



Crockerne Church of England Primary School
Headteacher Vacancy Information Pack
September 2023



KALEIDOSCOPE
Multi Academy Trust

To be the best me that I can be

Letter from CEO of Kaleidoscope Multi-Academy Trust

Dear Applicant,

Thank you for your interest in the Headteacher role at Crockerne Church of England Primary School

Crockerne is a wonderful and thriving school. This role is a great opportunity for someone ready for the next stage in their career who wants to work in a stimulating and dynamic environment.

This is an exciting time for Crockerne, it had a very positive Ofsted Inspection in January and has implemented an ambitious curriculum and approach to pedagogy.

Crockerne is a one and a half form Primary School which is set in spacious grounds. It has a highly skilled, dedicated staffing team. Governors and parents are very supportive and the children are able to excel. They enjoy school, learning and the wide range of provision available to them. Crockerne plays an important role in its community.

As a Church school, Crockerne has excellent links with the Diocese of Bath and Wells. Its Christian Values play a core role in the school's ethos and high quality support for pupils wellbeing and social/emotional development. The whole child is at the heart of everything Crockerne does, with its aim for the children to be *'the best me I can be'*.

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

Crockerne joined Kaleidoscope Multi-Academy Trust in 2019. The new Headteacher of Crockerne will be a key member of our MAT Team. Kaleidoscope works together collaboratively to develop and share best practice. This was recognised in our very positive MAT Summary Evaluation (MATSE) last June. Our leaders work together closely for the benefit of all of the children and schools in our MAT. We meet regularly to plan improvement and support our schools and staff. We take staff development very seriously and provide high quality CPD which encompasses best practice that is based on evidenced based research.

Our dedicated central team are approachable, helpful and supportive.

If you are a creative and inspiring leader who wants to work in an environment where you will be valued, have the opportunity to be innovative and enable change across a whole organisation, then please apply. Please contact me if you have any questions or wish to discuss the role, the school or Kaleidoscope further.

We encourage you to visit the school to see the staff and children in action.

Yours sincerely,



Simon Marriott

CEO Kaleidoscope Multi-Academy Trust

About Kaleidoscope MAT

Kaleidoscope Multi-Academy Trust is made up of 7 Primary Schools within North Somerset:

- Ashcombe Primary School
- Becket Primary School
- Christ Church CE VA Primary School
- Crockerne C of E Primary School
- Hutton C of E Primary School
- St Martin's C of E Primary School
- Worle Village Primary School

Our staff are passionate about Primary education and strive to do the very best for our families and community. Our offer is encapsulated within our 5Cs, as shown in the diagram below. Our schools aim to be and promote the following values and ethos.



Our leaders and staff work in a collaborative way to develop and provide high quality Primary education, pastoral care and support our children's wellbeing. We provide opportunities for our staff to develop expertise within their roles. They are a strong team who work closely together. In this way we ensure that best practice and excellence is created and shared.

Our collaborative model allows for the development of Executive Leadership Teams consisting of experienced individuals from across the Trust, these are established across schools and also expand into sub-networks and teams. By working together, we can develop excellence in our offer. Our leaders and staff work collaboratively to build and share expertise by reviewing and developing best policy and practice which is research led and evidence based.

Our children enjoy the opportunities they have to meet and take part in events, activities and projects with pupils in other Kaleidoscope schools. In this way they see themselves not only as members of their own schools, but part of the wider Kaleidoscope community.

Letter from Chair of Local Governing Body

Dear Applicant,

Thank you for your interest in the position of Head Teacher at Crockerne Church of England Primary School. Crockerne is an extremely successful primary school located in North Somerset, in the villages of Pill and Easton-in-Gordano. All of our children are encouraged to aim for excellence and to fulfil their individual potential – academically, socially and personally.

We foster an environment in which children thrive because they enjoy school and feel happy, safe and valued. The needs of every child are always our prime consideration. To make sure this focus is always maintained, we have built incredible pastoral and SEND teams to help support the needs of all children and families at Crockerne. We are proud that our school is at the centre of the village community.

Crockerne already has so much to offer, however we are always looking at ways to improve and are currently exploring expanding our nursery offering. Can you help us?

