselves to achieve great outcomes. Teachers and school leaders embrace this philosophy with an ambitious curriculum that builds a lifelong love of learning. We want our children to remember their school experiences fondly for the rest of their lives.

Both schools are one form entry, but each has deceptively good-sized buildings each set in fantastic grounds. One is a rural church school, established in the Victorian period and expanded several times since. It embraces inclusion and provides good SEND provision. The other is a 1980's build with every class having direct access to the outside. The location of the school means it has a diverse population, a number of SEND and increasing number of EAL children. This allows all of us to embrace our differences and, importantly, to teach children about different cultures and communities. We are very proud of the pastoral care provided for our children.

Our schools are ones that feel special, something you will realise when you first visit, and it's the remarkable children and staff who we can thank for that. There is enthusiasm, joy and curiosity everywhere you look, behaviour is thoughtful and considerate, and there is a genuine sense of community. A great deal of work has been undertaken jointly in the schools to strengthen the delivery of the curriculum and both focus on continually improving.

We know that the right candidate will embrace what makes us unique and will strive to maintain this ethos. The teams and children at both schools need a strategic leader who can continue to move us forwards with confidence, ambition, and empathy. We hope you enjoy learning more as you read the applicant pack and I hope you take the opportunity to visit both schools for yourself to see just what makes us so special.

Andrew Rowse

Andrew Rowse

Chair of Governors Becket & Hutton CE Primary Schools

About Becket Primary

At Becket we pride ourselves in being a community of learners.

It is a school where we make time for children, listen to their needs, hopes and fears and support them in becoming effective, ambitious and successful adults.

We believe that learning is a life-long process and that belief informs all that we do. Ours is a school where relationships are strong, and this enables children to have a safe platform from which to explore their ideas, take risks and develop their understanding of the world.

At Becket, you can expect us to work closely with parents, to be kept informed, to expect the school to listen to views and incorporate them in our strategic planning and to be enabled to participate in school and community events. In fact, our continued success depends upon it!

As part of the Kaleidoscope MAT, an exclusively Primary MAT, our aim is to share good practice, resources and training to ensure the children get a family feel but receive an expert, outward-facing view of the wider community and access to a wider range of activities and experiences shared with six other like-minded schools.

Link to Becket website:

<https://www.becketprimary.co.uk/>



Link to Ofsted Report (19 and 20 January 2022):

<https://files.ofsted.gov.uk/v1/file/50177914>

School Information Summary

School Address	Tavistock Road, Worle, Weston-s-Mare, BS22 6DH
Local Authority	North Somerset (802)
Age Range	2-11
Phase of Education	Primary
School Type	Academy converter
Gender of Entry	Mixed
Ofsted Rating	Requires Improvement (Last inspection: 20 January 2022)
Religious Character	Does not apply
Diocese	Not applicable
School Capacity	252
Number of Pupils	201
Percentage of Pupils eligible for Free School Meals	34.4%

About Hutton CE Primary

We aim for the highest quality of education for all our pupils. We believe it is important to provide the widest possible range of learning opportunities to enable all pupils to develop their own talents and abilities in a variety of curriculum areas.

As a church school we aim to apply Christian values to everything we do in school. We like to achieve an extended family atmosphere in school to promote a feeling of belonging to a caring community, which in turn creates confidence and security for the children. We encourage all our parents to have regular contact and discussions with us about all aspects of their children's education.

As a Church of England school, we strive to provide a warm and friendly environment for all, with a strong Christian ethos throughout. You can find out more about how we maintain a strong Christian ethos by reading our [SIAMS report](#).

We are very proud of the Christian Ethos of our school, and celebrate this with our Good SIAMS report (Outstanding for Collective Worship), and the Silver RE Quality Mark.

As part of the Kaleidoscope MAT, an exclusively Primary MAT, our aim is to share good practice, resources and training to ensure the children get a family feel but receive an expert, outward-facing view of the wider community and access to a wider range of activities and experiences shared with six other like-minded schools.



