



St John Baptist (Southend) CE Primary School

Be a shining light

## **Head of School Recruitment Pack L10-L13**

**Advert:** Friday 18 September 2026

**Tours of the school:** Wednesday 23 September 2026 0900 /  
Wednesday 30 September 2026 1400

**Close of application process:** Monday 5 October 2026 1200  
(noon)

**Interview:** Monday 12 October 2026 – all day  
Tuesday 13 October 2026 – morning only

**Role to start January 2027**

# A Message from the Governing Board

## Join Us and Be Part of Our Journey to Excellence

At St John Baptist (Southend) Church of England Primary School, ("St John's"), we are seeking an exceptional leader who shares our belief that every child deserves to be known, valued and provided with the very best opportunity to flourish.

This is a unique opportunity for an ambitious leader who is ready to take the next step in their leadership journey within a nurturing, highly supportive and collaborative environment. We work in a partnership with Trinity Lewisham to ensure all our staff and pupils benefit from a wider support group ensuring not only our pupils, but also our staff, flourish in what they are achieving.

St John's is much more than a school; it is a family. As a small Church of England primary school, every child is known personally. Our staff know our pupils, our families know our staff, and relationships sit at the heart of everything we do. We are proud of the warm, inclusive and caring culture that permeates every aspect of school life and ensures that children feel safe, happy and confident to learn.

Our vision is simple but powerful:

### **"Be a Shining Light" Mathews 5:15-17**

In our school family, every person will flourish and become a shining light, through living out our Faith, being a Hope-bringer in times of darkness and showing God's love to all. In the same way, let your light shine before others, so that they may see your good works and give glory to your father who is in heaven.

This vision underpins our commitment to ensuring every child flourishes academically, spiritually, socially and emotionally. We believe that all children are capable of greatness and that our role is to provide the stepping stones that enable them to realise their God-given potential.



# Our Christian Values

As a Church of England School, we are a school of all faiths and none. We welcome families from all backgrounds and work hard to ensure all pupils within the school flourish and develop into confident young people in this every changing world. Our Christian values are set clearly and enable pupils to develop their characters that will help them succeed at St Johns but also be prepared to thrive in wherever they move onto after their primary education.

|                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        |
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| <br><br><br> | <p><b>Faith</b><br/> <i>Hebrews 11 v 1</i><br/> <i>Now faith is confidence in what we hope for and assurance about what we do not see.</i></p>                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                  | <p><b>Honesty</b><br/> <i>Colossians 3: 9</i><br/> <i>Do not lie to one another, seeing that you have put off the old self with its practices</i></p>                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                  | <p><b>Courage</b><br/> <i>Joshua 1 v 9</i><br/> <i>Be strong and courageous. For the Lord, your God is with you wherever you go.</i></p> <p><b>Humility</b><br/> <i>Ephesians 4 v 2</i><br/> <i>Be completely humble and gentle; be patient, bearing with one another in love.</i></p> |

|                                                                                     |                                                                                                                                                                                                       |
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|   | <p><b>Hope</b><br/> <i>Jeremiah 29 10-12</i><br/> <i>For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.</i></p> |
|  | <p><b>Self-control</b><br/> <i>Ephesians 5:22-23</i><br/> <i>But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control.</i></p>    |
|  | <p><b>Peace</b><br/> <i>Colossians 3:15</i><br/> <i>Let the peace of Christ rule in your hearts, since as members of one body you were called to peace.</i></p>                                       |

|                                                                                     |                                                                                                                                                                       |
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|  | <p><b>Love</b><br/> <i>John 13:34</i><br/> <i>A new command I give you: Love one another. As I have loved you, so you must love one another.</i></p>                  |
|  | <p><b>Thankfulness</b><br/> <i>Psalms 9:1</i><br/> <i>I will give thanks to you, LORD, with all my heart; I will tell of all your wonderful deeds.</i></p>            |
|  | <p><b>Forgiveness</b><br/> <i>Ephesians 4 v 32</i><br/> <i>Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</i></p> |
|  | <p><b>Empathy</b><br/> <i>Matthew 7:12</i><br/> <i>So in everything, do to others what you would have them do to you.</i></p>                                         |

These values are not simply words displayed on walls; they shape everyday experiences, relationships and learning.

