



Hillcrest School & Sixth Form Centre

Job Application Pack

Headteacher

Leadership Group 5: L27 to L31

*Pupils at Hillcrest School and Sixth Form Centre are hard-working, polite and welcoming.
They enjoy coming to school and achieve well.'*

(Ofsted, September 2022).



Contents:

1. Welcome letter from Chair of Academy Trust	Page 3
2. Information about Hillcrest School and Sixth Form Centre	Page 5
3. Headteacher Advert	Page 9
4. How to Apply Information	Page 10
5. Headteacher Job Description	Page 12
6. Headteacher Person Specification	Page 15



Hillcrest School & Sixth Form Centre

Headteacher Julie Ann Davies BEd (Hons) N P Q H
Stonehouse Lane, Bartley Green Birmingham B32 3AE
Email: enquiry@hillcrest.bham.sch.uk

Tel: 0121 464 3172

Dear Applicant

Thank you for your interest in the position of Headteacher at Hillcrest School and Sixth Form Centre in Birmingham. I am delighted to introduce you to the school and hope that you find this application pack along with the information on our school website useful.

Due to the retirement of the current highly successful Headteacher in August 2025, the Governors are looking to appoint an inspirational and dedicated Headteacher to lead the school on the next phase of its journey.

Hillcrest School is an oversubscribed high-achieving all-girls 11 to 16 school, with a mixed sixth form, located on a green field site in Edgbaston constituency on the southwest edge of Birmingham. Our students come from a range of backgrounds from across Birmingham and surrounding areas. Our results are above those both in Birmingham and nationally, something which we are very proud of.

The school was rated 'Good' with outstanding behaviour and safety by Ofsted in September 2013 and following a short inspection in July 2017 and again in September 2022 we retained our overall 'Good' rating. We are focused on continuing our drive for excellent attainment and progress outcomes, with an aspiration to be rated 'Outstanding' at our full next inspection.

We have very high expectations of our students. Great emphasis is placed on self-discipline and self-respect, hard work and achievement and high standards of behaviour. We value every child and believe that we provide an education which fosters creativity, independence, autonomous thinking and emotional intelligence. We combine the best of traditional values with the very latest in teaching methods and extracurricular experiences to inspire our students to succeed in everything they do.

We have a brilliant, highly qualified cohesive team of teaching staff, who work alongside a team of support staff who are committed to delivering the very best quality administration and support services to our school community.

We wish to appoint someone who can drive inclusion across the whole school and provide great leadership for the staff team. More than anything, we are looking for someone who can continue to drive high standards alongside developing our students as confident members of society, and who has the ability to inspire and secure the confidence of our students, staff and parents.

We are looking for an experienced candidate who is ready for a new challenge. Hillcrest School needs a leader who has the drive, enthusiasm and vision to work closely with staff and the governing body to make an impact on the whole school community.

We warmly encourage you to visit the school to see our students involved in their learning and the supportive environment the school provides. If you are inspired by the opportunity to make a big difference to the students and families in our school community, we would welcome your application.

Within this pack you will find information about:

- Overall Standards
- Values and Ethos
- School Leadership and Governance
- Partnerships
- Curriculum
- Student Wellbeing and Pastoral Care
- Teaching and Learning, Staff Development and Wellbeing
- Hillcrest Sixth Form
- Premises and Facilities
- Finance

If you want to be our next Headteacher, leading and supporting our staff and students within a forward thinking, hardworking school community the Academy Trust Board of Governors very much look forward to receiving your application and I would like to take this opportunity to wish you well in your application.



Miss Dee McIlmurray
Chair of Academy Trust



Information about Hillcrest School and Sixth Form Centre

1. Overall Standards

Hillcrest School and Sixth Form Centre is a high performing Single Academy Trust. Progress and attainment data consistently place us in the highest performing 20% of schools nationally and we are named in the top ten highest performing comprehensive schools in the West Midlands.

2. Values and Ethos

Hillcrest School and Sixth Form Centre is a safe and respectful learning environment where every child is valued as an individual with unique talents and ambitions.

We:

- are an outward looking and confident community, actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs;
- are a happy, responsible and fair school respected by the community;
- improve our environment to meet the educational demands of the twenty-first century;
- raise expectations and achievement for all;
- prepare everyone for the challenges of modern Britain and a changing world; and
- develop a passion for life-long learning.

We believe our school is an ideal size, since it is large enough to provide a full range of subjects and to enable us to employ specialist teachers, but not so large that the individual becomes lost in the crowd.

Hillcrest is committed to ensuring all members of our learning community have equal opportunities to achieve their potential.

