



Application Pack

Headteacher

Full time post with 0.4 teaching commitment
Headteacher Pay Scale + Pension Scheme (TPS)

For a confidential discussion about this post, more information,
or to arrange a visit, please contact the school on 01298 83233
or email Mrs Kate Brown (Chair of Governors) at
kate.brown@st-bartholomews.staffs.sch.uk

Dear Applicant

Thank you for expressing an interest in the post of Headteacher at St Bartholomew's CE (VC) Primary School, Longnor.

We are a rural, small local authority-maintained school set in the beautiful village of Longnor in the Staffordshire Moorlands. We are the heart of our local community. We believe the benefits of belonging to a small school are found in an extended family atmosphere.

We are seeking candidates who demonstrate excellent teaching and will enjoy the challenge of securing improvement through leading high expectations in our friendly, community school. We have a dedicated team of staff who work in an open and collegiate style and committed, supportive governors. The successful candidate will demonstrate the interpersonal skills, enthusiasm and flexibility to successfully lead our school; enhancing the opportunities available for our children and promoting the Christian distinctiveness of the school.

Your letter of application might include a brief outline of:

- Your personal philosophy of leadership in education*
- Your previous range of experiences and responsibilities relevant to this post*
- What you consider to be 'quality work' by staff and children*
- Your personal and professional qualities, knowledge and skills*
- Examples of your good practice and strengths*
- Examples of how you could play a full role in the life of our school*
- Examples of how you will ensure the school's Christian Distinctiveness is central to the day to day running of the school*

We look forward to welcoming you to our school and working together to deliver the next chapter in our children's journey at St Bartholomew's.

Yours sincerely,

Kate Brown

Chair of Governors



St Bartholomew's Vision

To be a loving and nurturing Christian school community, providing the rich soil that enables our children to develop deep roots, grow and flourish, to be the best they can be.



Our Motto

Nurture, Grow, Flourish

Keep your roots deep in Jesus and have your lives built on Him.
Be strong in the faith, just as you were taught.
Always be thankful. Col 2:7

Our Values

● Courage ● Creativity
● Joy ● Kindness ● Respect

**Permanent, Full-time post
with 0.4 teaching commitment
Salary:**

Leadership Scale (L6 – L12)

Required for September 2024

About The Role

We are seeking to appoint a highly motivated and inspiring headteacher who will help us to nurture all those who learn and work in our school, through living our values, to inspire our children to be the best they can be and to make a positive contribution to the community.

Successful candidates will demonstrate excellent teaching and will enjoy the challenge of securing improvement through leading high expectations in our small, friendly community school. We have a dedicated team of staff who work in an open and collegiate style and committed, supportive governors. The successful candidate will demonstrate the interpersonal skills, enthusiasm and flexibility to successfully lead our school; enhancing the opportunities available for our children and promoting the Christian distinctiveness of the school.

This post is permanent full-time, with a 0.4 teaching commitment.

We are looking for someone who:

- is committed to the Christian ethos and values of our school,
- is an effective classroom practitioner,
- maintains and develops very good progress and high expectations,
- has high expectations of behaviour and positive behaviour management skills,
- has excellent organisational, interpersonal and communication skills,
- has a considerate nature and sense of humour,
- is capable and committed to working as part of a team,
- is an inclusive practitioner who firmly believe that every child matters,
- has excellent ICT skills,
- is committed to being involved in the full life of the school and community.

Visits to the school are available on **Monday 22nd April** at 10am and **Tuesday 23rd April** at 10am. If you would like to arrange a visit or have a discussion in confidence about the post, please contact our Chair of Governors – Mrs Kate Brown by emailing kate.brown@st-bartholomews.staffs.sch.uk

Application packs are available on our website – www.st-bartholomews-longnor.org.uk

Recruitment Timetable

Applications close – 8am on Friday 3rd May 2024

Shortlisting – Friday 3rd May 2024

Interviews – Thursday 9th May 2024

Staffordshire County Council is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced Disclosure and Barring Service Check with barred list and social media checks.