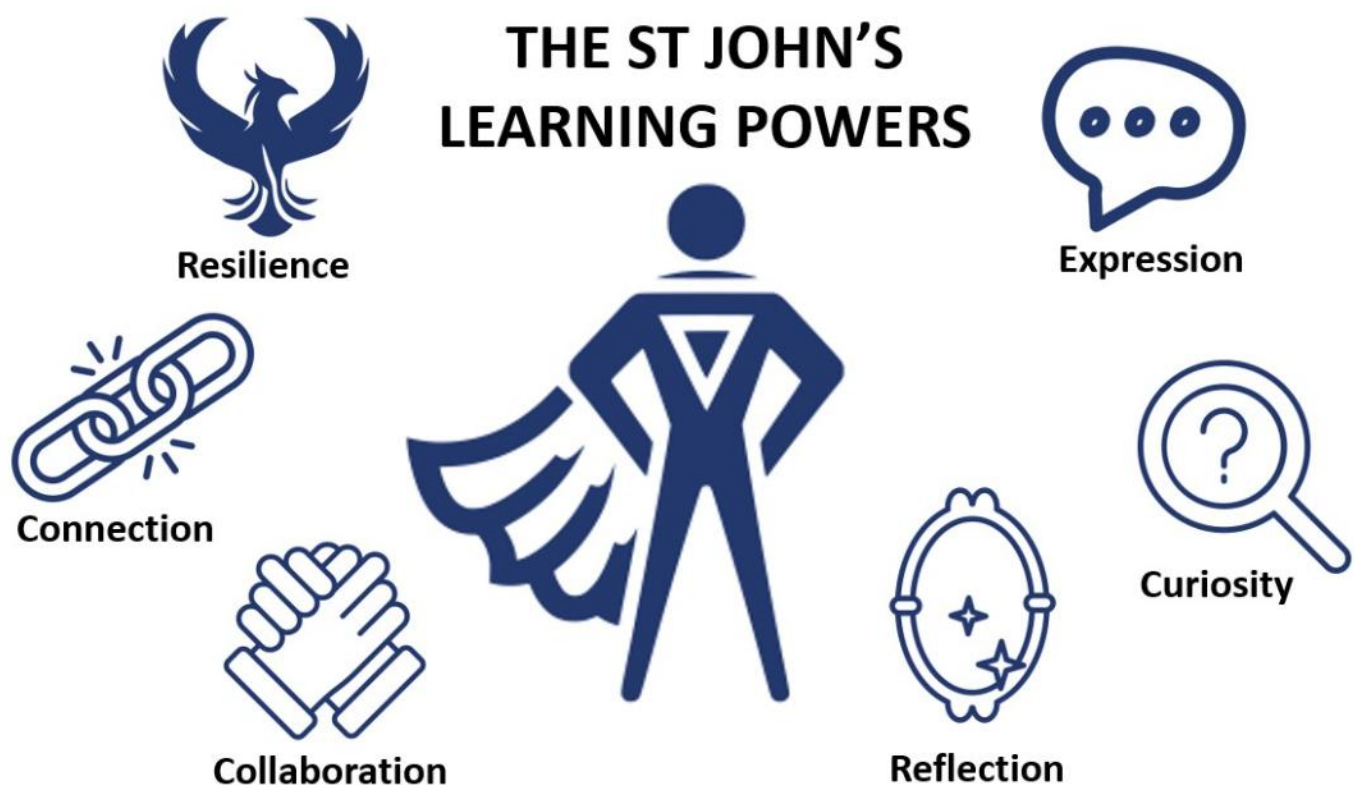
Children are provided with a clear academic pathway from Reception through to Year 6, ensuring they are equipped with the knowledge, skills and confidence required for the next stage of their education. Ambition for every pupil sits alongside an unwavering commitment to nurturing and inclusion.

