

# Cherry Burton C of E Primary School

## HEADTEACHER RECRUITMENT PACK



# Cherry Burton C of E Primary School

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## *Roots to Grow, Wings to Fly*

Dear Applicant,

On behalf of the Governing Body, I would like to thank you for your interest in our vacancy for the post of Headteacher at Cherry Burton C of E Primary School. Contained within this pack, you will find the Job Description and Person Specification, as well as general information about the school, which we hope will encourage you to visit us and apply for this exciting and rewarding role.

This post has become available due to the promotion of our highly regarded, current Headteacher and provides a rare and exciting opportunity for a proven leader to join our existing Senior Leadership Team and contribute to the successful future of the school.

The school was graded good by Ofsted in May 2022 and received an excellent SIAMS report in 2024. As a Church of England school, we are very proud of our warm and welcoming ethos, underpinned by our six Christian values. In 2022, our ethos was recognised with an accreditation from Nurture UK, and it was reaccredited in 2025. We strongly believe that to ensure every single child (and adult) can achieve their full potential, they should be celebrated as individuals and supported when facing difficulties in any area. We use the Boxall profile alongside academic assessments to gain a holistic picture of the strengths and challenges for every pupil at our school. Inclusion is at the heart of everything we do, and we believe that, guided by our Christian values, strong relationships among staff, parents, governors, and the community, along with high expectations and the right support, enable everyone to flourish.

In September 2023, our commitment to providing an inclusive environment, where all pupils can flourish, was recognised by the Local Authority as we were given the go-ahead to open an Enhanced Resource Provision for pupils with Autism. Following a comprehensive refurbishment of an existing property on the school site, we opened 'The Ark'. The building contains a purpose-built sensory room, a life skills nurture space, a classroom with a large outdoor area, a speech and language snug and a meeting room. It not only supports pupils who have been allocated a place in the provision but also provides invaluable intervention space for a range of pupils within our mainstream school. It even provides a weekly home for Barney, our Pets as Therapy reading dog!

As part of our work with Nurture UK, we are not only committed to promoting the mental health and well-being of our children, but also of all members of our school community. Every member of staff has access to a range of services, including counselling, physiotherapy and private GP appointments, amongst a range of other options.

We are committed to staff development, with several of our staff accessing NPQs. Our school development cycle and associated CPD is informed by current evidence and research, ensuring that despite being a small school, we remain forward-thinking to ensure we are providing the very best education for all. Our leadership and teaching strengths have been recognised by both the Local Authority and the Diocese, and as a result, we provide school-to-school support and mentoring for colleagues.

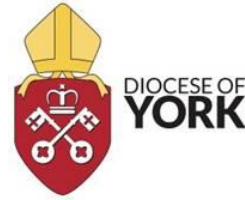
As a school, we place high importance on our children accessing the outside. Every child in school takes part in the Daily Mile. We also have a trained Forest School lead and have made and continue to make significant investments in developing our Forest School space.

Thank you for taking the time to find out more about our wonderful school and this exciting role. If you are interested in finding out even more about our school, then please visit [www.cherryburtonprimary.co.uk](http://www.cherryburtonprimary.co.uk)

## York Diocese

Leaders and staff work with York Diocese to develop a shared understanding of Spirituality and how this can be woven into the school's provision.

York Diocesan Board of Education supports 122 Church of England schools and academies in the area from the Humber to the Tees. We have a dedicated team of professionals who offer a wide range of expertise and can help schools access further assistance.



The Education team aims to:

- Be available as a 'one-stop shop' for pastoral and professional support;
- Work with a range of agencies to promote school improvement;
- Promote excellence and Christian distinctiveness;
- Provide and facilitate professional development and governor training;
- Help schools and academies network, collaborate and share best practice;
- Offer a Total Property Management scheme in association with DBE Services Ltd;
- Guide schools on matters concerning trusts;
- Work with schools exploring Academy conversion;
- Involvement in recruitment processes for new Headteachers/Heads of School;
- Support Headteacher appraisal;
- Represent the Church of England education to the wider church community and more widely to the public;
- Maintain contact with the local authorities and the Regional Directors at the DfE.

