



Information for Applicants

Headteacher, Evergreen School
January 2027 or before, if available





From the Chair of Governors

Dear Applicant,

Thank you for your interest in becoming the Headteacher of Evergreen School. You will have the opportunity to lead our great school, both operationally and strategically, as we continue our development journey to transform the lives of our children and young people.



Evergreen is an all-age school (4-19) for children and young people with special educational needs, operating across two campuses in Warwick with most of our younger pupils based at the Deansway Campus, and most of our older pupils based at the Brittain Lane Campus. Although split across two sites, we are one school, putting children, young people, and their families at the heart of everything we do. We have a committed staff body who care deeply about creating a thriving, inclusive learning environment for all pupils, and an enthusiastic local governing board who work to guide the school's strategic vision, as well as challenge and support the school to achieve the highest standards.

As Headteacher of our school, we are seeking an ambitious and highly visible leader to drive our ongoing school improvement. Working in close partnership with our MAT and local governing board, you will deliver the strategic vision, professional leadership, and operational management needed to help our pupils and dedicated staff thrive. In this role, you will need to champion an inclusive curriculum that meets every child's needs and promote high-quality leadership at all levels across the whole school.

This is an exciting time to join Evergreen School, if you are a dynamic educational leader with a strong background and proven passion for special educational needs, we warmly invite your application.

Best wishes

Mark Wills, Chair of Governors, Evergreen School



From the MAT CEO

Thank you for the interest you have already shown in becoming the next Headteacher of Evergreen.

Evergreen is a wonderful school: a community centred around outstanding provision for all our children, with expert and committed staff and loyal and supportive parents.

As Headteacher, you will have the support of the Trust and the LGB in continuing to enhance the educational opportunities and experiences for pupils.

However, your vision will extend beyond the bounds of the school. Our ambition is that Evergreen is not only at the heart of SEND provision in our Trust but also in our local area more widely.

I hope that what you read will inspire you to apply and to continue the transformational journey of Evergreen School.

Richard Nicholson

CEO

Warwick Schools Foundation MAT





Evergreen School

Evergreen School is a popular and well-respected school in the local community by both parents, with whom it has a strong reputation for care and communication, and the local authority. Formed on 1st September 2020 after the amalgamation of Ridgeway School and Round Oak School, Evergreen is an all-age school (4-19) for children and young people with a wide range of learning needs, including severe, complex and profound difficulties, together with sensory needs and autism.

The school is spread across two campuses in Warwick. The Deansway Campus is in the Woodloes estate towards the north of the town, and the Brittain Lane Campus, just off Myton Road on the eastern edge of Warwick. Although the campuses aren't strictly age split, most of our younger pupils are based in Deansway and the majority of our older pupils are based at Brittain Lane. Currently each site has a Head of School who has day to day responsibility for running the campus; they are supported by Assistant Headteachers, some of whom have whole school responsibilities.

Evergreen School serves children and young people across Central Warwickshire including Warwick, Leamington Spa, Kenilworth and surrounding areas.

Children, young people and their families lie at the heart of everything we do. We truly believe that for our pupils to learn and thrive, they need to feel happy and safe. We understand that our children and young people progress at their own rate, so have designed our curriculum to ensure that everyone is able to flourish.





The Role – Headteacher, Evergreen School

Do you believe every young person deserves the chance to thrive, no matter how complex their needs? Do you want to lead a school where inclusion, compassion and ambition sit at the heart of everything we do?