A copy of St Bartholomew's Safeguarding Policy can be found [here](#).

Staffordshire County Council is an equal opportunity employer.

Guidance Notes for Applicants

Please read all of the information in this pack before you complete the application form.

How to apply

Application packs are available electronically on the vacancies area of the school website and should be returned electronically. Completed application forms, equality and diversity forms and covering letters should be emailed to office@st-bartholomews.staffs.sch.uk.

Making an Application

- You must complete the application form in full to apply for this vacancy and applicants should directly address the skills outlined in the person specification. You may send in a CV to support your application but you must still complete the application form in full. Proper completion of this form is an essential part of the selection process and CVs alone will not be considered.
- Each vacancy is based upon a job description and person specification. The job description lists the key responsibilities of the post and person specifications outline the skills, knowledge, experience, and qualifications etc, which are either essential or desirable. Remember, you will be selected for interview based entirely on the information you provide in your application form; read the job description and person specification carefully so that you know what the job involves, and match your skills, abilities and knowledge to it.
- The completed application form must show that you meet all the essential criteria. To make sure we treat all applicants fairly we do not make assumptions about you and we only look at what you tell us about yourself in the application form.
- Complete all parts of the application form (including the Equal Opportunities Monitoring Form) and ensure that the information that you supply is clear, precise and is aimed at the job you are applying for. Always ensure that any additional sheets are securely attached to your application form.
- Please make sure you return your application form by the closing date. No applications can be accepted once shortlisting for the vacancy has begun.
- After the closing date, shortlisting will start. If we haven't contacted you within 7 days of the closing date, you can assume that this time your application has been unsuccessful.
- Please keep free any interview date given, as it is not normally possible to re-arrange an interview.

We welcome applications from all sections of the community and are pleased to help meet any requirement arising as part of the recruitment process, for example from disability.

The interview panel will be made up of skilled groups of professionals with experience in educational settings. Their role is to ensure that your experience with us is a valuable one and that you get the best opportunity to present your knowledge and skills.

We will request references for shortlisted candidates within two days of drawing up the final list. To prevent delays, it is essential that you have informed your referees that we will contact them.

For more information about this position, to have an informal discussion about your application please email kate.brown@st-bartholomews.staffs.sch.uk

Guidance Notes on completing the Application Form

- Section titled Additional Information - When completing this section of the application form please make sure that you describe fully here and how your experience, skills and abilities meet those described in the job description and person specification.
- Sections titled Rehabilitation of Offenders Act, Immigration and Asylum Act and the Recruitment Monitoring Form - Guidance on completing these sections and the recruitment monitoring form is provided in this pack.
- Previous Employment / Education History - Please ensure all gaps in employment and education history are fully explained on your application form. We may wish to verify this information during the recruitment process.
- Certain jobs, typically those involving substantial access to children or vulnerable adults, require disclosure of all criminal convictions or cautions whatever their nature and whenever they occurred. For these jobs there is an independent check before an appointment is confirmed. It is important that you volunteer such information at the outset. Whether a job is of this type will be clear from the further particulars.
- References - In certain circumstances it may be necessary for us to contact more than 2 references. This might include contacting previous employers or to verify gaps in employment. In this situation you will be asked to provide contact information to enable us to take up these additional references.
- Date of Birth Information - Individuals employed within Residential establishments must meet the minimum age requirements set out by the Department of Health.

Equal Opportunities

We recognise the importance of promoting equality of opportunity across all service provision as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from diverse candidates.

Our Equality and Diversity Policy supports our commitment to promoting inclusion and the provision of high quality, accessible services that meet the needs of our diverse community, and we will work towards ensuring that our staff reflects the diversity of the community.

We will develop a culture where employees are treated as individuals, and where differences are welcomed and embraced. We believe that equality is the responsibility of all employees and every employee can influence how equality is achieved within the Trust. To deliver this we will create an awareness and understanding of equality by ensuring that training and development is an integral part of every employee's individual personal development.

UK GDPR/ Data Protection

The Data Protection Act 2018 and General Data Protection Regulations (UK GDPR) places responsibilities on us to process personal data that we hold in a fair and proper way. They regulate the use of personal data, including any data you supply on this application form.