Recent inspection findings recognised many of the strengths that make our school special, including the school's **Outstanding Personal Development** and **Outstanding Behaviour and Attitudes**, alongside a strong quality of education and leadership.

Inspectors highlighted the school's positive culture where pupils thrive and develop into thoughtful, respectful and confident young people. These strengths reflect the dedication of our staff, governors, families and wider community.

## **Whole school curriculum**

At St John's we know that children learn best when they are aware of the learning process. Across the school we use 'Learning Powers' that link directly to our Curriculum Vision and help children know what effective learning looks like.

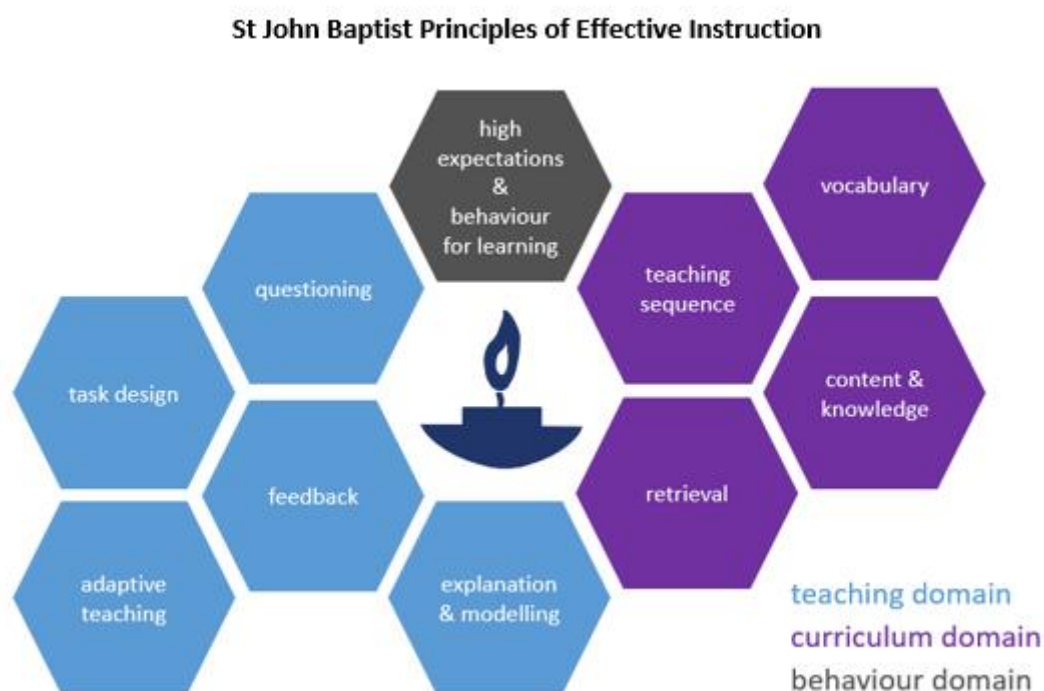


At St. John's, we follow the curriculum with Unity Schools Partnership (CUSP) from Reception – Year 6. To find out more about the CUSP programme please [visit this site](#). This is an unapologetically ambitious curriculum. We also follow the Little Wandle letters and Sounds Synthetic Phonics Programme. Phonics is taught systematically from Reception through to Year 1 every day, with year 2 continuing to stage 5.

# Teaching and Learning at St John's: Teaching Touchstones

A co-created evidence-informed, shared language around best practice for teaching and learning.

Our teaching touchstones are a consistent reference point to base discussions for developing teaching and learning at St John's. Our teaching touchstones are grouped under ten principles of effective instruction, which are further categorised into three domains: the behaviour domain; the curriculum domain; and the teaching domain. The principles of effective instruction are heavily influenced by Rosenshein's Principles and Alex Bedford's 'Pupil Book Study'.



