



**Steel City**  
Schools Partnership

Recruitment  
information for the  
position of

**Headteacher**

**Brook House Junior School**



Dear Applicant

Thank you for your interest in the position of Headteacher at Brook House Junior School working within Steel City Schools Partnership.

As a Multi-Academy Trust with a very clear vision and ambition, Trustees are keen to ensure they recruit and retain the highest calibre of candidates to be part of Steel City Schools Partnership to provide the very best education possible to the children we serve.

Steel City Schools Partnership is a Multi Academy Trust that has a proven track record of school improvement and in transforming the lives of the children and families we serve. The successful candidate will therefore play a pivotal role for the Governors, staff and community at Brook House Junior School and on behalf of Steel City Schools Partnership.

The role of Headteacher is to provide the day to day leadership and management of the school, particularly around educational outcomes and the quality of education, which enables the school to give every child a high quality education and which promotes the highest possible standards of achievement and attainment. You will be expected to secure continued improvement and the success of Brook House Junior School by maximising potential from the skills and resources available from the school and across the partnership and by working very closely with me as Chief Executive Officer (CEO), the Executive Director School Improvement (EDSI) and other Trust leaders.

You will form part of the Trust's Partnership Leadership Team and will work with us on the development and improvement model for Brook House Junior School. The role will be to lead Brook House Junior School from September 2024, supported by members of the Trust executive team. Being part of Steel City Schools Partnership means that the school benefits from the Trust's centralised services. You will also have the opportunity to share your expertise with other schools in the Trust and benefit from our support networks to further your own development.

You will be joining a highly innovative, inspirational and ambitious organisation, so we are seeking an outstanding candidate who can:

- Realise the highest possible quality leadership to support our educational vision
- Evidence strong leadership and effective support to colleagues
- Support the school, Governing Body and Trust to achieve the best possible outcomes for children

This is an exciting and very rewarding role and I look forward to receiving your application and hopefully meeting you in the near future.

Yours faithfully

Nicola Shipman  
Chief Executive Officer

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Schools Partnership

## **Message from the Trustees**

Dear Applicant

Thank you for your interest in working for us here at Steel City Schools Partnership.

Steel City Schools Partnership is a Multi Academy Trust that currently leads a partnership of 10 primary academies. We have a proven track record of securing transformational change and sustainable school improvement. Our current academies have all made good progress towards meeting the challenging targets set and expected by the DfE, Regional Director, ESFA and by us as trustees.

Our vision is to provide high quality education and deliver the best outcomes for children and young people within an ethos based on our vision and underpinning aims:

**To provide an excellent education for all**

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Our desire is to provide outstanding educational provision for children and families, firmly rooted in the context of the local communities. We seek to support lifelong learning, and provide excellence in teaching through high expectations that adhere to traditional values and standards.

This is an exciting time in our development as we continue our journey of improvement and look to expand our partnership of schools and services to have further impact on the lives of young people. We look for growth to continue, supported by our external partners to do so.

You will be joining an ambitious and innovative group of leaders, therefore we are seeking an imaginative and creative member of staff who can secure positive outcomes for the children, staff, families and the wider communities we serve. We are looking for an outstanding leader who can lead and take the school onto greater success, inspiring the children to attain the highest level possible by working with our CEO, EDSI and the Trust.

If you share our vision and passion for children and their families, we would like to hear from you.

Yours faithfully

Paul Doherty (Chair of Trustees)

on behalf of the Trustees:

Fatima Adesanya, Anita Dell, Andrew Gates, James Glover, Peter Mucklow, Hannah Preston, Juliet Rowson, Alison Roy and Nicola Shipman

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## Welcome to Steel City Schools Partnership – Who are we?

