Brownhill School

Person Specification Headteacher (L27 – L33)

1. Qualifications 1.1 A good honours degree 1.1 A good honours degree 1.2 Qualified teacher status 1.3 Further relevant qualifications for headship (NPQH) or willingness to work towards 1.4 Evidence of sustained professional development 1.5 Experience 1.6 Significant and successful experience of SEND school Improvement with demonstrable impact 1.7 Significant and successful experience of SEND school Improvement with demonstrable impact 1.8 Significant and successful experience of SEND school Improvement with demonstrable impact 1.9 Significant and successful experience with a sustained whole school impact 1.0 Call Experience 1.1 Experience 1.2 Successful senior leadership experience with a sustained whole school impact 1.2 Experience of leading effective change 1.3 Significant and successful experience with a sustained whole school impact 1.4 Experience of leading effective change 1.5 Experience of leading effective change 1.6 Experience of leading effective change 1.7 Figure	Head	dteacher (L27 – L33)			
1.1 A good honours degree					⊕ n
1.1 A good honours degree			ion	>) e (E
1.1 A good honours degree			icat	vie.	entis rab
1.1 A good honours degree			ldd√	nter	:sse Jesi
2 Qualified teacher status	1	Qualifications	1	_	
2 Qualified teacher status	1.1		/		Е
1.3 Further relevant qualifications for headship (NPOH) or willingness to work towards / / E Evidence of sustained professional development / / E E Vidence of sustained professional development		•	/		Е
Evidence of sustained professional development	1.3		/		E
Experience	1.4		/	/	Е
impact properties in a special school setting / / / E Successful senior leadership experience in a special school setting / / / E Experience of leading effective change / / / E A wholehearted and well-informed commitment to SEND and inclusion / / E A wholehearted and well-informed commitment to SEND and inclusion / / E A wholehearted and well-informed commitment to SEND and inclusion / / / E A rigorous knowledge of SEND, pastoral structures and safeguarding / / / E The ability to form positive relationships with all stakeholders / / / E The ability to form positive relationships with all stakeholders / / / E A thorough understanding of the current SEND and wider educational landscape / / / E A thorough understanding of the current SEND and wider educational landscape / / / E The ability to use a variety of strategies to develop staff at different levels / / / E The ability to create an ethos in which staff feel valued, motivated and listened to / / E The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenging conversations to address capability and conduct / / E Systems and Processes The ability to use a range of assessment to improve outcomes for a range of different SEND / / E Systems and Processes The ability to create and maintain structures to ensure a calm, safe and well-ordered environment environment environment series and knowledge of the governor's strategic role / / E Cunderstanding of how to use appraisal effectively to support and develop staff / / E Cunderstanding of how to use appraisal effectively to support and develop staff / / E Cunderstanding of how to use appraisal effectively to support and develop staff / / E Cunderstanding of how to develop distributed leadership to ensure wider responsibility and improvement to partnership work and collaboration, with experience of working successfully with external agencies to improve enumers and apportantly with other schools / / E Caperience of working collabor	2				
2.2 Successful senior leadership experience in a special school setting 7.	2.1		/	/	E
Recent substantive senior leadership experience with a sustained whole school impact Experience of leading effective change	2.2		/		D
Experience of leading effective change 7			/	/	
3.1 A wholehearted and well-informed commitment to SEND and inclusion			/	/	
3.1 A wholehearted and well-informed commitment to SEND and inclusion 3.2 A rigorous knowledge of monitoring and evaluating quality of education, teaching and learning 3.3 A rigorous knowledge of SEND, pastoral structures and safeguarding 3.4 A rigorous knowledge of SEND, pastoral structures and safeguarding 3.5 The ability to form positive relationships with all stakeholders 3.6 Knowledge of how to monitor, evaluate, and improve learner outcomes 3.7 A thorough understanding of the current SEND and wider educational landscape 4 Developing Learners and Staff 4.1 The ability to use a variety of strategies to develop staff at different levels 4.2 The ability to use a variety of strategies to develop staff at different levels 4.3 The ability to be able to have challenging conversations to address capability and conduct 4.4 The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes 4.5 Experience of using delivering and evaluating SEND and pastoral related CPD 4.6 The ability to use a range of assessment to improve outcomes for a range of different SEND 5.1 The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff 6.1 A commitment to successful governor working and knowledge of the governor's strategic role 6.2 Experience of working collaboration and improvement processes 6.3 Participation in a school's self-evaluation and improvement processes 6.4 Commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 7 A participation of promote the school within the local community and beyond 8. Forward and processes of improve outcomes and opportunity and school setting 7 Safeguarding 7 Knowledge, understanding, experience and a commitment to child protection, safer recruitment					_