Each of these touchstones has clear instruction as to what it looks like at St John's. The SLT use these to monitor the quality of education throughout the year to ensure teachers are further enhancing their skills and expertise within the classroom. As we are in the early days of the partnership, we are still aligning some of our practices so that staff from both sites can be part of the QA process and further enhance teachers' performance by enabling them to observe lessons at another school. This is really crucial for a one form entrance school, so that all teachers do not feel they are alone.



*"Be a shining light"*



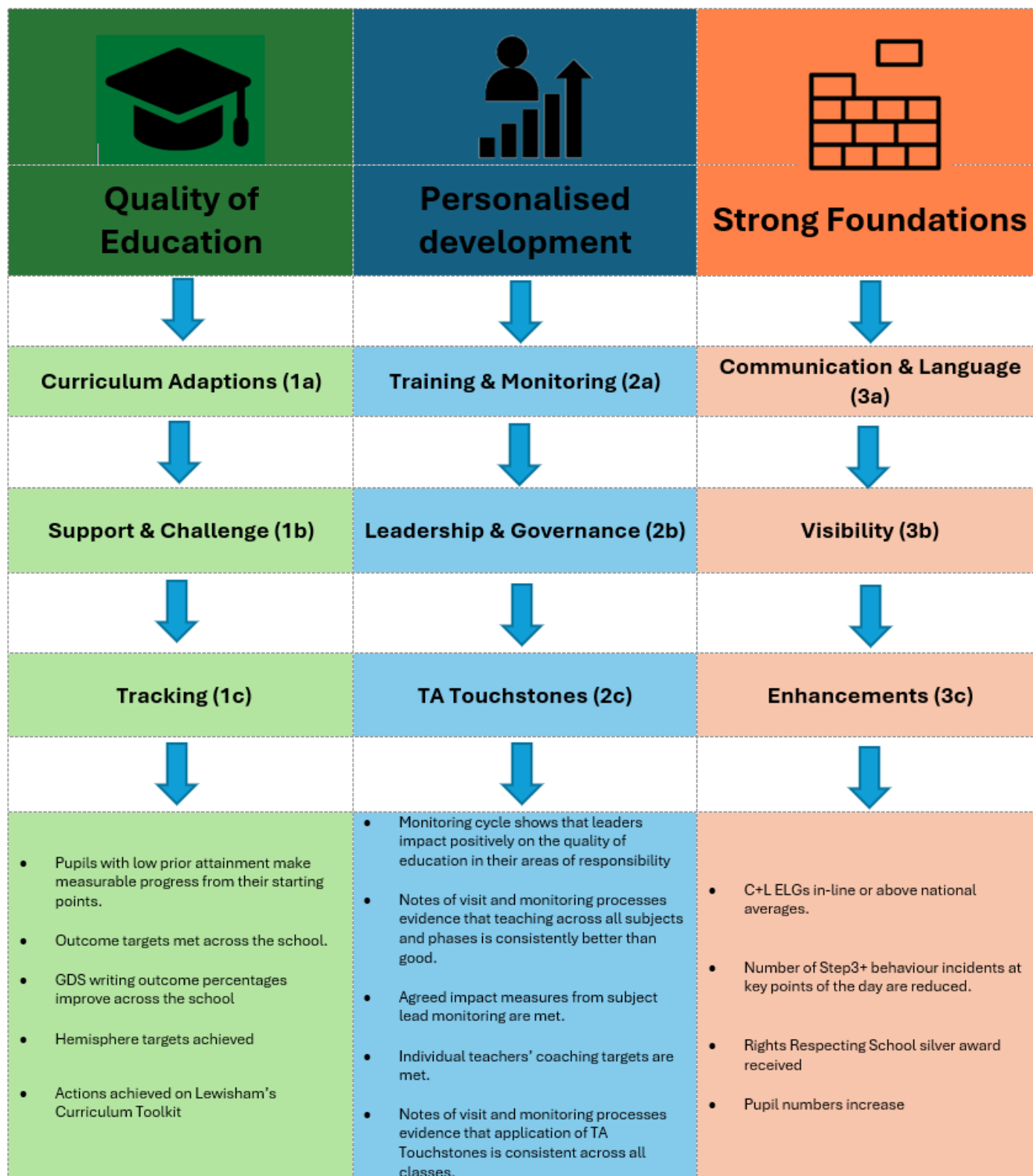
**Behaviour Blueprint**



|                        | We are kind                                                                                                                                                                                                                                                                                               | We are respectful                                                                                                                                                                                                                                                                                                                                                                                                                                                     | We always try our best                                                                                                                                                                                                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONDITIONS FOR SUCCESS | <b>RELATIONAL CONSISTENCIES</b><br>Meet, greet and smile<br>Give first attention to best conduct<br>Remain calm and find the positives – praise, praise, praise!<br>Stay consistent and predictable in all interactions<br>Use relational language that builds trust, connection, inclusion and belonging | <b>RELENTLESS ROUTINES</b><br>Teach, model and revisit learning behaviours regularly<br>Establish clear routines and classroom transitions<br>Ensure smooth, respectful transitions between lessons and spaces<br>Don't let the little things slide – be seen noticing and narrating the positive<br>Use consistent cues and quiet signals to maintain calm<br>Use tools like the Zones of Regulation or check-ins to help pupils recognise and manage their feelings | <b>RECOGNITIONS</b><br>Verbal 'explanatory' praise<br>• Exhibiting 'shining light' behaviours<br>• Applying a Learning Power<br>• Showing a Christian Value in action<br>Class Dojos<br>Class shout-outs or display/share work<br>Speak to parent/carer<br>Headteacher award<br>Sent to the Deputy or Head |