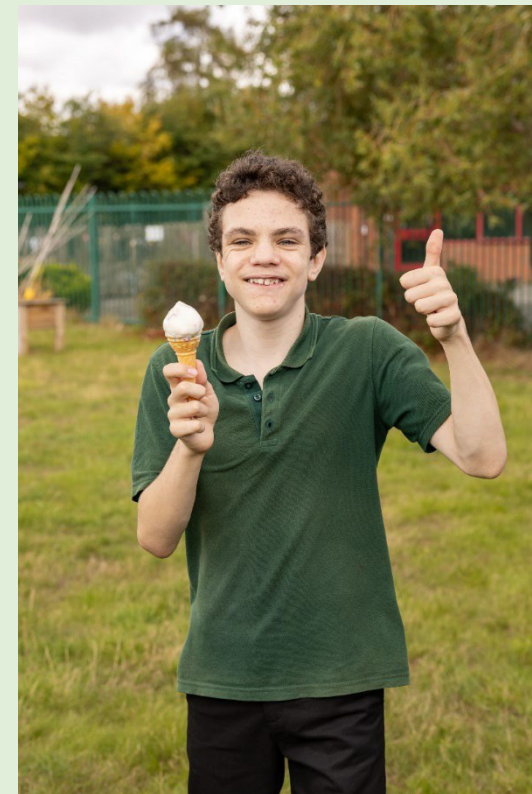
We are looking for an exceptional leader to become the next **Headteacher of Evergreen Special School**—a role that is challenging, deeply meaningful, and profoundly rewarding. Evergreen supports 287 remarkable young people aged 3–19 with a wide range of learning needs, including severe, complex and profound difficulties, sensory needs and autism. With two vibrant sites in Warwick, Evergreen is a cornerstone of specialist education in our community and Trust and we expect you to share out ambition for it to become a regional beacon of excellence.

Our strong relationship with the Local Authority, including nomination for their Ofsted-led Area SEND review, reflects the school's importance and potential. We need a Headteacher who can inspire teams, build strong partnerships, and lead teaching and learning with clarity, compassion and ambition.

Working with the Trust and the Evergreen LGB, you will shape the curriculum, champion safeguarding, drive student progress, and lead the day-to-day life of the school. You will manage staff and resources, nurture a culture of high expectations, and be supported by colleagues across the Trust and our shared services team.

If you are resilient, passionate about inclusion, and ready to make a lasting difference, we would love to hear from you.

Visits to the school are essential. To arrange a visit or an informal conversation in relation to the post, please contact Richard Williams, MAT Director on r.williams@wsfmat.co.uk



Our Trust

Evergreen School is a founding member of the Warwick Schools Foundation Multi Academy Trust (WSFMAT). The Trust has brought together a unique blend of special and mainstream schools, drawing on Warwick School Foundation's long-standing commitment to excellence and innovation.

The desire of all schools seeking to join WSFMAT in common with the Warwick Schools Foundation is to support excellence in education provision in the local and surrounding area, drawing on the best of all the schools and sharing practice to ensure that the life of every pupil is enhanced.

We achieve this through:

- A relentless focus on memorable educational experiences for all children and young people
- Innovative and dynamic SEND and inclusion provision drawing on outstanding expertise across all our schools.
- Enhanced educational and enrichment opportunities, through deeply collaborative ways of working across all the schools in the WSF groups – state and independent; and
- Meaningful ways for all our young people to engage with each other and learn together.





It is our aim that this will result in:

- Improved outcomes – through sharing best practice and developing strong cross-school partnerships supported by centralised functions that enables schools to focus on school improvement strategies;
- Joy in learning – through an enriched curriculum, valuing Sport, Music and the Arts, with access to outstanding facilities and specialist teachers;
- Improved social mobility – through a transformed and evidence-based approach to SEND and inclusion;
- Social cohesion – through meaningful and structured partnerships that enable pupils to experience education together across schools and sectors (state funded and independent) but within one over-arching charitable organisation in Warwick Schools Foundation;
- Exceptional and enhanced CPD offer to support staff collaboration and progression, which is also an important aspect of the MAT's school improvement strategy; and
- improved well-being for all through a collegiate and supportive relationship within and across all WSF schools.

The Trust has fused the expertise and professional enthusiasm of those new to the Multi Academy Trust World together with those who have significant experience in the world of MATs. We have invested heavily in our Headteachers, they work collaborative to co-create the effective systems, based upon national best practice, which underpin all of our work in schools to achieve our aims. The unique blend of Special, Mainstream and Independent Schools is what makes the Trust different and an exciting organisation to be part of and contribute to.