Steel City Schools Partnership was formed on April 1st 2013 following a long-established partnership between three local schools – Fox Hill Primary, Mansel Primary and Montenev Primary. Following a period of improvement, SCSP welcomed two new schools to the Trust – Greenhill Primary and Windmill Hill Primary – both on February 1st 2018. Woodseats Primary joined SCSP on September 1st 2019, Brook House Junior School on April 1st 2021, Lound Infant and Lound Junior joined on September 1st 2021 and Bankwood became our tenth school, joining us on April 1st 2023. The Trust is delighted to be working with Derbyshire and Sheffield Local Authorities and with more schools who are considering joining SCSP.

The Multi-Academy Trust has been established to ensure a primary-led partnership of schools with an ambition to work closely with other academies and schools in both formal and informal arrangements. The Trust aims to provide a high-quality learning environment that inspires and motivates children, staff and the wider community to engage in education and learning. The "To provide an excellent education for all" philosophy drives policy, practice and governance in order to achieve this. Leadership development, succession planning and capacity building are also priorities for the Trust.

As a Multi Academy Trust we work closely and value greatly our relationship with a number of local and regional partners, being a Strategic Partner with the regional Teaching School Hub, Great Heights. SCSP has been very successful with our CPD programme and outreach work, leading training for a range of educational and leadership programmes. We have lead staff who are subject experts at all levels of the current National Professional Qualifications. Our CEO is a National Leader of Educations and an Ofsted Inspector, as is one of the EDSI.

Our success is due to our biggest and most valuable asset – our staff team.

SCSP can offer you

- Guidance of a supportive and experienced executive team who invest in the development of their leaders
- Access to healthcare and wellbeing services
- Encouragement for further and continued professional development
- Pension Scheme

Academies currently within Steel City Schools Partnership:

### Bankwood Primary

Bankwood Primary joined SCSP in April 2023 after a period of working with SCSP since May 2022. This partnership was a result of brokerage by Sheffield LA to support the school at a time of no leadership, governance and awaiting publication of the Ofsted report. As a school in Special Measures, there is much to do, however there is a real willingness and passion from all staff who are deeply committed to the school and community. The school has approximately 70% of the pupils deemed to be disadvantaged and serves an area of diverse and complex need.

*Headteacher - Sarah Reynolds*

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## **Brook House Junior**

Brook House is a good school (Ofsted – November 2022). It is a larger than average, 3 form entry Junior School, situated in the South East of Sheffield. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. The school is popular within the community with many pupils coming to the school from outside the catchment area.

Brook House Junior School works closely with its feeder infant school, Beighton Nursery Infant, its secondary, Westfield as well as with other local and regional schools

***Headteacher – To be appointed***

## **Fox Hill**

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 21 pupils with 'complex and multiple' special educational needs. The school was rehoused in a new building in 2015.

Fox Hill works closely with the local secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Annali Crawford***

## **Greenhill**

Greenhill Primary is a highly effective school (Ofsted Good July 2022) serving the Greenhill village and Low Edges community in the south of the city. Since joining SCSP in February 2018, the school has made significant progress in raising the outcomes and progress for the pupils. SCSP are delighted that an IR for 12 children with SEMH/ASD opened on site in October 2022 and the previous pre-school provision, became a school-led nursery in April 2023.

***Headteacher – Scott Ellin***

## **Lound Infant and Lound Junior**

Operating on 2 separate sites, Lound Infant and Lound Junior, formally Lound Academy Trust, joined SCSP in September 2021. Both schools were inspected in the last academic year following just a year working with SCSP. They were both deemed Good (Infant November 2022 and Junior September 2022). They serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

***Headteacher – Sarah Palmer***

## **Mansel**

Mansel is a school with a real sense of community and inclusive culture (Ofsted Good- March 2023) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Emily Matthews***

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## Monteney

Monteney (Ofsted Good – March 2023) serves the Parson Cross and Shiregreen estates in the north of the city. Approximately 30% of the pupils are deemed to be disadvantaged. Monteney works closely with a range of external partners including the feeder secondary school, as well as Learners First and Learn Sheffield. Monteney is a target English Hub (Whiston Worrygoose) network school for early reading and phonics.