|                        |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |

# St John's School Improvement Priorities 2026-7

Here you will find a summary of the key areas the school is developing this academic year. The school is due a SIAMS inspection within this academic year.



## Summary Outcome Targets:

|                      |     |                          |     |
|----------------------|-----|--------------------------|-----|
| <b>KS2 RWM EXS+:</b> | 80% | <b>Attendance:</b>       | 96% |
| <b>KS2 RWM GDS:</b>  | 10% | <b>Maths Arithmetic:</b> | 80% |
| <b>Y1 Phonics:</b>   | 89% | <b>Interventions:</b>    | 80% |

# Why This Opportunity is Different

The successful candidate will not be leading alone.

St John's works in partnership with Trinity Church of England School under the strategic leadership of the Executive Headteacher. This partnership has created a highly effective model of collaboration where expertise, leadership capacity and professional development are shared across both schools.

For aspiring leaders, this provides exceptional opportunities to:

- Learn alongside experienced and successful senior leaders.
- Develop strategic leadership skills.
- Lead meaningful school improvement projects.
- Access coaching and mentoring.
- Work across different educational contexts.
- Contribute to innovative partnership initiatives.

The Executive Headteacher works alongside the Head of School to provide support, challenge and professional development whilst empowering leaders to grow and thrive in their roles. As Head of School you will be responsible for the day to day running of the school and for working collaboratively with a team to strategically plan improvements to ensure you can implement them within St John's.

As Governors, we are committed to investing in leadership development. We recognise that outstanding schools are built through outstanding people, and we believe in creating opportunities for talented leaders to flourish.

## The Leader We Are Seeking

We are looking for a leader who:

- Has a genuine passion for children and their success.
- Is committed to inclusive and ambitious education.
- Can inspire staff through positivity, integrity and vision.
- Values collaboration and teamwork.
- Is excited by the opportunities that partnership working can bring.
- Wishes to continue developing their leadership capability within a supportive environment.
- Has the drive and determination to help shape the next chapter of St John's journey.

Whilst previous headship experience is desirable, we welcome applications from established senior leaders who are ready to move into headship with the benefit of strong executive support and an experienced professional network around them.