More about Warwick Schools Foundation may be found here: www.warwickschoolsfoundation.co.uk



Learning at Evergreen School

Evergreen School provides a holistic, personalised curriculum that gives pupils meaningful learning experiences. We help pupils develop a love of learning and encourage them to challenge themselves in a safe, supportive environment. We focus on “preparing pupils for adulthood, which is embedded through our whole curriculum.”

Our aim is to meet each pupil’s EHCP needs while offering a rich curriculum that builds functional life skills, inspires curiosity, and supports progress in subject learning.

Early Years

Pupils begin in our Early Years department, where they learn through a play based, topic led curriculum. Staff trained in EYFS help pupils settle into routines, build relationships, and access learning that prepares them for future curriculum pathways.

Curriculum Pathways

After Early Years, pupils follow one of three pathways. Movement between pathways is possible.

1. Roots Pathway

For pupils with the most complex needs, including sensory, communication, therapeutic, or physical needs.

- Learning is topic-based and highly personalised.
- Progress towards PLGs is prioritised.
- Pupils access the same six curriculum areas as their peers but through a sensory, holistic approach.
- Staff specialise in communication and independence development.
- Pupils experience learning in a “holistic, meaningful, sensory learning environment.”





2. Branches Pathway

For pupils who benefit from a balance of life skills, topic-based learning, and subject-specific teaching.

- PLGs and the six curriculum areas remain central.
- After Year 9, pupils follow vocational pathways and take part in supported work experience.
- Many complete Functional Skills qualifications.
- Staff focus on promoting independence and communication in every activity.

3. Leaves Pathway

For pupils likely to progress to college or employment after school.

- Pupils continue with PLGs, topic-based learning, and subject-specific lessons.
- Learning includes both functional tasks and cultural, engaging content to build life skills and a love of learning.
- After Year 9, pupils complete Functional Skills in English, Maths and Computing, plus vocational courses linked to their interests and aspirations.
- Staff stretch and challenge pupils academically and prepare them for future destinations.



What others say

Evergreen School is a calm and caring community. Staff know their pupils incredibly well. They understand their needs and help them to thrive. Pupils enjoy school. They take delight in their learning and have positive relationships with adults.

Leaders have developed an ambitious curriculum for all pupils. The curriculum develops pupils' communication skills, helps pupils to learn how to keep safe and prepares all pupils for adulthood. Leaders have meticulously identified what pupils need to know in all subjects. Leaders' approach to making sure that all pupils are prepared for adulthood is exemplary.

Every moment of school life is focused on making sure that all pupils are acquiring the new knowledge and skills they need.

Leaders know their school well. They have worked assiduously to make sure that the new school meets the needs of all pupils.

Ofsted, July 2023

I wanted to write to you personally for your time, commitment and professionalism you showed in supporting the SEND Local Area Inspection... The calm, thoughtful and child centred way in which you supported the process made a real difference and reflected the strength of our local system and shared commitment to improving outcomes for children and young people with SEND.

Local authority, spring 2026

Since transferring to Evergreen School my family and daughter's life has been transformed.

Communication with the teachers is fantastic I feel like I am part of her school experience. Class Dojo is amazing!

Staff always go way above and beyond to support us.

Post-16 parents, spring 2026



Job Description

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

Core Purpose

The Headteacher is responsible for developing the school culture and ensuring the school's vision and values are lived and breathed.

The Headteacher is accountable for ensuring the educational success of the school within the framework set by the Trustees and the Local Governing Body.

The Headteacher:

- is responsible for ensuring the effective day to day operation of the school, including the curriculum, learning and teaching, and pupil progress and achievement
- has operational management of the budget and responsibility for all staff
- create a culture of high expectation, self-evaluation and constant improvement.

(Please refer to Headteacher Standards 2020)

Key Responsibilities

The post holder will be responsible for the performance of all students at the school, for managing all staff and the delegated budget. The responsibility covers both sites.