3. School Leadership and Governance

The Headteacher and Senior Leadership Team work collaboratively with the Academy Trust Board of Governors to ensure outstanding leadership and management. The leadership team consists of the Headteacher, two Deputy Headteachers, two Assistant Headteachers and the Strategic Business Manager.

Headteacher – Lead on the Quality of Education – Strategic Development and Direction of the School

Deputy Headteacher – Lead on the Quality of Education – Personal Development, Behaviour, Attitudes, Welfare and Inclusion (DSL)

Deputy Headteacher – Lead on the Quality of Education – Teaching, Learning, Assessment and Professional Development

Assistant Headteacher - Lead on the Quality of Education – Curriculum, Assessment and Data

Assistant Headteacher(SENDCo) - Lead on the Quality of Education – SEND and Inclusion

Strategic Business Manager – Lead on Finance and Operations, Audit and Risk, Health and Safety, Human Resources, Support Staff Management, Site Management, Catering and Data Protection.

The school currently has 52 teaching staff and 25 support staff who are dedicated, professional and hardworking. Many of the staff have been with the school for many years, and, advanced within the school. Staff turnover is low for both teaching and support staff.

4. Partnerships

The school is a long standing member of the Oaks Collegiate, a group of nine secondary schools working together to ensure the best outcomes for students and investing in staff development.

The school also works with the following organisations and networks

- Birmingham Education Partnership
- Birmingham Educational Psychology Service
- Birmingham Safeguarding Schools Network
- Birmingham Violence Reduction Unit
- Central Maths Hub
- Developing Local Provision (South)
- Edgbaston School Police Panel
- King Edward's Consortium
- Newman University
- STAR Teaching School Hub
- The Brilliant Club
- University of Birmingham
- University of Wolverhampton
- West Midlands Careers Hub

5. Curriculum

The curriculum at Hillcrest has an academic focus designed to enable all students to engage, enjoy and achieve. We aim to provide all students with the knowledge, skills and understanding, and relevant qualifications to enable them to successfully access the next stage of their education, prepare for adulthood, and achieve social mobility. Our curriculum develops effective independent learners who have a passion for learning, an understanding of the power of knowledge and the importance of the female voice in society and affecting positive change.

At key stage 3 students follow a broad and balance curriculum based on the national curriculum and Birmingham curriculum statement.

The core curriculum in key stage 4 is around the Ebacc set of subjects with additional options to study a range of Arts, Sport, Social Science and Technology based subject's dependent on student interests.

Curriculum intent is ambitious and designed to challenge all students, particularly those who are disadvantaged and those with SEND. Early identification of students' specific needs and suitable intervention is a key part of our curriculum offer to ensure that students with SEND make good progress from their individual starting points, through responsive quality first teaching; incorporating adaptations and modifications to enable access.

Curriculum implementation is strong. Curriculum leaders have a clear vision for their curriculum coverage, delivery and sequencing and teachers have strong subject knowledge and understanding of effective pedagogy.

Curriculum impact is seen in strong outcomes at GCSE and A level and destination data for Year 11 and 13.

6. Student Wellbeing and Pastoral Care

Safeguarding, child protection and all aspects of student wellbeing and support are outstanding. We ensure the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We promote a positive mental health culture and introduced a tiered intervention programme to support all students, but especially the highly vulnerable students manage their mental health.

We have a team of deputy DSL's who are also non-teaching Heads of Year, members of the Learner Support team and our Senior Learning Mentor.

The Hillcrest 'Getting It Right' reward system underpins the ethos of the school. SMSC and Character education are embedded in the form programme, Life Skills and whole-school curriculum. British Values are actively and regularly promoted.

There is a strong take-up of the opportunities provided to students in and beyond the curriculum. Student voice opportunities are through the College Prefect and School Parliament systems.

Bullying and any form of discrimination is rare in school and when it does occur is dealt with promptly with restorative approaches and education.

Our curriculum provision encourages and supports students to live active and healthy lifestyles.

Our highly effective careers education programme ensures students are well prepared for the future and careers-related learning is effectively embedded in the curriculum.

7. Teaching and Learning, Staff Development and Wellbeing

The Hillcrest approach to teaching and learning is underpinned by evidence based research and staff regularly engage in professional development in school and externally, including attending ResearchEd Conferences and undertaking NPQ study.

In the classroom teachers focus on key effective classroom strategies encompassing the work of Teach Like a Champion, EEF, and Teacher WalkThrus.

We have a Wellbeing and Workload charter which is regularly reviewed to ensure staff use their time efficiently and effectively, as this has the greatest impact on student learning and outcomes. Staff wellbeing and workload is a priority at this school. Actions include a generous planning and preparation allowance, a rational approach to; feedback and assessment, data collection and communication.