Link to Hutton website:

<https://huttonceprimaryschool.co.uk/>

Link to Ofsted Report (9 and 10 February 2022):

<https://files.ofsted.gov.uk/v1/file/50180147>

School Information Summary

School Address	Church Lane, Hutton, Weston-s-Mare, BS24 9SN
Local Authority	North Somerset (802)
Age Range	4-11
Phase of Education	Primary
School Type	Academy converter
Gender of Entry	Mixed
Ofsted Rating	Good (Last inspection: 10 February 2022)
Religious Character	Church of England
Diocese	Diocese of Bath and Wells
School Capacity	210
Number of Pupils	207
Percentage of Pupils eligible for Free School Meals	14.1%

Your Application

It is important that you complete all sections of the application form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to anyone within the School or if you have any financial interest in contracts with the School or pending tenders; or if you are currently employed by the School. Canvassing for appointment disqualifies.

The closing date for receipt of applications is: Noon – Friday 23rd February 2024

Interviews are expected to be held on - TBC

Please address your application to:

Simon Marriott (CEO)

Kaleidoscope MAT

C/O St Martin's C of E

Primary School, Spring Hill,

Worle, Weston-super-Mare,

North Somerset, BS22 9BQ

E-mail: office@kaleidoscopemat.co.uk



Please note: This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. Becket and Hutton CE Primary Schools therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

This Act recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits.

Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, you will be asked to complete a self-disclosure form before interview and bring this with you in a separate, sealed envelope marked 'Confidential'.

The envelope will only be opened, and the information reviewed where a conditional offer of employment is made as part of our vetting checks. All unopened self-disclosure forms of unsuccessful applicants will be securely disposed of.

You are also required to complete the declaration on the application form.

Please note: You do not need to declare any criminal record information that is now filtered under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020. This law came into force in November 2020. As a result, certain cautions and convictions are now considered

'protected' and therefore filtered from Standard or Enhanced DBS checks. Further guidance on whether a conviction, caution, final warning or reprimand is eligible to be filtered can be found at: [Headteacher\[tps://www.gov.uk/government/publications/dbs-filtering-guidance\]\(https://www.gov.uk/government/publications/dbs-filtering-guidance\)](https://www.gov.uk/government/publications/dbs-filtering-guidance).

What will happen if you are offered the post

If you are offered the post, we will ask for evidence of your identity, your right to work in the UK and your qualifications. We will ask you to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

If you have been a resident overseas for three months or more over the past five years, or beyond the last 5 years have worked with children or young people overseas or you were born overseas, we will ask you to apply for an overseas criminal record check. The application process for criminal records checks or 'Certificates of Good Character' varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you are disqualified under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Whether you are prohibited from teaching by the Secretary of State preventing you from carrying out teaching work in schools.
- Whether you are subject to disciplinary sanctions, which were imposed by the GTCE prior to its abolition in 2012.
- Your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, where relevant; and
- That you are medically fit to undertake the role.

False Information

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

Job Description

Executive Headteacher (EHT) Job Description

Salary Scale: L16 - 22 (£68,400- £79,112, depending upon experience)

Responsible to: The Governing Body, CEO, Kaleidoscope Trust Board

Responsible for: All staff within the schools



Core Purpose of the Executive Headteacher (EHT)

The core purpose of the EHT is to provide professional leadership and management for the schools they oversee. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work. To gain this success the EHT must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The EHT must establish a culture that promotes excellence, equality and high expectations of all pupils.

The EHT is the leading professional in the schools. Accountable to the governing bodies, the EHT provides vision, leadership and direction for the schools and ensures they are managed and organised to meet the aims and targets. The EHT working with others is responsible for evaluating the schools' performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the schools' aims and objectives and for the day-to-day management, organisation and administration of the schools.

The EHT, working with and through others, secures the commitment of the wider community to the schools by developing and maintaining effective partnerships with, for example, across Kaleidoscope Multi-Academy Trust (KMAT), other non-KMAT schools, other services and agencies for children and the Local Authority. Through such partnerships and other activities, the EHT, working with the MAT plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school communities, the EHT is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

General Duties and Responsibilities

Carry out the duties of the Executive Headteacher across the schools, as set out in the current School Teachers' Pay & Conditions Document. All of the following areas of responsibility will be actioned within the shared principles, policies and expectations of Kaleidoscope Multi-Academy Trust.

Key Areas of Responsibility

1. Shaping the Future

Work with the governing body, CEO and Trust Board to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school communities. This vision should express core educational values and overall purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the schools move forward for the benefit of their pupils.