*The Rt Revd Barry Hill, Bishop of Whitby and Chair of the Diocesan Board of Education, said:*

"Supporting children and young people to be all they are called to be is at the heart of who we are as the Diocese of York.

Together with the Church of England as a whole, it is a vision for education which is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart, and as such is for the common good of the whole community. It is a holistic vision, where education, like the faith in which it is rooted, is about wisdom, knowledge and skills, but also about hope and aspiration, about how we live well together in community with dignity and respect for all.

Of course a vision this encompassing is only possible by working in partnership, both between teachers, staff, trusts and governors, and in developing ever closer links between schools, churches and households. By working closely together we can achieve far more than apart. I am delighted that you are considering applying to be a Headteacher in the Diocese and know that, if appointed, you will join the diocesan family of schools dedicated to supporting you as you lead deeper into this vision so that together all our schools and communities can be places where the love of God is reflected through all we are."



*Mari Palmer, Diocesan Director of Education, said:*

"As a diocese, we are here to help celebrate and strengthen the Christian ethos in our schools. We understand that each school is unique and our aim is to get to know our schools on an individual basis in order to foster the local parish and community links as far as possible.

As such, our Education Team offers a range of support to our Headteachers from both a school distinctiveness and effectiveness point of view, as well as providing a range of training and development opportunities for staff and governors to access over the course of each year. In a rapidly changing educational landscape, we are more and more involved in wider school development, particularly as schools change from one school status to another.

I do hope that you feel able to apply for the position and we would look forward to welcoming you as part of our diocesan family here in the Diocese of York".



## Headteacher Cherry Burton C of E Primary School

**Start Date: 1st January 2027**

**Salary Range: (L10 - L19)**

**NOR 222**

### Headteacher Opportunity

The governors, staff and pupils of Cherry Burton C of E Primary School are seeking to appoint an inspirational, dynamic and highly motivated Headteacher to lead our school into its next chapter.

This is a unique opportunity for a visionary leader to work in close partnership with the Senior Leadership Team to ensure that every child experiences a truly special place to learn, grow, and succeed. We are looking for someone with the passion and commitment to deliver a high-quality education and care for all pupils, and the energy and drive to ensure that every child becomes the very best they can be.

### About the role

#### **The successful candidate will:**

- Champion a strong focus on nurture and pupil wellbeing, recognising that every child is unique
- Provide strategic oversight of The Ark, our specialist provision, ensuring its continued development and strong integration within the school
- Support and develop staff confidence in meeting the needs of children in mainstream education who require additional support, ensuring effective connection with Ark resources
- Sustain and grow our valued wraparound care provision (Ducklings), recognising its importance for children, families and the wider school community
- Lead the delivery of a broad, balanced and ambitious curriculum that enables all pupils to thrive
- Demonstrate the wisdom to recognise and respond to every child's individual needs

### Our ideal candidate

#### **We are seeking a leader who:**

- Has the creativity and innovative mindset to anticipate challenges and opportunities, responding with confidence and clarity
- Is solution-focused, resilient and forward-thinking in their approach to leadership
- Can clearly articulate and embody distinctively Christian values, with a strong moral purpose and commitment to inclusion and diversity
- Has the vision and strategic expertise to guide the school through the ongoing academisation process, while preserving and celebrating our distinctive rural identity
- Values the importance of rural schools, fostering strong partnerships and collaboration with others

## **Community and Presence**

At Cherry Burton, we are proud of our place at the heart of a close-knit village community. We are looking for a Headteacher who:

- Is eager to personally engage with parents, churches, parishes and community groups
- Finds energy and inspiration in building meaningful relationships
- Is committed to being a visible, approachable presence, representing the school with pride within the wider community

## **Join Us**

If you are determined to make a lasting difference in the lives of our young learners, and have the vision, enthusiasm and initiative to help shape the strategic direction of our school, we would be delighted to receive your application.

Come and lead a school where every child is known, valued and inspired to flourish.