The Headteacher is to:

- Have overall responsibility for the safeguarding of children in the school
- Be responsible for the day-to-day management, control and operation of the school, ensuring a high-quality education for all the students on roll
- Develop and maintain the distinctive school ethos
- Develop and maintain high morale and set an example of professionalism, high quality performance and leadership through demonstrating the 7 Principles of Public Life and the 7 characteristics of Ethical Leadership
- Develop in all students and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world
- Work collaboratively with schools in the Trust and Warwick Schools Foundation to develop meaningful partnerships and sharing expertise
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, businesses, colleges, other schools in the Trust and Warwick School Foundation and voluntary organisations
- Build and develop an outstanding climate for learning and teaching through an active regard for everyone's mental health and wellbeing

Strategy and Direction

- Ensure the vision of the Trust and school is clearly articulated, shared, understood and acted upon effectively by all stakeholders
- Play a leading role within the Trust, and the school, translating the local and national vision into strategic plans which will sustain school improvement
- Motivate and work with others to create a shared culture and positive environment
- Develop and implement the School Development Plan ensuring all standards, progress and teaching is highly effective
- Ensure the day to day running of the school, including financial and administration, supports the Trust and school's policies, vision and aims

Leading Learning and Teaching

- Support and monitor the delivery of a high quality, appropriate, comprehensive and cost-effective curriculum in the school
- Monitor, evaluate and review practice, ensuring accountability of the staff for the progress of their students
- Ensure there is a continuous focus in the school on students' achievement, effectively using data and benchmarks to monitor the progress in every child's learning
- Ensure an engaging, personalised and inclusive curriculum is in place which, while following statutory guidance, is responsive to the needs of individual pupils



- Monitor and implement policies which impact on outstanding practice and are understood and implemented by all stakeholders
- Assess, monitor and evaluate the quality of planning, teaching and of learning outcomes including the analysis of performance data, working with the MAT Director to ensure a focus on continuous improvement, staff development, and most importantly student progress and high quality outcomes
- Monitor, manage and evaluate all students, and groups of students, to ensure they make outstanding progress from their starting points

Developing Self and Working with Others

- Assist with building capacity amongst teaching and support colleagues to deliver and sustain the highest quality outcomes
- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence
- Take a lead role with other senior leaders across the school for ensuring that staff professional development needs are both identified and supported
- Coach and support the development of leadership and management skills in others
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals; ensure clear delegation of tasks and devolution of responsibilities
- Develop and maintain a culture of high expectations for self and for others
- Regularly review own practice, set personal targets and take responsibility for own personal development

Managing the Organisation

- Lead by example
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour
- Ensure staffing structures reflect the needs of the school and roles and responsibilities are clear to all stakeholders
- Work with the Trust and School's Senior Leadership team to recruit and retain a high-quality staff team
- Have in place strategies to ensure succession planning in key areas
- Oversee the school's performance management policy, securing school improvement and high-quality professional development, and ensure processes are carried out for all staff in school within the statutory time frame
- Fulfil the statutory duties, in relation to the curriculum, safeguarding and child protection



- Ensure the effective deployment of staff and resources at all times (on and off the sites)
- Continue to develop the consistency of approaches to maintaining and improving the personal well-being, and levels of safe behaviour, for all students
- Work with the Trust Executive Team to set the school budget, manage day-to-day finances effectively, efficiently and to monitor its effectiveness
- Manage organisational change effectively
- Be responsible for the development and implementation of the SDP – ensuring action plans are in place and monitored vigorously
- Ensure all annual reports, reviews and personalised learning plans are of a high quality, reflect the needs of each pupil and meet statutory frameworks
- Continue to develop the consistency of approaches to maintaining and improving levels of attendance
- Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities
- Report to the Chief Executive on Performance Management outcomes, with action plans to ensure staff are fully supported in the PM process
- Work collaboratively with the MAT Director, Leadership Team and middle managers to ensure school improvement is sustained and to deliver quality outcomes for students
- Work with the MAT Director and Trust Head of Finance and Operations to:
 - Ensure safe working practices are adopted by staff
 - Maintain appropriately safe premises/work areas for all staff, pupils and visitors to the school site
 - Ensure that the range, quality and use of all available resources, including staffing, is monitored and reviewed to improve the quality of education for all pupils and provides value for money

