



Ashcombe Primary School

Headteacher Vacancy Information Pack

From September 2023



KALEIDOSCOPE
Multi Academy Trust

#WeAreAshcombe

Letter from CEO of Kaleidoscope Multi-Academy Trust

Dear Applicant,

Thank you for your interest in the Headteacher role at Ashcombe School.

Ashcombe is a wonderful school and a great opportunity for someone ready for the next stage in Headship who wants to work in an exciting and dynamic environment.

This is a very exciting time for Ashcombe, it had a very positive Ofsted Inspection last March and recently was successful in obtaining over £6,000,000 as part of a funding bid from the DFE to create a state-of-the-art extension to the existing building (see further details in this pack). In addition to this, it successfully secured a Hargreaves Foundation donation £230,000 (per year for three years). This is to support disadvantaged and vulnerable readers, develop staff and fund the building of a Literacy Hub which will be installed in April.

As a large 630 place Primary School, Ashcombe has excellent, modern facilities and a highly skilled, dedicated staffing team. Governors and parents are very supportive and the children are able to thrive. They enjoy school, learning and the provision available to them.

The school is outward looking and innovative, working closely within our MAT to provide the best it can for its pupils, staff and families.

Ashcombe was a founding member of the Kaleidoscope Multi-Academy Trust. The new Headteacher of Ashcombe 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) last June. 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 school to see the building, staff and children in action.

Yours sincerely,



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 CE VA 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 Co-Chairs of the Local Governing Body

Dear Applicant

We are delighted that you are exploring the possibility of applying to be Headteacher at Ashcombe Primary School.

We are very proud of our school and all that it stands for. Our team of staff are warm, friendly and dedicated to both the personal and academic development of the children, as well as providing a caring and supportive environment. Our school motto is: Achieve to Grow (Nurtured – Valued – Motivated)

The candidate we are looking for will be someone who can continue to provide stability, be able to create and maintain a good working environment for both staff and pupils, make the tough decisions when they need to be made, and be imaginative and innovative – but most importantly, they will ensure that the focus is on pupil achievement and wellbeing and help our school be the best that it can be.

Ashcombe is extremely fortunate to have an active and experienced Governing Body with a wide range of skills, who are very ambitious for the school to deliver the best possible education and support for all the children and members of staff. The Governing Body has always maintained an excellent relationship with the headteacher and staff, always providing support but also not afraid to challenge where needed.

We foster an environment in which children thrive because they enjoy school and feel happy, safe and valued. The needs of every child are always our prime consideration.

Ashcombe is part of Kaleidoscope Multi-Academy Trust, which is made up of seven local primary schools that work very closely together as a team, supporting each other wherever we can.

To make sure this focus is always maintained, we have built incredible SEND teams in the MAT to help support the needs of all children and families at Ashcombe and beyond.

Our ambition is for an inspirational educator and leader to join us - someone who shares our values and ethos. Someone who will build on what we cherish and do today, whilst also challenging and helping shape the school, and lead us into the future. Someone who shares our passion and care for the school, the children, the staff and the community.

If you are a successful, experienced leader with a proven track record looking for your next step or an existing Headteacher ready for new challenge, we would be delighted to hear from you. I warmly encourage you to visit our school so that you can experience for yourself the positive learning atmosphere within which our pupils and staff excel. We hope the information in this pack will be helpful to you, and will convey exactly what we are looking for – an exceptional leader who shares our vision and is fully committed to working in partnership for the benefit of our community.

Thank you for your interest in Ashcombe Primary School and this role. On behalf of the Governing Body, we very much look forward to receiving your application.

Yours faithfully,

Kevin Roberts & Gareth Dickson

About Ashcombe Primary

Our strap line is #WeAreAshcombe. We use it because our children, our families and our staff are incredibly proud of their school. We believe it's a special thing to be a member of this community and these simple words reflect that sense of identity and belonging. Relationships across our school are strong. We look out for one another.