***Headteacher – Nicola Osborne***

## Windmill Hill

Windmill Hill Primary (Ofsted Good – June 2022) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in December 2022 the Trust were delighted to hear from the DfE that the school was going to be rebuilt under the schools rebuilding programme. The school has made an application to reduce pupil numbers (45) due to a fall in the local birth rate in September 2023. These are planned to increase back to 60 in 2027.

***Headteacher – Simon Plant***

## Woodseats

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The Headteacher was new to role in September 2022 with the previous headteacher appointed to one of the EDSI roles at SCSP. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2022 that were broadly line with national in all key stages.

***Headteacher – Jack Fellowes***

The Headteacher at Brook House Junior School will lead the individual school strategic leadership team and work closely with the CEO, the EDSI and Chief Officer Operations (COO), as well as the Trust leadership teams. The ability to work in collaboration with others within the setting and beyond is a prerequisite of the role. We strongly believe that partnership working leads to high performing teams, delivering on improving children's outcomes and life chances as a result. You will be working in the first instance with the designated EDSI and the CEO in shaping the vision for the school within that of the Trust.

Through strong, visible leadership, coupled with a thirst and enthusiasm for learning, you will be a role model in inspiring and motivating others within the school and across the Trust. It is essential you are able to articulate clearly and communicate the vision of the Trust and the school for the future to pupils, parents, staff, Governors and our wider partners.

I trust this flavour of SCSP excites you as much as it does us. We still have much to do across our schools, especially Bankwood, including ensuring standards are maintained and increased at all key stages. With the dedicated team and collaborative approach, we are well placed to build on our many strengths and hope that eager to join the Trust, to be able to shape the future and community at Brook House Junior School and make a difference to children's lives.

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## **Headteacher for Brook House Junior School Salary L15 – L21**

The Trustees of Steel City Schools Partnership are looking to recruit a Headteacher who, in conjunction with the CEO and Local Governing Body at Brook House Junior School:

- Can articulate and role model a clear vision for the school for the development of education to meet the demands of a rapidly changing agenda, one which we are shaping ourselves.
- Will provide day to day educational leadership of the school which enables Brook House Junior School and SCSP to give every child high quality education and which promotes the highest possible standards of achievement and attainment.
- Will work towards securing the long-term educational success of the school by maximising potential through the skills and resources available from within Brook House Junior School, from across the partnership and beyond.
- Drives school improvement, ensures the quality of education and improves the outcomes and progress of all pupils
- Builds leadership capacity in the school by supporting and nurturing the talents of others.
- Will work with the Trust in its ongoing development of a primary phase transformation model within our planned model of growth.

In return Brook House Junior School and Steel City Schools Partnership can offer you:

- Wonderful children with a thirst for learning.
- A knowledgeable and innovative Trust executive leadership team to support school improvement.
- Keen, passionate and well-motivated staff teams who are eager to learn and involve themselves in all aspects of school and Trust life.
- A warm, welcoming ethos based on collaboration, care and respect for all.
- Parents who are keen to engage with and contribute to their children's learning.
- Strong links with schools within the Trust, the immediate family of schools, the locality and beyond including regional Teaching School Hubs and Research Schools.
- The opportunity to co-create, implement and share new and innovative practice.
- A supportive Local Governing Body and Board of Trustees committed to improving outcomes for all.
- The challenge of shaping and implementing a school and Trust vision, in conjunction with the CEO and EDSI.

Please note that successful candidates will be appointed to the Trust and as such can be deployed at any site across the Partnership as directed by the CEO. In the first instance this role will be based at Brook House Junior School. It is expected that the successful candidate will take up post from September 2024.