**How to Apply:** For a full application pack, please visit the East Riding of Yorkshire Council website – [www.eastridingcouncil.jobs](http://www.eastridingcouncil.jobs)

**Tour of the School:** Potential applicants are encouraged to visit the school for a tour and an opportunity to meet Dawn Joy, our current Headteacher, until the end of the summer term. Please contact Tracey van den Ban, School Business Manager, by email at [cherryburton.primary@eastriding.gov.uk](mailto:cherryburton.primary@eastriding.gov.uk) or by phone at 01964 550445 to arrange a mutually convenient date and time.

(There will also be some limited visit times available at the start of the Autumn Term before the closing date).

<b>Application Deadline-Closing date</b>	Wednesday 11 <sup>th</sup> September 2026
<b>Shortlisting</b>	Monday 14 <sup>th</sup> September 2026
<b>Interview Selections Days</b>	Monday 21 <sup>st</sup> September and Tuesday 22 <sup>nd</sup> September 2026
<b>Start Date</b>	Friday 1 <sup>st</sup> January 2027

## Cherry Burton, And Surrounding Villages



Cherry Burton is a village with a population of around 1,400, and the nearby villages of Etton, South Dalton, Lund, Lockington, Leconfield, and others, which add another 1,400 or more. We sit to the North of the town of Beverley (pictured left).

Cherry Burton is home to a vibrant church community, a welcoming pub, a sports field, a busy village hall, a variety of small businesses, including several farms and farming-related industries, and our Church of England Primary School.

The village features numerous local organisations that enrich community life, such as Cherry Burton Arts, The Village Show, The Friends of St. Michael's, the Sports Field Committee, uniformed groups, and Friends of Cherry Burton School.

The primary school maintains a close and active relationship with local community groups, particularly with St. Michael's Church and its Rector, Revd Richard. The school makes good use of the church's extensive facilities and ministries, including the Open Door Community Café. We also celebrate regular services throughout the year at the church, which we live-stream to parents and caregivers.

Overall, Cherry Burton is a welcoming and inclusive community that works together to support one another.

## Children's Wishes collected by the pupil parliament

### What we would like to see in our new Headteacher...

To be kind and caring.

To give us lots of praise and recognize when we've done well.

To be a good role model and have good manners

Lets us know they are proud of us.

Is fair and understanding.

Has a humorous/playful side.

Greets pupils on the playground in the morning.

Goes around the classes to say hello to the pupils and checks we are OK.

Won't change too much at once.

Likes sports.

Listens to the pupils and keeps things we like about the school.

## JOB DESCRIPTION

### Headteacher of Cherry Burton C of E Primary School

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria through the application/reference/interview, or tasks.

**[i] Job title:** Headteacher at Cherry Burton C of E Primary School.

**[ii] Job purpose: -**

- a) To provide vision, leadership and direction for the school.
- b) With the governing board, to be responsible for creating and maintaining a productive learning environment which is engaging and fulfilling for all pupils, promoting the highest possible standards, and fostering the continuous improvement of the quality of learning offered by the school.
- c) To foster a positive, caring and inclusive Christian Ethos, whilst promoting an understanding of and respect for other faiths and cultures.

**[iii] Accountable to:** The governing board.

**Accountable for:** The standards, progress and well-being of all pupils and all staff and for all resources.

**[iv] Key tasks –**

#### 1. Ethics and Professional Conduct

**A1.** To uphold the Nolan Principles of Public Life.

**A2.** To uphold public trust in school leadership and maintain high standards of ethics and behaviour.

**A3.** To promote effective relationships with all pupils, staff, governors, parents, other schools, the local community, the Local Authority, the Diocese of York and other external bodies to enhance the positive image of the school and the development of the education system as a whole.

**A4.** To develop a culture of staff professionalism.

**A5.** To develop high standards of behaviour from pupils, based on rules and routines that are underpinned by clear expectations. These are understood and demonstrated by staff in school.

#### 2. School Culture and Ethos

**B1.** To treat everyone fairly and equitably, with dignity and respect, so as to create and maintain a shared school culture and positive climate which motivates pupils, staff and all other members of the school community.

**B2.** To nurture all children so that they reach their goals.

**B3.** To create a culture of high expectations and aspirations that lead to an excellent education for all pupils.

**B4.** To demonstrate an uncompromising drive for excellence in all aspects of the school's life so that all pupils achieve the highest levels of learning and personal development.