# Our Commitment to You

In return, we offer:

- **A School Where Everybody Matters**  
A welcoming community where relationships are strong and every child is known.
- **Genuine Leadership Development**  
Opportunities to work alongside experienced school leaders who are committed to helping others grow.
- **Partnership and Collaboration**  
A unique relationship with Trinity that extends professional learning and leadership opportunities beyond a single school.
- **Strong Governance**  
An experienced and supportive governing body committed to school improvement and leadership development.
- **A Shared Vision**  
A school firmly rooted in Christian values with high aspirations for every member of its community.

## Be Part of Our Future

St John's is a school with strong foundations, a caring community and significant potential.

We are proud of what we have achieved, but we are equally excited about what comes next.

If you are an ambitious leader who believes in the transformational power of education, values relationships and is ready to take the next step in your leadership journey, we would be delighted to welcome your application.

**Join us in ensuring that every child can be a shining light. We look forward to welcoming you into our family.**



**Julian Lyons**

**Chair of Governors**

**The Governing Board**

**St John Baptist (Southend) Church of England Primary School**

Beachborough Road, Bromley, BR1 5RL

## **Job Description and Person Specification**

**Title:** Head of School

**Grade:** L10-L13

**Reports to** Executive Headteacher and Governors

*“With you is Wisdom, she who knows your works, and was present when you made the world. Send her forth from the holy heavens; from the throne of your glory send her. That she may work at our side and that we may learn what is pleasing to you. For she knows and understands all things, she will guide us wisely in our actions and guard us with her glory”*

*Wisdom 9: 9-11*

**As a church school it is our vocation, moral obligation and delight to provide an excellent education for every student.**

### **As a leader, you will:**

- embody the St John’s Vision: Be a shining light
- demonstrate St John’s distinctive characteristics and ethos
- be a reflective, mindful person demonstrating the character we wish to foster in pupils
- lead learning by being an outstanding model for learners and teachers by following and embedding the St John’s Touchstones
- foster the school’s inclusive ethos by treating everyone with dignity and respect
- share direct accountability for making the school outstanding in every area
- discover and develop the skills and talents of all members of the community
- play an active part in the life of the school and the wider community leading and supporting staff and pupils and representing the school at public events.

### **Purpose of Job:**

The Head of School plays a major role in leading and inspiring excellence throughout St John’s. You will help lead on formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitoring progress towards their achievement.

The Head of School will be the senior member of staff at St John’s and will have responsibility for the effective and safe running of St John’s on a day-to-day basis. They will also be active members of the Partnership Leadership Team working collaboratively to ensure the success of the whole school within the community.

## **Key Responsibilities**

### **1. Core Purpose and Accountability**

- a. Play a major role in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitoring progress towards their successful implementation.
- b. Undertake the professional duties of the Head of School reasonably delegated to you by the Executive Headteacher or in the event of his absence from the school
- c. In partnership with the Executive Headteacher and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school
- d. Create and provide professional leadership and management of the School Improvement Plan
- e. Undertake annual Performance Management, setting and agreeing targets linked to school Improvement Plan priorities with the Executive Headteacher.

### **2. Generic/Teachers**

- a. You are to carry out the duties of a schoolteacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation.
- b. You are to facilitate and encourage learning that enables pupils to achieve high standards, and to share and support the corporate responsibility for the well-being, education and discipline of all children.

- c. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- d. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- e. All staff will take an active role in the school self-evaluation process. As Head of School you will be expected to lead a team through the school self-evaluation process and to produce a Self-Evaluation Document for St John's.
- f. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, self-evaluation and peer review.