The information you give us will be kept confidential and will only be used for the purpose of personnel management. The Trust may contact other organisations (such as the Disclosure Barring Service, DfE, previous employer(s), education establishments, etc) to check the factual information you have given on the application form. The information will be stored securely, both manually and electronically and destroyed after 12 months (maximum) if your application is unsuccessful.

If we offer you a job we will use some of the information you give us on the application form in your contract of employment. The information you give on the recruitment monitoring form will only be used to monitor the application of our equality and diversity policy and the effectiveness of our recruitment and advertising strategies.

Shortlisted Candidates

References will be sought on all shortlisted candidates and where possible will be obtained before interview so that any issues of concern they raise can be explored further with the referee, and discussed with the candidate at interview. Where it is not possible to obtain references prior to interview because of delay on the part of the referee a reference will be received and scrutinised prior to confirmation of appointment.

In all instances where an applicant currently works in a school or educational setting, a reference will always be sought from the Headteacher/Principal of that establishment. If a candidate for a position is not currently employed in a school, but has been in their past, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving. A minimum of two references will be received and scrutinised – one to be from the current or most recent employer.

Candidates attending interviews will always be required to:

- Explain any gaps in employment
- Explain any anomalies or discrepancies in the information available to the selection panel
- Declare any information that is likely to appear on a DBS disclosure
- Demonstrate their attitudes, motives and values for working with children and young people, and their capacity to safeguard and protect the welfare of children and young people
- Complete a criminal records self-disclosure.

Successful Candidates

An offer of appointment to a successful candidate, including one who has lived or worked abroad, is conditional upon satisfactory completion of the following pre-employment checks. The appointment will:

- Verify a candidate's identity, following the [DBS identity checking guidelines](#)
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verify the candidate's mental and physical fitness to carry out their work responsibilities – PEAQ or Assessment of Fitness to Work
- Conduct other checks related to the requirements of the role e.g. driving licence or valid insurance
- Verify the person's right to work in the UK or if a person has lived, or worked outside the UK make any further appropriate checks
- Conduct online searches in line with KCSIE

Please note that all offers of employment will be subject to the completion of the school's pre-employment screening process. The position applied for is subject to appropriate vetting procedures including a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions if you are shortlisted.

The Immigration and Asylum Act 2006

We must take copies of evidence that you are able to legally work within the UK; the following list details the acceptable documents/ combinations of documents which we must see and copy:

Single documents (that we only need to see/copy once):

- A United Kingdom Passport
- A Passport/National Identity Card from a country in the EEA Agreement stating that the holder is a national of that country
- A United Kingdom residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office/ UK Border Agency to an EEA national.

- A permanent residence card issued by the Home Office, UK Border Agency to the family member of a national of an EEA country or Switzerland.
- A Biometric Immigration Document (ID card) issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the UK.
- A Passport or other travel document stating the holder is 'exempt from immigration control', is allowed to stay indefinitely/has right of abode in the UK or has no time limit on their stay in the UK.

Combinations of documents:

- An official document giving the person's permanent National Insurance Number and their name issued by a government agency or a previous employer in combination with one of the following documents
- An immigration status document issued by Home Office/ Border Agency to the holder with an endorsement indicating that the person named has no time limit on their stay in the UK
- A full birth OR adoption certificate issued in the United Kingdom/ the Channel Islands, Isle of Man or Ireland
- A certificate of registration or naturalisation as British citizen
- A letter from the Home Office/ Border Agency confirming the individual can undertake the specific work in the UK

Documents that we need to see/copy every 12 months:

- A Passport or other travel document showing the individual can enter the UK and is allowed to do the type of work in question, provided it doesn't require a work permit
- An ID Card issued by the UK Border Agency to the holder which indicates that the person named in it is allowed to stay in the United Kingdom, and is allowed to do the work in question
- A work permit or other approval to take employment issued by the Home Office or the UK Border Agency IN COMBINATION WITH a passport or another travel document/letter endorsed to show the holder can stay in the UK and is allowed to do the work in question
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of an EEA/ Switzerland stating that the holder is permitted to take employment which is less than 6 months old IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- A Certificate of Application issued by the Home Office or the Border Agency to or for a family member of a national of an EEA/ Switzerland stating that the holder is permitted to take employment, which is less than 6 months old
- An Application Registration Card issued by the Home Office or UK Border Agency stating that the holder is permitted to take employment IN COMBINATION WITH evidence of verification by the UK Border Agency Employer Checking Service
- An Immigration Status Document issued by the Home Office/Border Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question IN COMBINATION WITH A document issued by a previous employer or Government agency which contains the National Insurance number of the holder
- A letter issued by the Home Office or the UK Border Agency to the holder or the employer or prospective employer, which indicates that the person named in it can stay in the UK and is allowed to do the work in question IN COMBINATION WITH a document issued by a previous employer/Government agency which contains the NI number and name of the holder.

The Rehabilitation of Offenders Act 1974

What is the Rehabilitation of Offenders Act?

The Rehabilitation of Offenders Act was introduced to make sure that you are not discriminated against when applying for jobs, if you have been convicted of a criminal offence and you have not reoffended for a period of time since the date of your conviction.

The Act allows certain types of convictions to be treated as "spent" after a certain (variable) period of time. You are no longer legally required to disclose to us convictions that have become "spent", unless the post you are applying for is exempted. In the case of more serious crimes, such as where the sentence is more than 30 months imprisonment, the conviction can never become "spent" and must always be considered.

Exceptions Orders exist to protect vulnerable client groups such as children, young people, the elderly, sick or disabled. In such cases, we are legally entitled to ask you for details of all convictions, even if they are "spent" or "unspent" under the Rehabilitation of Offenders Act.

Cautions, reprimands and final warnings are not criminal convictions and are not covered by the Rehabilitation of Offenders Act. They become "spent" immediately and we may only consider them when appointing to exempted posts.

Having an "unspent" conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offence(s). However, as some of our positions meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment to one of these posts will be subject to a criminal record check from the Disclosure and Barring Service (DBS) before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

For all other criminal convictions, you will only need to disclose any convictions that are not 'spent'. A conviction is regarded as spent if you have served a 'rehabilitation period'. These periods vary according to the sentence received as follows overleaf:

Sentence	Rehabilitation Periods	
	Age 18 or over when convicted	Under 18 when convicted
Prison and Young Offender Institution - sentence of 6 months or less	7 Years	3 Years
Prison and Young Offender Institution - sentence of 2½ years	10 Years	5 Years more than 6 months –
Fines, compensation order, probation (for people convicted on or after 3 Feb 1995), community order, action plan, curfew order, drug treatment, reparation order	5 Years	2 Years’ service, combination
Borstal (Abolished 1983)	7 Years	7 Years
Detention Centres	3 Years	3 Years
Absolute Discharge	6 Months	6 Months
<u>Sentences for which the rehabilitation period varies</u>		
Probation order (for people convicted prior to 3 Feb 1995), conditional discharge, bind over, supervision order, care order	Until the order expires (minimum period of 1 year)	
Attendance centre orders	Length of the order plus 1 year	
Hospital Order	2 years after the order expires (with a Minimum of 5 years from the date of conviction)	
<u>Suspended Sentences</u>		
A suspended prison sentence is treated as one that has effect and the rehabilitation period is the same as for the full sentence.		
<u>Consecutive and Concurrent sentences</u>		
An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order this to run concurrently or consecutively. If a person is sentenced to two terms of imprisonment of six months each, to run concurrently, the person will be subject to a rehabilitation period of 7 years. If they were ordered to run consecutively, they would be subject to a rehabilitation period of ten years.		
<u>Extension of Rehabilitation periods</u>		
Rehabilitation periods may be extended if a person receives further convictions while an original rehabilitation period is still running.		
If the second conviction is for a summary offence, i.e. an offence that can be tried only in a magistrates’ court, then the first rehabilitation period is not affected and both rehabilitation periods will run their separate course. If, however, the second conviction is more serious and could be tried in crown court, then neither conviction will become spent until the longer rehabilitation period has expired.		
Where the original sentence resulted in a disqualification, prohibition or other penalty, the rehabilitation period will not be affected if the person is convicted of a further offence.		