Actions

- Ensure the vision for the schools are clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school communities to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.
- Lead and implement change in a positive way.

2. Leading learning and Teaching

The EHT has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations, monitoring, and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- Ensure a consistent and continuous focus on pupils' achievement, using data, monitoring and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set ambitious targets for the school
- Implement strategies that secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, progressive curriculum and implement effective an assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action, support and follow-up

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as the EHT works with and through others. An effective EHT manages themselves and their relationships well. Executive Headship is about building a professional learning community across their schools which enables others to achieve. Through performance management and effective

continuing professional development practice, the EHT supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, the EHT should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the schools and actively engage with other schools to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

4. Managing the Organisation

The EHT needs to provide effective organisation and management of the schools and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The EHT should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the schools to build capacity across the workforce and ensure resources are deployed to achieve value for money. The EHT should also seek to build successful organisations through effective collaborations with others including KMAT and non-KMAT schools and organisations.

Actions

- Create an organisational structure which reflects the values of Kaleidoscope Multi-Academy Trust and meets the needs of their school community, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the schools and their facilities
- Ensure that, within a culture of collaboration, policies and practices take account of national and local circumstances, policies and initiatives (including those of Kaleidoscope MAT).
- Work with the KMAT CEO, Chief Finance Officer and Finance Team to manage the schools financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the schools, implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

- Produce clear policies and procedures promoting culture of positive behaviour and supporting staff in this area when needed
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

5. Securing accountability

With values at the heart of their leadership, the EHT has a responsibility to the community of all schools under their leadership. In carrying out this responsibility, the EHT is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the CEO and Trustees. They are accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within all of their schools and for contributing to the education service more widely. The EHT is legally and contractually accountable to the Trust Board for the schools, their environment and all their work.

Actions

- Fulfil commitments arising from contractual accountability to the Trust Board
- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the schools' performance to a range of audiences including governors, CEO, Trustees, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Contribute to the development of Kaleidoscope Multi-Academy Trust.

6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. The EHT should collaborate with other KMAT schools in order to share expertise and bring positive benefits to their own school and KMAT as a whole. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The EHT shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions

- Build a culture and curriculum which takes account of the richness and diversity of the schools' communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences

- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- (in the case of Church Schools) Work closely with the Diocese of Bath and Wells, Church of England and local church/es to promote and develop the Christian distinctiveness of the school
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the schools to enhance and enrich the schools and their value to the wider community
- Play a key role in the development of KMAT and its schools through being a member of the Executive Leadership Team (ELT)
- Pro-actively co-operate and work with relevant agencies to protect children

7. Safeguarding Children & Safer Recruitment

Kaleidoscope Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

Actions

The EHT should ensure that:

- The policies and procedures adopted by the Trustees and the Governing Body are fully implemented and followed by all staff.
- Ensure that the essential training required by Kaleidoscope MAT is undertaken by staff and volunteers (including attending Local Authority training and events)
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Kaleidoscope Multi-Academy Trust are committed to ensuring outstanding safeguarding procedures and to promote the welfare of our pupils. The post holder is subject to the provisions of all child protection legislation, recruitment checks, DfE requirements, school level policies and Kaleidoscope's central policies governing staff who work with children.

Central to the planning and systems of Kaleidoscope Multi-Academy Trust are our 5 **C**'s:

1. Our schools are **C**hild-centric (focusing on the whole child)
2. **C**reative and innovative
3. **C**ommunity focused
4. **C**ollaborative but distinctive
5. We have a **C**ulture of high expectations and excellence, striving for and sharing best practice.

Please Note: This job description may be amended at any time following consultation between the EHT, CEO, Governing Bodies and will be reviewed annually as part of the appraisal process.