**B5.** Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school.

**B6.** To ensure that parents, pupils, staff and governors are committed to the school's vision of excellence.

**B7.** Establish effective curriculum leadership, developing subject leaders with high levels of relevant expertise with access to networks and communities.

**B8.** To create a culture where pupils' attitudes to learning are exemplary.

**B9.** To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.

**B10.** To establish the highest standards of pupil behaviour through the modelling of courteous behaviour and teaching pupils the behaviour expected of an exemplary citizen.

**B11.** To provide support, professional development, guidance and challenge to all staff, embracing opportunities to engage critically with educational research in order to provide the very best for all pupils.

### **3. Curriculum, Teaching and Assessment**

**C1.** To ensure that assessment is appropriate and proportionate, and that assessment information is used effectively by leaders and governors to improve teaching and the curriculum.

**C2.** To ensure that statutory requirements for the curriculum are met, that curriculum provision is appropriate and relevant to the needs of all pupils, and that it provides equality of opportunity for all.

**C3.** To ensure that the curriculum is ambitious and promotes and sustains a thirst for knowledge and understanding, and a love of learning.

**C4.** To ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**C5.** To ensure that excellent teaching within a broad and balanced curriculum, accompanied by effective provision for spiritual, moral, social and cultural development, assists all pupils to prepare for life in modern Britain.

**C6.** Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly systematic synthetic phonics, equipping them with transferable skills to access a rich curriculum, whilst also instilling in all pupils a love of reading.

**C7.** To understand what good and outstanding teaching and learning looks like and to be able to communicate this effectively to all staff and governors.

**C8.** To ensure that teaching in all classes is good or better, so that learning over time for all groups is good or better and enriches pupils' lives.

**C9.** Establish and sustain expert, challenging and evidence-informed teaching across all phases, which is appropriate to the age and ability of all pupils and respects the distinct nature of subject disciplines, enabling all pupils to achieve well.

**C10.** To ensure that assessment information is used effectively to improve the curriculum and teaching and learning of all pupils.

#### **4. Behaviour**

- D1.** To create a culture where pupils' attitudes to learning are good, leading to good learning and minimising any low-level disruption.
- D2.** To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.
- D3.** To be responsible for establishing and maintaining the processes and policies that secure the safeguarding and welfare of every child.
- D4.** To secure effective safeguarding procedures that ensure the safe recruitment of all staff and the safety of all pupils, including in respect of e-safety.
- D5.** To establish a positive ethos throughout the school so that pupils take pride in their school, their work and their behaviour.
- D6.** To establish the highest expectations for social behaviour so that respect for others and courtesy are the norm.

#### **5. Additional and special educational needs and disabilities**

- E1.** To ensure that teachers and adults create the conditions for effective learning for pupils with special educational needs and disabilities.
- E2.** To ensure that teachers and adults have the appropriate knowledge and skills to ensure that pupils with additional needs and Special Educational Needs and Disabilities have access to an inclusive curriculum that enables them to learn effectively.
- E3.** To establish a culture where teachers and all adults have high expectations for all pupils, especially those with additional needs and those with Special Educational Needs and Disabilities.
- E4.** To ensure that pupils with additional needs and those with Special Educational Needs and Disabilities achieve well from their individual starting points.
- E5.** To ensure that teachers and adults work effectively in partnership with professionals, parents and carers to identify and meet the needs of pupils with additional needs and those with Special Educational Needs and Disabilities.
- E6.** To ensure that the school meets all requirements and statutory duties outlined in the SEN Code of Practice.

#### **6. Professional development**

- F1.** To ensure that the school's Appraisal policy, including induction, is effectively implemented, including reporting to the governing board as necessary.
- F2.** To develop systems to identify the professional development needs of all staff.
- F3.** To ensure that staff have access to high-quality professional development opportunities that align with individual needs and the needs of the whole school development planning process.
- F4.** To ensure that the professional development of staff is aligned with professional development frameworks, including those laid out in the teachers' standards.
- F5.** To ensure that professional development is cost-effective and draws on appropriate research and expertise from within the school and externally. Professional development may draw from recognised national professional qualifications.
- F6.** To ensure that professional development helps to build capacity and sustain school succession planning.
- F7.** To keep up to date with developments within education.