3.2 A rigorous knowledge of monitoring and evaluating quality of education, teaching and learning 3.3 A rigorous knowledge of SEND, pastoral structures and safeguarding 4.7 / E 5.8 The ability to maintain a high profile and be able to model high standards 5.7 A thorough understanding of the current SEND and wider educational landscape 6.7 / E 6.8 Experience of using delivering and evaluating SEND and pastoral related CPD 7. E 7. Experience of using delivering and evaluating SEND and develop staff 7. The ability to use a range of assessment to improve outcomes for a range of different SEND 7. The ability to create and those of the current SEND and pastoral related CPD 7. E 7. Experience of using delivering and evaluating SEND and pastoral related CPD 7. E 7. Experience of using delivering and evaluating SEND and pastoral related CPD 8. Experience of using delivering and evaluating SEND and develop staff 8. Participation in a school's self-evaluation and improvement processes 8. Evaluation of the wto use appraisal effectively to support and develop staff 8. Participation in a school's self-evaluation and improvement processes 8. Participation in a school's self-evaluation and improvement processes 9. Understanding of how to use appraisal effectively to support and develop staff 9. Commitment to successful governor working and knowledge of the governor's strategic role 9. In the Self-Improving School System 9. A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 9. Experience of working collaboratively with other schools 9. A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 9. Experience of working collaboratively with other schools 9. A commitment to engage in successful partnership with families 9. A commitment to engage in successful partnership with families 9. A commitment of partnership work and collaboratively in			/	/	Е
3.4 A rigorous knowledge of SEND, pastoral structures and safeguarding 4.1 The ability to form positive relationships with all stakeholders 5.5 The ability to maintain a high profile and be able to model high standards 6. Knowledge of how to monitor, evaluate, and improve learner outcomes 7.					
The ability to form positive relationships with all stakeholders The ability to maintain a high profile and be able to model high standards Knowledge of how to monitor, evaluate, and improve learner outcomes Though understanding of the current SEND and wider educational landscape A thorough understanding of the current SEND and wider educational landscape The ability to use a variety of strategies to develop staff at different levels The ability to use a variety of strategies to develop staff at different levels The ability to use a variety of strategies to develop staff at different levels The ability to use a variety of strategies to develop staff at different levels The ability to be able to have challenging conversations to address capability and conduct The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes The ability to use a range of assessment to improve outcomes for a range of different SEND The ability to use a range of assessment to improve outcomes for a range of different SEND The ability to use a range of assessment to improve outcomes for a range of different SEND The ability to use and maintain structures to ensure a calm, safe and well-ordered environment The ability to create and maintain structures to ensure a calm, safe and well-ordered Participation in a school's self-evaluation and improvement processes Understand how to develop distributed leadership to ensure wider responsibility and improvement A commitment to successful governor working and knowledge of the governor's strategic role Understand how to develop distributed leadership to ensure wider responsibility and improvement A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity Experience of working collaboratively with other schools Fig. 2 Experience of working collaboratively with other schools Fig. 3 Participation in a school's self-evaluation an			/	/	Е
3.5 The ability to maintain a high profile and be able to model high standards 7. A thorough understanding of the current SEND and wider educational landscape 7. Developing Learners and Staff 7. The ability to use a variety of strategies to develop staff at different levels 7. The ability to create an ethos in which staff feel valued, motivated and listened to 8. The ability to be able to have challenging conversations to address capability and conduct 9. The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes 9. Experience of using delivering and evaluating SEND and pastoral related CPD 9. The ability to use a range of assessment to improve outcomes for a range of different SEND 9. The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 9. The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 9. Participation in a school's self-evaluation and improvement processes 9. Commitment to successful governor working and knowledge of the governor's strategic role 9. Participation in a school's self-evaluation and improvement processes 9. Understand how to develop distributed leadership to ensure wider responsibility and improvement 9. Commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 9. Experience of working collaboratively with other schools 9. Experience of working collaboratively with other schools 9. A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 1. Experience of implementing change which has impacted positively in a school setting 9. A pability to promote the school within the local community and beyond 9. Experience of implementing change which has impacted positively in a school setting 9. Experience of implementing change wh	3.4		/	/	E
3.6 Knowledge of how to monitor, evaluate, and improve learner outcomes	3.5		/	/	E
A thorough understanding of the current SEND and wider educational landscape 4 Developing Learners and Staff 1.1 The ability to use a variety of strategies to develop staff at different levels 2.2 The ability to create an ethos in which staff feel valued, motivated and listened to 3.3 The ability to be able to have challenging conversations to address capability and conduct 4.4 The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes 4.5 Experience of using delivering and evaluating SEND and pastoral related CPD 4.6 The ability to use a range of assessment to improve outcomes for a range of different SEND 5. Systems and Processes The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff 5.3 Participation in a school's self-evaluation and improvement processes 5.4 Commitment to successful governor working and knowledge of the governor's strategic role 6. The Self-Improving School System 6. The Self-Improving School System 6. A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6. Experience of working collaboratively with other schools 6. The ability to engage in successful partnership with families 7. A a bility to promote the school within the local community and beyond 8. Experience of implementing change which has impacted positively in a school setting 7. Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7. Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7. Knowledge, understake an enhanced Disclosure and Barring Service check 7. I E	3.6		/	/	Е