### **3. Key Areas**

#### **3.1. Strategic direction/Shaping the future**

Work with the Executive Headteacher to:

- a. Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- b. Demonstrate the vision and values of the school in everyday work and practice motivating and working with others to create a shared culture and positive climate
- c. Perform the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of provision
- d. Create costed subject development plans which contribute positively to the achievement of the School Improvement Plan and which actively involves all staff in its design and execution
- e. Develop and implement policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies
- f. Promote high expectations for attainment
- g. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- h. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning
- i. Work with outside agencies and stakeholders to inform future action

#### **3.2. Leading Learning and Teaching, developing and enhancing the teaching practice of others:**

- a. Work with the Executive Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes – To develop and maintain Touchstones.
- b. Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils learning
- c. Develop whole staff, phase teams and individuals to enhance performance
- d. Undertake coaching and mentoring
- e. Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
- f. Keep abreast of the latest developments in the area and disseminate effectively to other members of staff
- g. Plan, delegate and evaluate work carried out by team(s) and individuals
- h. Create, maintain and enhance effective relationships
- i. Recruit and select teaching and support staff
- j. Work across the school to make sure practices are coordinated to secure the success of the whole school.

#### **3.3. Securing Accountability**

- a. Work with the Executive Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the DfE; ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community
- b. Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- c. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- d. Reflect on personal contribution to school achievements and take account of feedback from others
- e. Agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets
- f. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies
- g. Provide guidance on a choice of teaching and learning methods/strategies
- h. Evaluate the quality of teaching and standards of achievement, setting targets for improvement

### **3.4. Resource Management**

- a. Work with the Executive Headteacher and Business Manager to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation
- b. Work with the Executive Headteacher and Business Manager to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment
- c. Oversee and evaluate the budget allocation to ensure the budget is spent in line with school priorities and best value principles
- d. Secure and allocate resources to support effective learning and teaching within St John's.
- e. Work with the Business Manager to monitor and control the use of resources and budget according to the school's agreed financial procedures

### **3.5. Developing Self and Working with Others**

- a. Build a professional learning community which enables others to achieve
- b. Support staff within your team and within the whole school, in achieving high standards through effective continuing professional development
- c. Be committed to your own professional development
- d. Implement successful performance management processes with their allocated team of staff
- e. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- f. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- g. Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- h. Develop and maintain a culture of high expectations for self and others
- i. Regularly review own practice, set personal targets and take responsibility for own professional development

### **4. Specific Duties for the Head of School**

- a. To provide professional leadership and management of the St John's Curriculum
- b. To provide professional leadership and management of St John's Improvement Plan
- c. To be responsible for behaviour policy & practice across the school
- d. To take an active role in the School's Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children
- e. To identify and pursue leadership and management development opportunities (to be agreed the Executive Headteacher who will give support throughout).
- f. To work with the Executive Headteacher in collaborating with other schools and organisations to share expertise and bring positive benefits to St John's and other schools
- g. To undertake any other duties that may reasonably be required by the Executive Headteacher.

*Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for The Head of School's work programme will be negotiated and agreed at the beginning of the performance management cycle.*

## PERSON SPECIFICATION

**Title:** Head of School

**Grade:** L10-L13

**Reports to:** Executive Headteacher and Governors

The successful candidate will have proven leadership qualities, vision, energy and a commitment to continue raising standards. Candidates will need to demonstrate staff management, successful experience of teaching in all abilities and the ability to build constructive partnerships with parents, governors, and the local community.