**F8.** To regularly review their own practice, set personal targets and take responsibility for their own personal development.

## **7. Organisational Management**

**G1.** To be responsible for the day-to-day management, organisation and administration of the school, modelling effective work-life balance and managing the workload of others.

**G2.** To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation.

**G3.** To monitor and evaluate standards of teaching, learning resource usage and management effectiveness, and implement appropriate strategies for change.

**G4.** To lead and manage change effectively.

**G5.** To work with the governing body to enable it to meet its responsibilities and present to it, on a regular basis, an accurate account of the school's performance.

**G6.** To provide support to the governing body, so that governors understand the boundaries of their role, provide clear strategic direction for the school and are able to hold the Headteacher and leaders to account for school improvement.

**G7.** To be responsible for establishing and maintaining the processes and policies that secure the safeguarding and welfare of every child.

**G8.** To establish and maintain the policies and procedures that ensure the safety of all pupils, staff members and visitors to the site.

**G9.** Ensure effective monitoring and evaluation of learning across all cohorts, groups, and individual pupils so that they achieve as well as possible.

**G10.** To ensure that effective monitoring and evaluation of the quality of teaching, attainment and progress are used to improve learning.

**G11.** To manage the pupil premium funding effectively so that disadvantaged children learn as well as their peers in the school and nationally.

**G12.** To ensure that all pupils achieve well so that the proportions making or exceeding expected progress are close to, or above, national figures.

**G13.** To ensure that parents and carers are regularly provided with sufficient information to understand how well their children are doing and what they can do to help improve learning.

**G14.** To treat staff fairly, equitably and with dignity, managing systems to ensure their well-being and their workload is well managed.

## **8. Continuous school improvement**

**H1.** Working with all stakeholders, create a vision for the school that provides direction for all aspects of the life of the school based on its context and needs.

**H2.** To ensure the rigorous implementation of well-focused improvement plans, based on robust self-evaluation.

**H3.** Working with other staff and governors, create appropriate plans, policies and procedures that raise standards, especially in reading, writing, mathematics and behaviour.

**H4.** To monitor and evaluate standards of teaching, learning resource usage and management effectiveness, and implement appropriate strategies for change.

## **9. Working in partnership**

**I1.** To model professional standards, forging constructive and professional relationships with parents, carers, stakeholders and the local community.

**I2.** To ensure that parents, pupils, staff and governors are committed to the school's vision of excellence.

**I3.** To ensure that the monitoring and evaluation of pupils' and parents' satisfaction levels are used to improve learning.

**I4.** To work mutually with external organisations and schools, welcoming support and challenge to facilitate continuous school improvement.

**I5.** To establish and harness effective working relationships with educational professionals and other public services to improve outcomes and life-chances for all pupils.

## **10. Governance and accountability:**

**J1.** To work with the governing board to enable it to meet its statutory responsibilities and present to it, on a regular basis, an accurate account of the school's performance.

**J2.** To establish and maintain professional working relationships with the governing board so that they understand their strategic role, enabling them to support, challenge and effectively hold leaders to account for school improvement.

**J3.** To advise the governing board on the formulation of policies and their implementation, to ensure the enhancement of the quality of learning in an efficient and cost-effective manner.

**J4.** To ensure that the school fulfils all statutory duties, including those relating to and not limited to: safeguarding, finances, curriculum, equality and health and safety.

## **11. Early Years provision:**

**K1.** To ensure that children in the Early Years are safe and happy and achieve well.

**K2.** To ensure that the provision for Early Years is highly effective.

**K3.** To ensure that good provision contributes well to children's emotional health, safety and well-being.

**K4.** To ensure that teaching nurtures, engages and motivates children and is based on accurate assessment of children's learning needs and development so that activities and experiences meet their needs.

**K5.** To ensure that all children are well prepared for Year 1 and subsequent education.

## **12. As a Church school:**

**L1.** To confidently articulate, live out and promote a vision for the school rooted in distinctively Christian values.