Job Description

General Responsibilities

General professional duties in line with the School Teachers' Pay and Conditions Document, the postholder will carry out the professional duties of a headteacher and adhere to the Headteacher Standards.

School culture

- Ensure the nature and Christian ethos of the school are securely embedded and promoted in the life and work of the school
- Ensure that the school's Christian Distinctiveness is central to the day to day running of the school
- Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community, and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Whole-school organisation, strategy and development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.
- Teach, as required.
- Liaise with other leaders beyond the school to secure creative, responsive and effective approaches to teaching and learning.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct, in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.

Ensure that adults within the school model and teach the behaviour of a good citizen.

SEND and additional needs

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

Management of staff and resources

- Lead, manage and develop staff members, including appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the governing board on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure resources are managed in line with policies and procedures.

Professional development

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'Standards for teachers' professional development'.

- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
 - Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members.
 - Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

Communication and working with others

- To lead Collective Worship and play a significant role in maintaining close links with the Church and the Diocese of Lichfield.
- Consult and communicate with the governing board, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professional within beyond the school including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Build and maintain excellent relationships with other schools.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or pupils' vulnerability or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.

Person Specification

Factors	Essential	Desirable	Measured
QUALIFICATIONS AND TRAINING			
• Qualified Teacher Status	✓		AF/I
• A degree level qualification or equivalent	✓		AF/I
• Further relevant professional and/or academic study and evidence of CPD	✓		AF/I
• Knowledge of current issues in Education		✓	AF/I
• A relevant leadership qualification		✓	AF/I
SKILLS AND EXPERIENCE			
• At least three years of proven strong, successful leadership and management experience in a school.	✓		AF/I
• Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.	✓		AF/I
• Experience of implementing, managing and evaluating change in a collaborative way	✓		AF/I
• Experience of raising standards that have impacted positively on pupils and teaching and learning.	✓		AF/I
• Significant experience of evaluating and using data to plan and improve pupil outcomes	✓		AF/I
• Experience of making effective use of funding and other resources.	✓		AF/I
• Strong financial planning and management skills.	✓		AF/I
• Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.	✓		AF/I
SPECIAL KNOWLEDGE, SKILLS AND UNDERSTANDING			
• Committed to Christian ethos	✓		AF / I
• An understanding of how to empower pupils and staff to excel.	✓		AF / I
• A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	✓		AF / I
• An understanding of how to create whole-community accountability systems and implement them to combine data from a range of sources to maximise the achievement of pupils.	✓		AF / I
• A clear understanding of and commitment to promoting safeguarding pupils.	✓		AF / I
• Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.	✓		AF / I

AF - Application Form/Letter I - Interview

Person Specification Continued

Factors	Essential	Desirable	Measured
PERSONAL TRAITS			
<ul style="list-style-type: none"> • Demonstrate optimistic personal behaviour • Ability to promote the Christian distinctiveness of a church school 	<div>✓</div> <div>✓</div>		<div>AF/I</div> <div>AF/I</div>
<ul style="list-style-type: none"> • Be able to build positive relationships rooted in mutual respect 	<div>✓</div>		AF/I
<ul style="list-style-type: none"> • Have a commitment to valuing, supporting and encouraging the professional development of all staff 	<div>✓</div>		AF/I
<ul style="list-style-type: none"> • Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement 	<div>✓</div>		AF/I
<ul style="list-style-type: none"> • Be committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community • Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives 	<div>✓</div> <div>✓</div>		<div>AF</div> <div>AF</div>
<ul style="list-style-type: none"> • Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level 	<div>✓</div>		AF/I
<ul style="list-style-type: none"> • Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values 	<div>✓</div>		AF/I
<ul style="list-style-type: none"> • Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law. 	<div>✓</div>		AF/I

AF - Application Form/Letter I - Interview