4.1 The ability to use a variety of strategies to develop staff at different levels	3.7		/	/	Е
4.2 The ability to create an ethos in which staff feel valued, motivated and listened to	4				
4.3 The ability to be able to have challenging conversations to address capability and conduct 4.4 The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes 4.5 Experience of using delivering and evaluating SEND and pastoral related CPD 4.6 The ability to use a range of assessment to improve outcomes for a range of different SEND 5. Systems and Processes The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff 6.3 Participation in a school's self-evaluation and improvement processes 6.4 Commitment to successful governor working and knowledge of the governor's strategic role 6.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement 7. E 6. The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 6.3 The ability to promote the school within the local community and beyond 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7. Safeguarding 7. Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7. A bility to form and maintain appropriate relationships with staff, learners and families 7. Fe 7. Willingness to undertake an enhanced Disclosure and Barring Service check 7. In the solitive of the school of the protection of the protecti	4.1	The ability to use a variety of strategies to develop staff at different levels	/	/	E
The ability to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity, and challenge stereotypes Experience of using delivering and evaluating SEND and pastoral related CPD The ability to use a range of assessment to improve outcomes for a range of different SEND The ability to create and maintain structures to ensure a calm, safe and well-ordered environment The ability to create and maintain structures to ensure a calm, safe and well-ordered environment The ability to create and maintain structures to ensure a calm, safe and well-ordered environment Location of how to use appraisal effectively to support and develop staff Different Self-evaluation and improvement processes The ability to successful governor working and knowledge of the governor's strategic role The Self-Improving School System A commitment to burdership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity Experience of working collaboratively with other schools An ability to engage in successful partnership with families An ability to promote the school within the local community and beyond An ability to promote the school within the local community and beyond An ability to promote the school within the local community and beyond Experience of implementing change which has impacted positively in a school setting Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Willingness to undertake an enhanced Disclosure and Barring Service check Experience check J E	4.2		/	/	E
respect diversity, and challenge stereotypes 4.5 Experience of using delivering and evaluating SEND and pastoral related CPD 7.	4.3	The ability to be able to have challenging conversations to address capability and conduct	/	/	Е
4.5 Experience of using delivering and evaluating SEND and pastoral related CPD / / E 4.6 The ability to use a range of assessment to improve outcomes for a range of different SEND / / E 5 Systems and Processes The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff / / E 5.3 Participation in a school's self-evaluation and improvement processes / / / E 5.4 Commitment to successful governor working and knowledge of the governor's strategic role / / E 5.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement improvement / / E 6.1 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity / E 6.2 Experience of working collaboratively with other schools / / / D 6.3 The ability to engage in successful partnership with families / / / E 6.4 An ability to promote the school within the local community and beyond / / E 6.5 Experience of implementing change which has impacted positively in a school setting / / E 7. Safeguarding / / E 7. Ability to form and maintain appropriate relationships with staff, learners and families / / / E 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check / / / E	4.4		/	/	E
The ability to use a range of assessment to improve outcomes for a range of different SEND / / E Systems and Processes The ability to create and maintain structures to ensure a calm, safe and well-ordered environment Understanding of how to use appraisal effectively to support and develop staff / / E Participation in a school's self-evaluation and improvement processes / / / E A Commitment to successful governor working and knowledge of the governor's strategic role / / E Understand how to develop distributed leadership to ensure wider responsibility and improvement / / E The Self-Improving School System A commitment to partnership work and collaboration, with experience of working successfully / / E Experience of working collaboratively with other schools / / / D The ability to engage in successful partnership with families / / / E An ability to promote the school within the local community and beyond / / E Experience of implementing change which has impacted positively in a school setting / / E Safeguarding Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding / / E 3. Willingness to undertake an enhanced Disclosure and Barring Service check / / / E	4.5		/	/	F
5.1 The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff 5.3 Participation in a school's self-evaluation and improvement processes 5.4 Commitment to successful governor working and knowledge of the governor's strategic role 6.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement 6.1 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 6.3 The ability to engage in successful partnership with families 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7. Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7. E 8.			/		