This applicant pack will dive into some of the outstanding qualities Crockerne has to offer, however, to truly get a feel for our school, you will have to come and see for yourself! Crockerne really is a team effort; the passion and affection of the staff is reflected in the low staff turnover; the governing body is recognised for being a strong driving force behind the school; the PTA are a force of nature ; the parents are engaged, demonstrated by the feedback received in recent parent surveys and most importantly the pupils are a sight to behold (but you will only find this out if you come and visit us). I would personally like to invite you to take a walk around our school with myself, so that you get a fully rounded view of the school.

We recently welcomed the Ofsted inspectors to our school and are delighted to have achieved a 'Good' judgement. We were also awarded a "Good" judgement at our last SIAMS inspection in November 2019. They said: "There is a shared sense of purpose, to overcome barriers to enable all to learn without limits. As a result, all are inspired to 'be the best me that I can be' (SIAMS 2019)

We are looking for a committed, experienced and inspirational leader, to build upon the positive impact we have already achieved and to take our school forward, into its next chapter.

We hope you will enjoy learning more about our school as you read the applicant pack. We look forward to welcoming you to visit Crockerne soon.

Yours faithfully

Zac Coley

Chair of Governors, Crockerne C of E Primary School

About Crockerne C of E Primary

Based in Pill, North Somerset, Crockerne strives to provide the best education we can for all of our children, whilst maintaining our church school distinctiveness. At Crockerne we provide high standards of teaching and learning in an educational and social environment, which nurtures and challenges each child, enabling individuals to flourish and to achieve their highest possible potential. Our environment allows children to achieve academically, creatively, spiritually and socially.



We believe that our children can achieve anything and we encourage them to be 'the best me that they can be' through a gem point system, which includes qualities such as; courage, perseverance being responsible, cooperation, collaboration and supporting others. This helps our children to develop learning dispositions and become independent, confident, lifelong learners.

Our curriculum is designed to be as inspiring and engaging as possible, based around core skills, which encourage children to think beyond themselves and to consider the wider community. We strive to expose Crockerne's children to a wide range of careers and pathways using our REAL approach. REAL (Rigorous, Engaging, Authentic, Learning) is an approach to learning that connects deep subject content with real world problem solving. This enable all students to create extraordinary work that matters in the real world.



As part of the Kaleidoscope MAT, an exclusively Primary MAT, our aim is to share good practice, resources and training to ensure the children get a family feel but receive an expert, outward-facing view of the wider community and access to a wider range of activities and experiences shared with six other like-minded schools.

Link to Ofsted Report (January 2023): <https://tinyurl.com/5n7w5dfv>

School Information Summary

School Address	Westward Drive, Pill, BS20 0JP
Local Authority	North Somerset
Age Range	3-11
Phase of Education	Primary
School Type	Academy Converter (as of February 2019)
Gender of Entry	Mixed
Ofsted Rating	Good (Last Inspection: 24 th & 25 th January 2023)
Religious Character	Church of England
Diocese	Diocese of Bath and Wells
School Capacity	298
Number of Pupils	317
Percentage of Pupils eligible for Free School Meals	14.5%

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Your Application

It is important that you complete all sections of the application form and that you provide full information in each section. Your application form should be completed in black ink or ball point or be typed to facilitate photocopying. You are asked to tabulate your experience and additionally to submit a letter setting out the main points of your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to anyone within the School or if you have any financial interest in contracts with the School or pending tenders; or if you are currently employed by the School. Canvassing for appointment disqualifies.

The closing date for receipt of applications is noon on Monday 20th March 2023.

Interviews are expected to be held on Monday 27th and Tuesday 28th March 2023.

Please address your application to:

Simon Marriott (CEO)

Kaleidoscope MAT

C/O St Martin's C of E

Primary School, Spring Hill,
Worle, Weston-super-Mare,
North Somerset, BS22 9BQ

E-mail: office@kaleidoscopemat.co.uk



Please note: This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. St Martin's C of E Primary School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

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The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

This Act recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits.

Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, you will be asked to complete a self-disclosure form before interview and bring this with you in a separate, sealed envelope marked 'Confidential'.

The envelope will only be opened, and the information reviewed where a conditional offer of employment is made as part of our vetting checks. All unopened self-disclosure forms of unsuccessful applicants will be securely disposed of.