**L2.** To articulate an explicitly Christian vision that impacts positively upon standards of achievement, the distinctively Christian character of the school and the well-being of the whole school community.

**L3.** To secure the impact of an explicitly Christian vision through evaluation and strategic planning.

- L4.** To prepare oneself and others for future leadership across church schools.
- L5.** To ensure that arrangements for religious education and collective worship meet statutory requirements.
- L6.** To promote effective relationships with all pupils, staff, governors, parents, the church, parish and the Diocese, the local community, the Local Authority and other external bodies to further enhance the positive image of the school.
- L7.** To work closely with the local Churches and the Diocese to promote an understanding of the Christian faith and respect for other faiths and cultures.

## Person Specification

Personal Qualities, Qualifications & Experience	Essential	Desirable	Application Form	Interview Process
<b>QUALIFICATIONS &amp; EXPERIENCE</b>				
Qualified Teacher status	✓		✓	
NPQH qualification		✓	✓	
Successful experience as a senior leader (HT/DHT/AHT) in a primary setting	✓		✓	✓
A proven track record of sustained and continuous improvement as a senior leader	✓		✓	✓
Experience across the full primary school (including EYFS)		✓	✓	
Experience of working as a Designated Safeguarding Lead/Deputy Safeguarding Lead		✓	✓	✓
Experience of mentoring other teaching staff effectively	✓		✓	✓
SEND experience	✓		✓	✓
Experience of financial management in a Primary School		✓	✓	✓
<b>CURRICULUM – TEACHING &amp; LEARNING</b>				
Demonstrates knowledge and understanding of the curriculum across the appropriate age range	✓		✓	✓
Commitment to maintaining and developing the Christian ethos of Cherry Burton School and promoting an understanding of other faiths and cultures	✓		✓	✓
Demonstrate positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community	✓		✓	✓
Lead by example driving the strategic leadership, empowering all pupils and staff to excel	✓			✓
Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally	✓			✓
Ensure teaching is underpinned by high levels of subject expertise and that effective use is made of assessment	✓		✓	✓

<b>PUPILS &amp; STAFF</b>				
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, leading to rich curriculum opportunities and pupils' wellbeing	✓		✓	✓
Recognise the right of all pupils to enjoy school, developing their independence and resilience, and leave primary school as enquiring lifelong learners	✓		✓	✓
Maintain effective classroom practice; appraising the quality of teaching throughout the schools, ensuring high standards and instilling accountability in staff for the impact of their work on pupils' outcomes	✓		✓	✓
Create a learning culture within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other	✓		✓	✓
Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning		✓	✓	✓
To ensure that pupils with additional and those with Special Educational Needs and Disabilities achieve well from their individual starting points working effectively in partnership with parents, carers and professionals in an inclusive manner	✓		✓	✓
<b>SYSTEMS &amp; PROCESSES</b>				
Maintain a safe, calm and well-ordered environment across the schools for all pupils and staff, and developing their exemplary behaviour	✓		✓	✓
Establish rigorous, fair and transparent systems and measures for managing the performance of all staff	✓		✓	✓
Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively	✓		✓	✓
Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources	✓		✓	✓
To model professional standards forging constructive and professional relationships with parents, carers, stakeholders and the local community.	✓		✓	✓
<b>SELF-IMPROVING SCHOOL SYSTEMS</b>				
Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils	✓		✓	✓
Develop and maintain positive relationships with the local parishes and school clusters, diocese, and the Local Authority	✓		✓	✓
Challenge educational orthodoxies in the best interests of achieving excellence for pupils		✓		✓

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff	✓			✓
<b>SAFEGUARDING</b>				
This post is also subject to a satisfactory enhanced DBS disclosure Demonstrate a commitment to safeguarding and the welfare of children and young people	✓			✓
Ability to form and maintain appropriate relationships and personal boundaries	✓			✓
Emotional resilience in working with challenging behaviours	✓			✓
Appropriate use of authority and discipline	✓			✓

**Thank you for taking the time to read our Recruitment Pack.  
We look forward to receiving your application.**