The dedicated team here at Ashcombe, are incredibly proud of our school- especially of the service and support we've provided for our community across what's been the most challenging of times for our nation. We've kept our children laughing, learning and growing and that is a real source of professional pride for us. It has drawn the school and the families we serve closer together than ever before.



To ensure the very best opportunities for our children, our dedicated staff team share good practice, resources and training across the Kaleidoscope MAT, an exclusively Primary MAT of 7 Schools.

Link to Ofsted Report (February 2022): <https://reports.ofsted.gov.uk/provider/21/144924>

School Information Summary

School Address	Earlham Grove, Weston-super-Mare, BS23 3JW
Local Authority	North Somerset
Age Range	4-11
Phase of Education	Primary
School Type	Academy Converter (as of September 2017)
Gender of Entry	Mixed
Ofsted Rating	Good (Last Inspection: 17 th February 2022)
Religious Character	N/A
School Capacity	630
Number of Pupils	623
Percentage of Pupils eligible for Free School Meals	23.1%

Hargreaves Foundation Donation

Following involvement with the Hargreaves Foundation's Educate, Inspire & Support Programme the school has been fortunate to have been supported with three quarters of a million pounds of additional funding (<https://www.thehargreavesfoundation.org/>). The Foundation is the charitable wing of the well-known Hargreaves Lansdown pensions company.

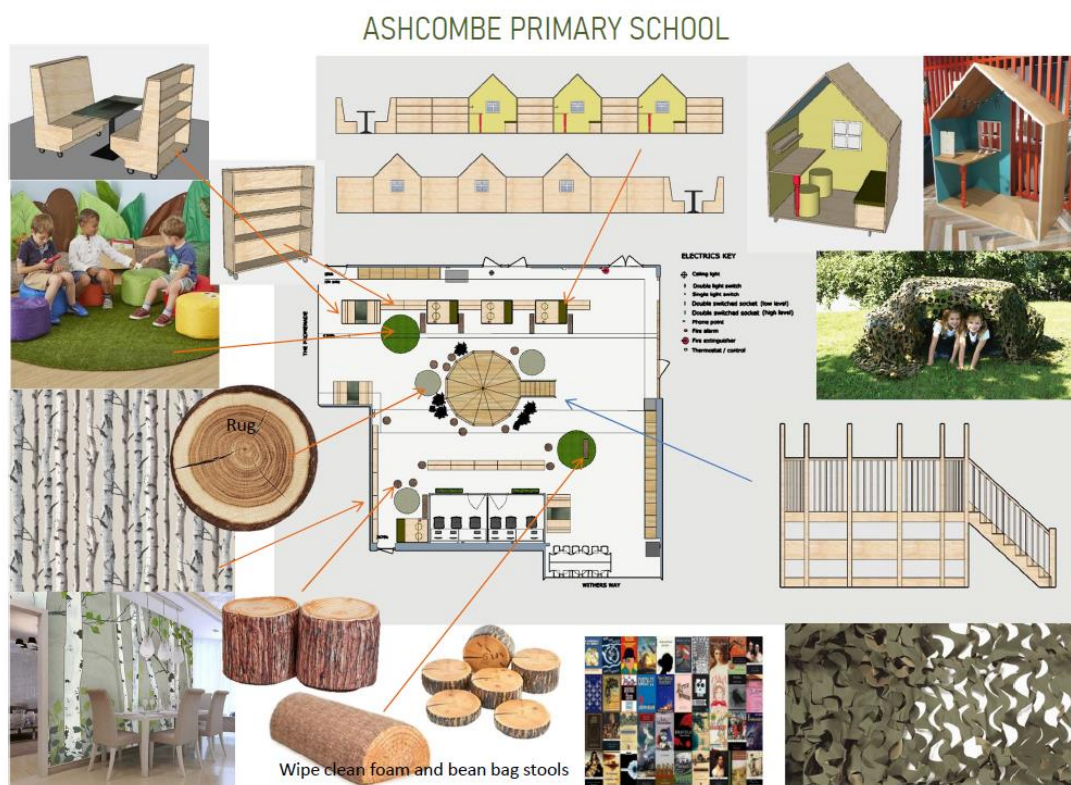
The Foundation and Ashcombe Primary School are working together to create a unique programme aimed at supporting our most disadvantaged children to achieve as highly as possible by the end of Year 6. This is because we know that children who achieve well by the end of primary school are statistically far more likely to go on to have more successful outcomes in later life- educationally, professionally and in terms of their overall health and wellbeing.