Leading Safeguarding

Be responsible for the DSL team to develop and promote a culture of safeguarding across the school:

- Encourage a culture of listening to students and taking account of their wishes
- Be alert to the specific needs of Evergreen children who are some of the most vulnerable children in society.
- Have up-to-date knowledge of practice and legislation, with particular regards to Keeping Children Safe in education, and Working together to Safeguard Children
- Ensure detailed, accurate, secure written records of concerns and referrals
- Ensure staff, particularly new and part-time, have access to and understand the school's child protection policy and procedures
- Understand the assessment process for providing early help and intervention



- Have a working knowledge of how LAs conduct child protection case conferences and review conferences, and attend and contribute to these effectively
- Understand relevant data protection legislation, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand and support the school with the requirements of the Prevent duty, including supporting staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant training courses

Securing Accountability

- To be accountable to the Chief Executive for the day-to-day leadership and management of the school as delegated to the Headteacher under the Scheme of Delegation of the trust
- To be accountable for designing and maintaining a self-evaluation framework which clearly identifies strengths and areas for development, to inform the school improvement agenda, develop and maintain high standards
- To ensure that the school is clear that individual staff's accountabilities to the Headteacher are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- To ensure that the school presents a coherent and accurate account of its performance to a range of audiences including Trustees, Governors, parents and carers and the local community
- To be responsible for all aspects of self-evaluation within the school

Strengthening Community

- Build and maintain a school culture that considers the richness and diversity of the school's community
- To work as a member of the Trust Headteachers Leadership Team and promote the work of The Warwick Schools Foundation Multi Academy Trust
- Collaborate and work in partnership with other agencies in providing for the academic, health, social, emotional, spiritual, moral and cultural well-being of students and their families
- Ensure the learning experiences for students at the school and partnerships are linked into and integrated with the wider community, and that some of these are community based



- Promote and model good relationships with parents/carers which are based on partnership to support and improve students' achievement and promote/support parenting skills generally
- Promote the school as a centre of excellence for education and well-being in the local and wider community by sharing effective practice, promoting innovative initiatives – with particular reference to special educational needs
- Co-operate and work with the relevant agencies to protect and safeguard students

Notes

This Job Description is not a comprehensive statement of procedures and task but sets out the main expectations of Warwick Schools Foundation Multi Academy Trust in relation to the post holder's' professional responsibilities and duties. The post holder may be asked by the Trustees or Chief Executive to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by Warwick Schools Foundation Multi Academy Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by Warwick Schools Foundation Multi Academy Trust are required to respect the confidentiality of information relating to pupils, their families, and staff.

As context changes over time, duties may need to reflect changes arising from national legislation or policy and the evolution of a Multi Academy Trust. The job description may therefore be subject to amendment or modification at any time after consultation with the post holder.

The Headteacher will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers, and Education Employment legislation.



Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person
- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- Be aware of the need to take responsibility for own professional development and to participate in the Appraisal procedures of the school
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working
- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Further Details

The Employer is the Warwick Schools Foundation Multi-Academy Trust.

Salary

L29 – 34 (£103,030 - £116,456)

Pension

TPS

Safeguarding and Protection of Children and Young Persons

Warwick School Foundation Multi Academy Trust is committed to safeguarding children, promoting the welfare of all students. All staff and volunteers are expected to share this commitment. An Enhanced Disclosure and Barring Service check will be required for the successful candidate.

In accordance with the Children's Act 1989, on appointment post holders will be required to commit to their responsibilities with regards to safeguarding. In addition, offers of appointment will be subject to an enhanced criminal record check from the Disclosure and Barring Service (DBS). These checks will highlight cautions, reprimands, and final warnings as well as any convictions. The post holder must not have any spent or unspent convictions that would prevent working with children.

All staff are required to adhere to the School Policy on safeguarding and undertake training as required and ensure the safeguarding and well-being of children and young people at the school, in accordance with School policies.