Person Specification

Executive Headteacher Person Specification

Salary Scale: L 16 - 22 (£68,400 - £79,112, depending upon experience)

Responsible to: The Governing Body, CEO, Kaleidoscope Trust Board

Responsible for: All staff within the school



The Executive Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions. The successful candidate will meet all or most of the following criteria:

Education/training/qualifications	Essential/ Desirable
<i>Qualified Teacher Status</i>	<i>E</i>
<i>Honours Degree</i>	<i>E</i>
<i>Demonstrable commitment to professional and personal development</i>	<i>E</i>
<i>Successfully undertaken 'safer recruitment' training</i>	<i>D</i>
<i>Working towards, or achieved, NPQH (or equivalent qualification)</i>	<i>D</i>
Experience	Essential/ Desirable
<i>Strong track record as a Headteacher/Senior Leader with significant leadership and management responsibility</i>	<i>E</i>
<i>Has successful leadership experience in a Church of England Primary School</i>	<i>D</i>
<i>Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change</i>	<i>E</i>
<i>Been successful in raising standards and closing gaps in pupil attainment</i>	<i>E</i>
<i>Been successful in contributing to, promoting and maintaining effective pastoral care system for both staff and pupils</i>	<i>E</i>
<i>Effectively lead a team of senior or middle leaders and distributed responsibility, whilst holding them to account</i>	<i>E</i>
<i>Supported the successful development of middle leaders</i>	<i>D</i>
<i>Helped develop a strong learning environment in a school for both pupils and staff</i>	<i>E</i>
<i>Successfully managed a budget</i>	<i>E</i>
<i>Worked closely and effectively with parents to engage them in children's learning</i>	<i>E</i>
<i>Committed to working with the wider community to maximise the opportunities they bring to the schools</i>	<i>E</i>
<i>Worked with other senior leaders beyond their own school to enhance provision for pupils</i>	<i>E</i>
<i>Worked with the wider community to maximise the opportunities they bring to the school</i>	<i>D</i>
<i>Personal and professional conduct are in line with Christian values</i>	<i>E</i>
Knowledge, understanding and skills	Essential/ Desirable
<i>Has a clear vision and understanding of Christian Education</i>	<i>D</i>
<i>Able to think strategically, building and communicating a coherent vision for the school and then inspiring, challenging, motivation and empowering the school community to take the vision forward</i>	<i>E</i>
<i>The ability to motivate staff across all experience levels and develop cohesive, high performing teams</i>	<i>E</i>

<i>Know how to create and embed an inspirational ethos and culture within the school, leading by example</i>	<i>E</i>
<i>A deep knowledge and understanding of meeting the needs of pupils aged 4-11</i>	<i>E</i>
<i>Secure knowledge of safeguarding legislation and implementing of systems and practice that ensure pupils' safety, behaviour and wellbeing</i>	<i>E</i>
<i>Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils</i>	<i>E</i>
<i>Be able to engage efficiently and effectively with Governors, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school</i>	<i>E</i>
<i>A good understudying of recent curricular and educational developments, including national assessments</i>	<i>E</i>
<i>Understand how self-evaluation / quality assurance / improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment</i>	<i>E</i>
<i>Know what outstanding teaching and learning looks like and how this can be achieved</i>	<i>E</i>
<i>Able to access, analyse and interpret data and other information</i>	<i>E</i>
<i>A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectations</i>	<i>E</i>
<i>Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown</i>	<i>D</i>
<i>Know how to successfully manage change in key aspects of provision</i>	<i>E</i>
<i>Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning</i>	<i>E</i>
<i>Know how to improve the learning environment so that it extends and inspires learning</i>	<i>E</i>
<i>Able to work effectively with a range of professionals and members of the public</i>	<i>E</i>
Personal attributes and competencies	Essential/ Desirable
<i>To have high levels of interpersonal skills in order to involve pupils, parents/cares, staff and governors to achieve successful outcomes for pupils</i>	<i>E</i>
<i>Able to foster an open and equitable culture, successfully managing any conflict</i>	<i>E</i>
<i>Approachable, reliable with presence and enjoys being highly visible to pupils and parents/carers</i>	<i>E</i>
<i>Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation</i>	<i>E</i>
<i>Self-motivated and with good organisational skills and the ability to prioritise workload effectively</i>	<i>E</i>
<i>Demonstrates professionalism, loyalty and integrity</i>	<i>E</i>
<i>Able to think both analytically and creatively to solve problems and make decisions based on sound judgement</i>	<i>E</i>
<i>Is committed to developing others to achieve success</i>	<i>E</i>
<i>Shows resilience and emotional maturity at all times</i>	<i>E</i>

E = Essential

D = Desirable