Informal discussions about the roles are warmly welcomed. These can be arranged through contacting

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Sinead Fox, EDSI for Brook House Junior School on [sfox@scsp.org.uk](mailto:sfox@scsp.org.uk)

Visits to the school are welcomed and planned for Monday 4th March or Monday 18th March, 8am -4pm. Sinead will be available to show you round and answer any questions you may have about the role. The visits can be arranged by making an appointment by either calling the school office on 0114 248 7754, or emailing Sinead on [sfox@scsp.org.uk](mailto:sfox@scsp.org.uk)

You can find further information about the schools and Steel City Schools Partnership by visiting our websites: <https://www.brookhouse.sheffield.sch.uk/> and [www.scsp.org.uk](http://www.scsp.org.uk)

To apply for this post, please complete the Steel City Schools Partnership leadership application form available from [jobs@scsp.org.uk](mailto:jobs@scsp.org.uk) or by downloading from the Steel City Schools Partnership website. Completed forms should be returned to [jobs@scsp.org.uk](mailto:jobs@scsp.org.uk) stating Brook House Junior School Headteacher - application in the subject line.

Closing time and date for applications:

**12 noon Friday 22nd March 2024 with shortlisting on Tuesday 26th March 2024.**

Process: **Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> April 2024 (Venue and process TBC)**

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

**The successful candidate will be required to undertake an enhanced Disclosure and Barring Check in line with the Rehabilitation of Offenders Act (ROA) 1074 (Exceptions) Order 1975 and the Police Act Regulation.**

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## Headteacher Job Description

### **JOB DESCRIPTION**

Based on the Headteachers' standards 2020 as defined by the Department for Education.

### **JOB PURPOSE:**

- Provide leadership and management which enables the Trust to give every child high quality education and which promotes the highest possible standards of achievement and attainment.
- Secure the long-term success of the school by maximising potential through the skills and resources available from across the partnership
- Build leadership capacity in the school.
- To work collaboratively with all stakeholders within and beyond the Trust and to be the custodian of the vision and ethos of the school.
- Contribute to the work of the Trust and its strategic partners.
- Deliver specialist continuous professional development across the partnership at all levels.

**RESPONSIBLE TO:** Chief Executive Officer / Executive Director School Improvement

**RESPONSIBLE FOR:** Teaching and support staff of the school and its children.

**ACCOUNTABILITIES:** To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and working towards meeting the Headteachers' standards.

**SPECIAL FEATURES:** The post holder shall be required to work in any of the schools within the Trust as directed and supported by the CEO, COO, EDSI and other Steel City Schools Partnership executive leaders.

### **Professional Conduct**

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Steel City Schools Partnership Headteachers will:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.
- Uphold and demonstrate the Seven Principles of Public Life at all times.

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As leaders of their school community and profession, Steel City Schools Partnership Headteachers will:

- Serve in the best interests of the school's pupils, acting as a role model for all; setting and ensuring high expectations and ambitious standards.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Self-evaluate regularly, set personal targets and take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system, including that of the Trust if applicable.

Working with regard to and in line with the Trust scheme of delegation and other associated documents, Steel City Schools Partnership Headteachers will:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance at school and Trust level, including presenting a coherent and accurate account of performance to a range of audiences.
- Ensure that staff know and understand their professional responsibilities and are held to account through targets that are clearly defined, understood and agreed, subject to rigorous review and evaluation through performance management and supported by highly effective professional development.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

## **Culture and Ethos**

In conjunction with the Trust, Steel City Schools Partnership Headteachers will:

- By working with the CEO, the EDSI, the Trust and Governors, develop and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the school, the Trust and its community as part of Sheffield and in its wider context.
- Translate the vision into clear, agreed objectives and operational plans that promote and sustain school improvement.
- Provide inspirational and strategic leadership to the school team to ensure the school delivers the highest standards of learning.
- Ensure evidence-based improvement plans and policies promote continuous school improvement linked to the school's accurate self-evaluation.
- Ensure that the school moves forward for the benefit of its pupils and their community, setting high expectations and challenging targets by using data, information and other benchmarks to monitor progress and attainment.
- Motivate and inspire all stakeholders to create a strong, shared culture of learning, through distributed leadership through teams and individuals within an inclusive and collaborative environment.