You are also required to complete the declaration on the application form.

Please note: You do not need to declare any criminal record information that is now filtered under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020. This law came into force in November 2020. As a result, certain cautions and convictions are now considered

'protected' and therefore filtered from Standard or Enhanced DBS checks. Further guidance on whether a conviction, caution, final warning or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance>.

What will happen if you are offered the post

If you are offered the post, we will ask for evidence of your identity, your right to work in the UK and your qualifications. We will ask you to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

If you have been a resident overseas for three months or more over the past five years, or beyond the last 5 years have worked with children or young people overseas or you were born overseas, we will ask you to apply for an overseas criminal record check. The application process for criminal records checks or 'Certificates of Good Character' varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children's Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you are disqualified under the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Whether you are prohibited from teaching by the Secretary of State preventing you from carrying out teaching work in schools.
- Whether you are subject to disciplinary sanctions, which were imposed by the GTCE prior to its abolition in 2012.
- Your qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, where relevant; and
- That you are medically fit to undertake the role.

False Information

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

Job Description

Headteacher (HT) Job Description

Salary Scale: L14-20 (£61,042 - £70,733)

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

Responsible for: All staff within the school



Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for the schools they oversee. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils.

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

The Headteacher is the leading professional in the schools. Accountable to the CEO, Trust Board Governing Body, the Headteacher provides vision, leadership and direction for their school and ensures it is managed and organised to meet its aims and targets. The Headteacher, working with others is responsible for evaluating the schools' performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing school-based policies and practices; ensuring that resources are efficiently and effectively used to achieve the schools' aims and objectives and for the day-to-day management, organisation and administration of the schools.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, across Kaleidoscope Multi-Academy Trust (KMAT), other non-KMAT schools, other services and agencies for children and the Local Authority. Through such partnerships and other activities, the Headteacher, working with the MAT plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school communities, the Headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

General Duties and Responsibilities

Carry out the duties of the Headteacher across the school, as set out in the current School Teachers' Pay & Conditions Document. All of the following areas of responsibility will be actioned within the shared principles, policies and expectations of Kaleidoscope Multi-Academy Trust.

Key Areas of Responsibility

1. Shaping the Future

Work with the governing body, CEO and Trust Board to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school communities. This vision should express core educational values and overall purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the schools move forward for the benefit of their pupils.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school communities to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.
- Lead and implement change in a positive way.

2. Leading learning and Teaching

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations, monitoring, and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

- Ensure a consistent and continuous focus on pupils' achievement, using data, monitoring and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set ambitious targets for the school
- Implement strategies that secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, progressive curriculum and implement effective an assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action, support and follow-up

3. Developing Self and Working with Others

Effective relationships and communication are important in headship as the Headteacher works with and through others. An effective Headteacher manages themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, the Headteacher should be committed to their own continuing professional development.

Actions

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the schools and actively engage with other schools to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

4. Managing the Organisation

The Headteacher needs to provide effective organisation and management of the schools and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the schools to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Headteacher should also seek to build successful organisations through effective collaborations with others including KMAT and non-KMAT schools and organisations.

Actions

- Create an organisational structure which reflects the values of Kaleidoscope Multi-Academy Trust and meets the needs of their school community, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the schools and their facilities
- Ensure that, within a culture of collaboration, policies and practices take account of national and local circumstances, policies and initiatives (including those of Kaleidoscope MAT).

- Work with the KMAT CEO, Chief Finance Officer and Finance Team to manage the schools financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the schools, implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Produce clear policies and procedures promoting culture of positive behaviour and supporting staff in this area when needed
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

5. Securing accountability

With values at the heart of their leadership, the Headteacher has a responsibility to the community of all schools under their leadership. In carrying out this responsibility, the Headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, the CEO and Trustees. They are accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within all of their schools and for contributing to the education service more widely. The Headteacher is legally and contractually accountable to the Trust Board for the schools, their environment and all their work.

Actions

- Fulfil commitments arising from contractual accountability to the Trust Board
- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the schools' performance to a range of audiences including governors, CEO, Trustees, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Contribute to the development of Kaleidoscope Multi-Academy Trust.

6. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. The HT should collaborate with other KMAT schools in order to share expertise and bring positive benefits to their own school and KMAT as a whole. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The HT shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions

- Build a culture and curriculum which takes account of the richness and diversity of the schools' communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for pupils are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- (in the case of Church Schools) Work closely with the Diocese of Bath and Wells, Church of England and local church/es to promote and develop the Christian distinctiveness of the school
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the schools to enhance and enrich the schools and their value to the wider community
- Contribute to the development of KMAT and its schools.
- Pro-actively co-operate and work with relevant agencies to protect children

7. Safeguarding Children & Safer Recruitment

Kaleidoscope Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

Actions

The Headteacher should ensure that:

- The policies and procedures adopted by the Trustees and the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Kaleidoscope Multi-Academy Trust are committed to ensuring outstanding safeguarding procedures and to promote the welfare of our pupils. The post holder is subject to the provisions of all child protection legislation, recruitment checks, DfE requirements, school level policies and Kaleidoscope's central policies governing staff who work with children.

Central to the planning and systems of Kaleidoscope Multi-Academy Trust are our 5 **C's**:

1. Our schools are **C**hild-centric (focusing on the whole child)
2. **C**reative and innovative
3. **C**ommunity focused
4. **C**ollaborative but distinctive
5. We have a **C**ulture of high expectations and excellence, striving for and sharing best practice.

Person Specification

Head Teacher (HT) Job Description

Salary Scale: L14-20 (£61,042 - £70,733)

Responsible to: The CEO, Kaleidoscope Trust Board, Local Governing Body

Responsible for: All staff within the school



The Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions. The successful candidate will meet all or most of the following criteria:

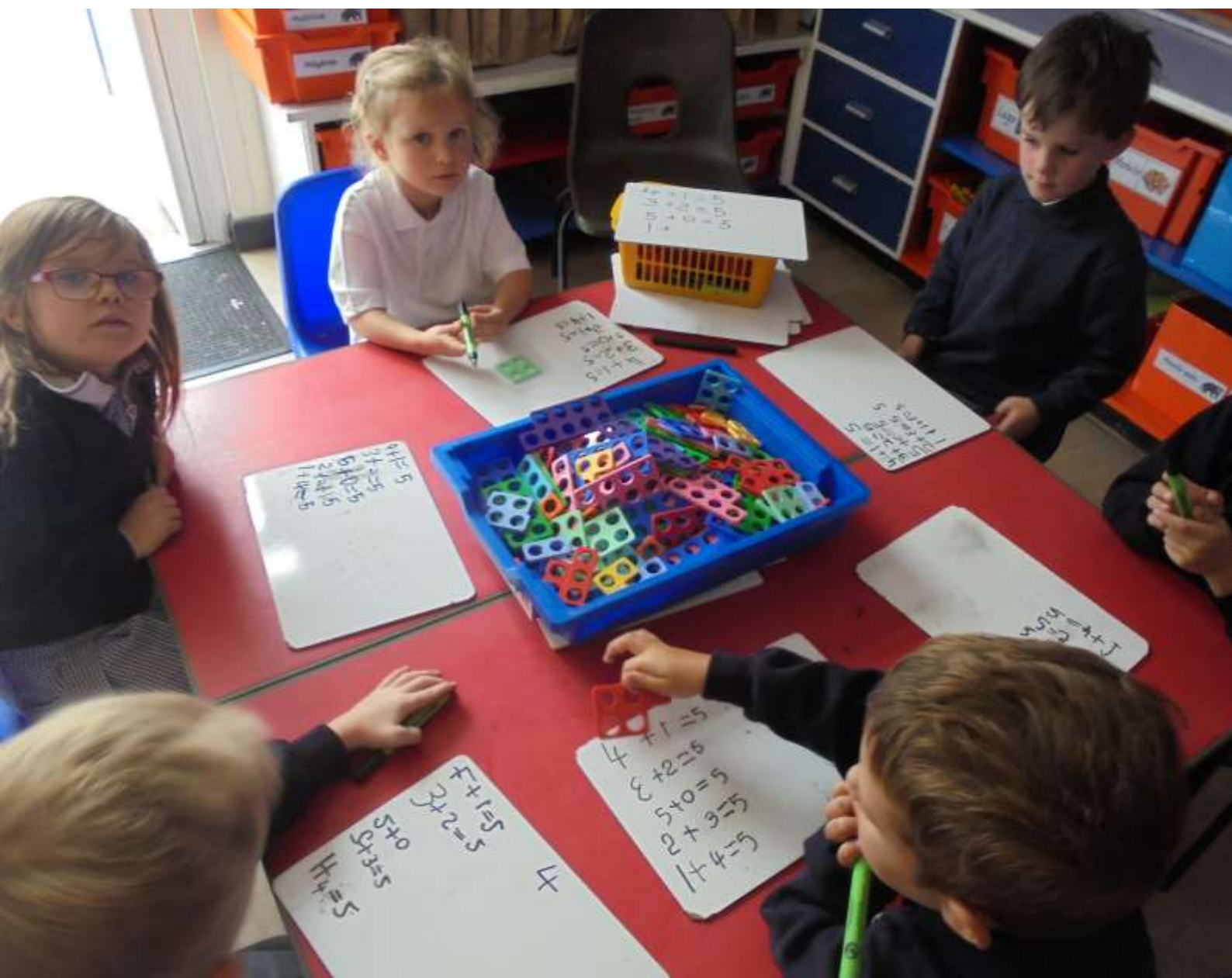
<i>Worked with other senior leaders beyond their own school to enhance provision for pupils</i>	<i>E</i>
<i>Worked with the wider community to maximise the opportunities they bring to the school</i>	<i>D</i>
<i>Personal and professional conduct are in line with Christian values</i>	<i>E</i>
Knowledge, understanding and skills	Essential/ Desirable
<i>Has a clear vision and understanding of Christian Education</i>	<i>E</i>
<i>Able to think strategically, building and communicating a coherent vision for the school and then inspiring, challenging, motivation and empowering the school community to take the vision forward</i>	<i>E</i>
<i>The ability to motivate staff across all experience levels and develop cohesive, high performing teams</i>	<i>E</i>
<i>Know how to create and embed an inspirational ethos and culture within the school, leading by example</i>	<i>E</i>
<i>A deep knowledge and understanding of meeting the needs of pupils aged 4-11</i>	<i>E</i>
<i>Secure knowledge of safeguarding legislation and implementing of systems and practice that ensure pupils' safety, behaviour and wellbeing</i>	<i>E</i>
<i>Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils</i>	<i>E</i>
<i>Be able to engage efficiently and effectively with Governors, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school</i>	<i>E</i>
<i>A good understanding of recent curricular and educational developments, including national assessments</i>	<i>E</i>
<i>Understand how self-evaluation / quality assurance / improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment</i>	<i>E</i>
<i>Know what outstanding teaching and learning looks like and how this can be achieved</i>	<i>E</i>

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<i>Able to access, analyse and interpret data and other information</i>	<i>E</i>
<i>A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectations</i>	<i>E</i>
<i>Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown</i>	<i>D</i>
<i>Know how to successfully manage change in key aspects of provision</i>	<i>E</i>
<i>Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning</i>	<i>E</i>
<i>Know how to improve the learning environment so that it extends and inspires learning</i>	<i>D</i>
<i>Able to work effectively with a range of professionals and members of the public</i>	<i>E</i>
Personal attributes and competencies	Essential/ Desirable
<i>To have high levels of interpersonal skills in order to involve pupils, parents/cares, staff and governors to achieve successful outcomes for pupils</i>	<i>E</i>
<i>Able to foster an open and equitable culture, successfully managing any conflict</i>	<i>E</i>
<i>Approachable, reliable with presence and enjoys being highly visible to pupils and parents/carers</i>	<i>E</i>
<i>Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation</i>	<i>E</i>
<i>Self-motivated and with good organisational skills and the ability to prioritise workload effectively</i>	<i>E</i>
<i>Demonstrates professionalism, loyalty and integrity</i>	<i>E</i>
<i>Able to think both analytically and creatively to solve problems and make decisions based on sound judgement</i>	<i>E</i>
<i>Is committed to developing others to achieve success</i>	<i>E</i>
<i>Shows resilience and emotional maturity at all times</i>	<i>E</i>

E = Essential

D = Desirable



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