Application method

Please follow the link below to the vacancies page on the school website:

<https://www.evergreenschool.co.uk/about-us/vacancies/>



Appointment Timetable

Deadline for submission of applications:
Monday 29 June, 09.00am

Interviews will take place over 2 days:
Friday 10th July, Monday 13th July



Person Specification

Assessed from:

1 = Written application

2 = Interview/tests

3 = Documentary evidence

<i>Appointment criteria</i>	Essential/ desirable	Assessed from
Qualifications and Training:		
Qualified Teacher Status	E	1,3
National Professional Qualification of Headship (NPQH)	D	1,3
Further qualification in a related area e.g. MEd, MA, MBA	D	1,3
Experience:		
Successful experience as a Headteacher, or Deputy Head teacher with significant impact, in a special school	E	1,3
Evidence of managing or making a substantial contribution to the effective management of change	E	1,3
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all students	E	1,2,3



Evidence of effective teaching, assessment and target setting	E	1,2,3
Evidence of successful improvement planning across all sectors of the school	E	1,2,3
Evidence of working with parents and the community as partners in learning	E	1,2
Evidence of working with students across the age range	E	1,2
Experience of working in collaboration with other schools to realise improvement and raise standards	E	1,2
Experience of working effectively and in partnership with Governors	E	1,2
Experience of leading an academy within a multi-academy trust	D	1,2
Experience of developing professional development within and/or across a range of school	D	1,2
Knowledge and understanding of:		
Developing further systems for school self-evaluation, effective monitoring and inspection	E	1,2
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all students	E	1,2
Strategies to motivate and engage students, and understanding of the barriers to learning, to maximise learning opportunities and outcomes	E	1,2
Safeguarding practice and procedure as relating to children with SEND, to enable students to thrive		
Performance management, performance related pay and managing effective professional development	E	1,2
Effective use of ICT to support teaching and learning	E	1,2



How to promote inclusion and implement equal opportunities for all	E	1,2
Management of students' behaviour and attitudes to learning and the ability to put this into practice	E	1,2
Ability to work in partnership with other schools in order to meet pupils' needs	E	1,2
Engaging parents/carers in their children's learning and the work of the school	E	1,2
Strategic curriculum development	E	1,2
Effective financial management	E	1,2
Leadership skills		
Evidence that can show candidates can:		
Demonstrate evidence of outstanding successful teaching as a Headteacher, Interim Headteacher or Deputy Headteacher	E	1,3
Create and secure commitment to a convincing vision for the school in line with that of the trust	E	2
Build upon current good practice by supporting and developing effective teamwork across the whole school community	E	1,2,3
Initiate and manage change and improvement in pursuit of higher standards and strategic objectives	E	1,2,3
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others	E	1,2,3
Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward	E	1,2
Provide an inspiring role model for students and staff, creating an environment where all can thrive	E	1,2
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available	E	1,2
Lead the safeguarding of students ensuring their welfare is prioritised	E	1,3
Play a senior role in the multi-academy trust, contributing to school improvement across the trust as well as at own school	E	2
Demonstrate a willingness and ability to engage in wider system development	E	1,3



Communication and Problem Solving

Evidence that shows candidates can:

Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school	E	2
Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation	E	2,3
Demonstrate reasoned judgement in difficult circumstances	E	1,2
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	E	1,2,3
Communicate, negotiate and secure cooperation of a wide range of people	E	1,2
Create a climate of open communication where people feel able to express opinion and know their views will be respected	E	1,2,3
Demonstrate an understanding of, and lead the school's role in a self-improving school system	E	1,2
Demonstrate an understanding of, and lead the school's role in the community	E	2
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts	E	1,3

Personal Effectiveness

Evidence that shows candidates can:

Prioritise and manage time appropriately, able to work under pressure and to deadlines.	E	1,2,3
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances	E	1,2,3
Be self-motivating and achieve challenging professional goals	E	1,3
Take full responsibility for own professional development	E	1,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour	E	1,2,3
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E	2,3
Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education	E	1,2,3