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- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism by implementing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff in line with agreed Trust expectations.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.
- Ensure high standards of staff behaviour and conduct in accordance with the expectations set and address any under-performance at all levels.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, including the development of future leaders, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

## **Curriculum and Teaching**

In conjunction with the Trust, Steel City Schools Partnership Headteachers will:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Monitor, evaluate and review practice and promote improvement strategies, challenging under performance and ensuring corrective action.
- Ensure effective use is made of all assessment.
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

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- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## **Organisational Effectiveness**

Under the direction of the Trust Executive Team, Steel City Schools Partnership Headteachers will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure the effective and efficient use of the allocated human and financial resources available to ensure probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Adhere to systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure they follow Trust rigorous approaches to identifying, managing and mitigating risk.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

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## Person Specification / Profile

<b>Qualification Requirements (Application Form, Interview)</b>
<ul style="list-style-type: none"><li>• QTS (Qualified Teacher Status)</li><li>• Evidence of regular and appropriate professional development</li><li>• Evidence of recent management development</li></ul>
<b>Headteachers should be able to demonstrate their experience, knowledge and understanding of: (Application Form, Interview, Assessment Process, References)</b>
<b>Shaping the future</b> <ul style="list-style-type: none"><li>• Local, national and global trends in education</li><li>• Ways to build, communicate and implement a shared vision</li><li>• Strategic planning processes including financial planning, budgetary management and principles of best value</li><li>• Communication strategies both within and beyond the school</li><li>• New technologies, their use and impact</li><li>• Leading change, creativity and innovation and its impact on organisations and individuals</li></ul>
<b>Leading teaching and learning</b> <ul style="list-style-type: none"><li>• Strategies to raise achievement and achieve excellence</li><li>• Strategies to develop a personalised learning culture</li><li>• Strategies to ensure inclusion, diversity and access</li><li>• Strategies to develop effective staff</li><li>• Models of learning and teaching</li><li>• Principles of effective teaching and assessment for learning</li><li>• Models of behaviour and attendance management</li><li>• Curriculum design and management</li><li>• Data collection and analysis tools</li><li>• Performance monitoring and evaluation techniques</li><li>• Principles and models of self-evaluation including self-evaluation</li></ul>
<b>Developing self and others</b> <ul style="list-style-type: none"><li>• Strategies to promote self and team development</li><li>• Models of continuing professional development (CPD)</li><li>• Building and sustaining a learning community</li></ul>
<b>Managing the organisation</b> <ul style="list-style-type: none"><li>• Models of organisations and principles of organisational development</li><li>• Principles and strategies of school improvement</li><li>• Project Management</li><li>• Policy creation, through consultation and review</li><li>• Personnel, governance, security and access issues relating to the diverse use of school facilities</li><li>• Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation</li><li>• Experience of managing a budget</li><li>• Experience of securing external funding for projects</li></ul>
<b>Securing accountability</b> <ul style="list-style-type: none"><li>• Principles and practice of quality assurance systems, including Academy review, self-evaluation and performance management</li><li>• Statutory educational frameworks, including governance</li><li>• Public service policy and accountability frameworks, including self-evaluation and multi-agency working</li><li>• Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</li></ul>
<b>Strengthening community</b> <ul style="list-style-type: none"><li>• Current issues and future trends that impact on the school community</li><li>• Strategies to encourage parents and carers to support their children's learning</li><li>• Models of school, home, community and business partnerships</li><li>• Wider curriculum beyond the Academy and the opportunities it provides for pupils and the school community</li><li>• The work of other agencies and opportunities for collaboration</li></ul>
<b>Safeguarding and promoting the welfare of children</b> <p>Awareness, understanding and successful experience of:</p> <ul style="list-style-type: none"><li>• Addressing Every Child Matters (ECM) agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance.</li><li>• Developing and ensuring a safe and supportive school culture.</li><li>• Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting.</li></ul>

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