The Foundation want to create a set of approaches that can be mirrored out to other schools in the future and have chosen Ashcombe as their developmental centre. We've named the programme The Educate, Inspire, Support (E.I.S. programme).

The Foundation has funded the school to work with author and leading national figure in literacy, Alex Quigley (author of 'Closing the Reading Gap'). Alex has helped design our literacy programme, structured staff training and guided us on high quality resource provision across the last two years.

Part of the funding will be used to build a bespoke Literacy Hub, where the children will be encouraged to read and take part in interventions in an attractive and well-resourced environment. (see below for the design).

The Foundation have generously funded all of these elements, as well as a team of mentors to support the school in achieving its aims. This is a highly advantageous position for a school to be in during the current financial climate.



Replacement Buildings Extension 2023

In late 2022, the school secured £6.2 million in funding from the Department for Education for a brand new, state of the art building to replace the previous derelict buildings at the front of the school.

The new accommodation will house classrooms, office space, meeting rooms, a second hall with a performance area, a sensory room and specialist provision spaces.

Demolition work is due to start very soon and we have a target opening date for **December 2023**.

Alongside this investment comes the substantial support we continue to receive from The Hargreaves Foundation. The Foundation are working closely with the school, providing funding as we create a unique, bespoke Literacy Project (Educate, Inspire, Support, E.I.S.) aimed at ensuring our Reading and Writing outcomes are amongst the best nationally. Their generous support has given us access to beautiful classroom, curriculum and library books, mentors to support children, bespoke interventions to help ensure children achieve as highly as possible, high quality teacher training from internationally renowned experts and expertise being drawn into the school from links and visits to world-class schools.



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 on 22nd February 2023.

Interviews are expected to be held on 27th & 28th February 2023

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



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: <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

Head Teacher (HT) Job Description

Salary Scale: LPS 21 – 27 (£72,483 – £83,956) depending upon experience)

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

Responsible for: All staff within the school



Core Purpose of the Headteacher

The core purpose of the HT 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 HT must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The HT must establish a culture that promotes excellence, equality and high expectations of all pupils.

The HT is responsible for the safety and wellbeing of the pupils and staff in their school and must create and follow policy and practice which promoted this.

The HT is the leading professional in the schools. Accountable to the CEO, Trust Board Governing Body, the HT provides vision, leadership and direction for their school and ensures it is managed and organised to meet its aims and targets. The HT 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 school-based 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 HT, working with and through others, secures the commitment of the wider community to the school 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 HT, 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 Headteacher across the school, 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 school is 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 HT 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 HT works with and through others. An effective HT manages themselves and their relationships well. Headship is about building a professional learning community that enables others to

achieve. Through performance management and effective continuing professional development practice, the HT 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 HT 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 HT 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 HT 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 HT has a responsibility to the community of all schools under their leadership. In carrying out this responsibility, the HT 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 HT 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 HT 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
- Contribute to the development of KMAT and its schools.
- 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 HT should ensure that:

- The policies and procedures adopted by the Trustees and the Governing Body are fully implemented and followed by all staff.
- 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 HT, CEO, Governing Bodies and will be reviewed annually as part of the appraisal process.

Person Specification

Head Teacher (HT) Job Description

Salary Scale: LPS 21-27

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

Responsible for: All staff within the school



The 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</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>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 school</i>	<i>D</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>
Knowledge, understanding and skills	Essential/ Desirable
<i>Able to think strategically, building and communicating a coherent vision for the school and then inspiring,</i>	<i>E</i>

<i>challenging, motivation and empowering the school community to take the vision forward</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 all 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 and the Trust, 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 understanding 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>D</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



#WeAreAshcombe