|                                                                                                                                                                                                                                              | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications</b>                                                                                                                                                                                                                        |           |           |
| 1. Qualified teacher status                                                                                                                                                                                                                  | ✓         |           |
| 2. Demonstrable records of continuous professional development (CPD)                                                                                                                                                                         | ✓         |           |
| 3. NPQML / NPQSL / NPQH or other leadership qualifications e.g. MA / MBA                                                                                                                                                                     |           | ✓         |
| <b>Experience, knowledge and skills</b>                                                                                                                                                                                                      |           |           |
| 4. Evidence of being an outstanding primary classroom practitioner within a multicultural school                                                                                                                                             | ✓         |           |
| 5. Successful senior leadership experience at Headteacher /Deputy Headteacher / Assistant Headteacher level                                                                                                                                  |           | ✓         |
| 6. Experience, knowledge and skills to develop a high performing culture in all aspects of school activity, including academic outcomes, the quality of pastoral care for everyone and professional skills amongst staff                     | ✓         |           |
| 7. Experience of managing change successfully, encouraging innovation and empowering others to deliver the vision.                                                                                                                           | ✓         |           |
| 8. An understanding of educational issues and challenges                                                                                                                                                                                     | ✓         |           |
| 9. Have an understanding of the Section 48 SIAMS framework and process and can demonstrate the ability to evaluate the effectiveness of the school's distinctive Christian vision in enabling pupils and adults to flourish                  |           | ✓         |
| 10. Demonstrate the skills to use Information Communication Technology (ICT) effectively as a tool for management and educational purposes.                                                                                                  |           | ✓         |
| <b>Personal qualities</b>                                                                                                                                                                                                                    |           |           |
| 11. Be resilient, hardworking, self-motivated and action orientated.                                                                                                                                                                         | ✓         |           |
| 12. Be able to uphold and promote the Church of England character, ethos and worship of the School.                                                                                                                                          | ✓         |           |
| 13. Be a practicing Christian of any denomination who understands the importance of their active Christian faith and how this relates to upholding and promoting the Church of England character, ethos and worship of the School.           |           | ✓         |
| 14. Be inspirational and model outstanding leadership behaviours which build a high performance culture.                                                                                                                                     | ✓         |           |
| 15. Be proactive and able to deliver results at a whole school level, whilst also setting ambitious targets to engender and embed a high performance culture.                                                                                | ✓         |           |
| 16. Make informed and effective decisions, even when these involve tough choices or considered risks, communicating these as clear direction.                                                                                                | ✓         |           |
| 17. Able to delegate effectively and hold others to account for delivering high performance.                                                                                                                                                 | ✓         |           |
| 18. Display commitment to the protection and safeguarding of children and young people, and have an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | ✓         |           |
| 19. Able to show respect for individual differences, as well as being culturally aware and sensitive.                                                                                                                                        | ✓         |           |

|                                                                                                                                                                                                                                |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 20. Actively listen, empathise with and take account of differing views, respond constructively and respect other opinions, whilst also being able to defend own views coherently and calmly.                                  | ✓ |   |
| 21. Communicate clearly and effectively, in speech and in writing, to a variety of audiences including pupils, parents, governors and the wide community.                                                                      | ✓ |   |
| 22. Establish effective links with the wider (school and church) community celebrating the diversity of our student body, the role of parents, carers and families, and our Anglican community                                 |   | ✓ |
| <b>Operational Management</b>                                                                                                                                                                                                  |   |   |
| 23. Proven ability to devise, implement and monitor effective measures for improving the performance of the school and the attainment of students based on rigorous self-evaluation, inspection reports and all relevant data. | ✓ |   |
| 24. Possess the skills to routinely challenge staff and pupils so that they can reach their full potential and achieve the highest standards of educational excellence.                                                        | ✓ |   |
| 25. To build strong partnerships with staff, pupils, parents/ carers and the wider community.                                                                                                                                  | ✓ |   |
| 26. To establish and maintain clear and effective systems and structures to support the efficient operational management of the School.                                                                                        | ✓ |   |
| 27. To use the performance management framework effectively, to monitor and evaluate staff performance to ensure individuals progress in relation to the teaching and learning standards.                                      | ✓ |   |
| 28. In a climate of change and uncertainty, able to lead and manage the staff, curriculum delivery, administration and resources of the School effectively to ensure every individual is able to achieve their full potential. | ✓ |   |
| 29. Work closely with other members of the senior leadership team to embrace their support and challenge, for the benefit of the School and pupils.                                                                            | ✓ |   |

St John's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service check.

## **Lead a Family School – St John's.**

- **Develop Your Leadership.**
- **Shape Young Lives.**
- **Be Part of Our Journey to Excellence.**

Come and visit – tours are organised for two dates as shown on the front page.