The ability to create and maintain structures to ensure a calm, safe and well-ordered environment 5.2 Understanding of how to use appraisal effectively to support and develop staff 5.3 Participation in a school's self-evaluation and improvement processes 6.4 Commitment to successful governor working and knowledge of the governor's strategic role 6.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement 6.1 The Self-Improving School System 6.2 Experience of working collaboratively with other schools 6.3 The ability to engage in successful partnership with families 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7. Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7. J E 8. Willingness to undertake an enhanced Disclosure and Barring Service check 7. J E			,	,	_
5.2 Understanding of how to use appraisal effectively to support and develop staff 5.3 Participation in a school's self-evaluation and improvement processes 5.4 Commitment to successful governor working and knowledge of the governor's strategic role 5.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement 6 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 6.3 The ability to engage in successful partnership with families 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7 / E 8		The ability to create and maintain structures to ensure a calm, safe and well-ordered	/	/	Е
Participation in a school's self-evaluation and improvement processes // / E 5.4 Commitment to successful governor working and knowledge of the governor's strategic role // E 5.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement // E 6 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity // E 6.2 Experience of working collaboratively with other schools // / D 6.3 The ability to engage in successful partnership with families // / E 6.4 An ability to promote the school within the local community and beyond // E 6.5 Experience of implementing change which has impacted positively in a school setting // E 7 Safeguarding // E 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families // E 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check // E	5.2		/	,	
5.4 Commitment to successful governor working and knowledge of the governor's strategic role 5.5 Understand how to develop distributed leadership to ensure wider responsibility and improvement 6 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 6.3 The ability to engage in successful partnership with families 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7 / E 8 E 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check 7 / E			/	,	
Understand how to develop distributed leadership to ensure wider responsibility and improvement The Self-Improving School System A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity Experience of working collaboratively with other schools The ability to engage in successful partnership with families An ability to promote the school within the local community and beyond Experience of implementing change which has impacted positively in a school setting Thou Safeguarding Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Ability to form and maintain appropriate relationships with staff, learners and families Millingness to undertake an enhanced Disclosure and Barring Service check Description: Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Millingness to undertake an enhanced Disclosure and Barring Service check Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Millingness to undertake an enhanced Disclosure and Barring Service check			/	/	
improvement 6 The Self-Improving School System 6.1 A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 6.3 The ability to engage in successful partnership with families 6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7 Willingness to undertake an enhanced Disclosure and Barring Service check 7 E		Understand how to develop distributed leadership to ensure wider responsibility and	/	,	
A commitment to partnership work and collaboration, with experience of working successfully with external agencies to improve outcomes and opportunity Experience of working collaboratively with other schools The ability to engage in successful partnership with families An ability to promote the school within the local community and beyond Experience of implementing change which has impacted positively in a school setting Monowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Ability to form and maintain appropriate relationships with staff, learners and families Millingness to undertake an enhanced Disclosure and Barring Service check					_
with external agencies to improve outcomes and opportunity 6.2 Experience of working collaboratively with other schools 7. Collaboratively with families 8. Collaboratively with families 9. Collaboratively with other schools 9. Collaboratively with other schools 9. Collaboratively with families 9. Collaboratively	6				
6.3 The ability to engage in successful partnership with families // / E 6.4 An ability to promote the school within the local community and beyond // E 6.5 Experience of implementing change which has impacted positively in a school setting // E 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families // E 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check // / E	6.1		/	/	E
6.4 An ability to promote the school within the local community and beyond 6.5 Experience of implementing change which has impacted positively in a school setting 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check 7 E	6.2		/	/	D
6.5 Experience of implementing change which has impacted positively in a school setting 7 Safeguarding 7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check 7 E			/	/	
7.1 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check 7.4 E			/	/	
 Knowledge, understanding, experience and a commitment to child protection, safer recruitment, and safeguarding Ability to form and maintain appropriate relationships with staff, learners and families Willingness to undertake an enhanced Disclosure and Barring Service check 			/	/	E
recruitment, and safeguarding 7.2 Ability to form and maintain appropriate relationships with staff, learners and families 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check 7.4 E	7				
7.2 Ability to form and maintain appropriate relationships with staff, learners and families / / E 7.3 Willingness to undertake an enhanced Disclosure and Barring Service check / / E	7.1		/	/	E
7.3 Willingness to undertake an enhanced Disclosure and Barring Service check / / E	7.2		/	/	Е
	7.3		/	/	E
	7.4		/	/	E