8. Hillcrest Sixth Form

We are a small and highly successful Sixth Form, with excellent examination results and destinations for our leavers. Our Sixth Form is a very supportive environment where students are able to flourish academically, alongside developing their skills to be best prepared to enter their next stage of education, training or employment. During students' time with us, they will develop the knowledge and skills to play an active role in society and lead a healthy, happy and fulfilling life.

We are fortunate to have experienced expert academic and pastoral staff who are persistent in their willingness to help, support and guide students through their Post-16 studies. Whatever a student's future aspirations, we stand ready to facilitate and support them in achieving their best.

9. Premises and Facilities

Although the original part of the school building is 70 years old we have an ongoing programme of refurbishment and development and have successfully bid for and carried out over 3.2 million pounds worth of development in the last 8 years.

This has included:

- New Boilers
- New Windows
- New Roofs
- Fire Safety Improvements – upgraded fire alarm, new fire doors, emergency lighting
- Newly Refurbished School Gym
- LED Lighting

10. Finance

As a Single Academy Trust the school receives funding directly from the ESFA.

- Further details relating to the school budget will be made available to shortlisted candidates.
- Income funding for 2024-25 is approximately £5.9m.
- The school has a carry-forward balance which it uses for development works and projects.



Hillcrest School & Sixth Form Centre

Advert – Headteacher

Full Time / Permanent

Salary: L27 – L31 (£94,332 to £103,010)

Start Date: September 2025

Hillcrest School seeks to appoint an inspirational, visionary, innovative, tenacious, highly skilled and highly effective Headteacher. This is an exciting opportunity to lead an already successful secondary school and build upon the strong reputation of the school as being at the forefront of education. The school's ethos emphasises high quality teaching to achieve excellence and enable pupils to maximise their full potential.

The new Headteacher will be an experienced senior leader with strong academic expertise, vision and ambition for the further development of the school.

They will be highly skilled with the resilience and determination to deliver an outstanding curriculum and pastoral education, have excellent communication skills, hold high the values and ethos of the school, and a commitment to wellbeing, diversity and inclusion.

Hillcrest School has a strong history of working with and supporting other schools, including links with the Oaks Collegiate.



Hillcrest School is seeking a Headteacher who:

- Is an experienced and successful leader with the potential to become “World Class;” a willing and capable learner who is able to articulate a vision for the school and who will inspire and empower others to share in achieving it.
- Has a determination to consolidate improvement, build on strengths and lead the school to even greater success inspiring positive attitudes and motivating students and staff, ensuring all are valued and supported to be the best they can be.
- Is passionate about making a difference for every child.
- Has a strong presence, maintaining and developing excellent relationships between staff, governors, parents, students and the wider community.



Closing date for applications: Monday 24th February 2025 at 10am

Interviews to be held on: Monday 10th March 2025 and Tuesday 11th March 2025

We welcome visits to the school, if you would like to attend one of the open day events below, or have any questions please contact Sharron Johnson, Strategic Business Manager at sjohnson@hillcrest.bham.sch.uk

Open Days: Thursday 30th January 2025 at 09.30am or Tuesday 4th February 2025 at 13.30pm

Completed application forms should be emailed to sjohnson@hillcrest.bham.sch.uk

Further information about Hillcrest School and Sixth Form Centre can be found on the school website www.hillcrest.bham.sch.uk



Hillcrest School is committed to safeguarding all children and as such any appointment will be subject to all necessary pre-employment checks in line with KCSIE guidance, including an enhanced DBS; prohibition checks, medical fitness, identity and right to work.

We are committed to creating a diverse workforce, we treat all applicants in a fair and equal manner to ensure that unlawful discrimination does not occur.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role.

How to apply

If you would like to apply for this position you will need to complete an application form. Our application form is available online from our website <https://www.hillcrest.bham.sch.uk/job-vacancies>. If you have any queries accessing the form, please contact the school on 0121 464 3172.

Guidance for the completion of the section 'other relevant information in support of your application'

For the Headteacher post you should evidence: -

How you meet the requirements of the person specification. In particular, please focus on how through your leadership you will work with the Academy Trust Board of Governors and staff to create a vision for the future of Hillcrest School and Sixth Form Centre as an outstanding school (No more than three sides of A4). You may also submit a short covering letter.

This is an important section of the application form as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples rather than simply stating that you possess certain skills and abilities.

References

All offers of employment are subject to the receipt of a minimum of two satisfactory references.

References will be taken up shortly after short-listing and prior to interview using the contact details you supply on your application form.

Online Search

As part of KCSIE guidance, the school reserves the right to conduct online searches as part of their due diligence on the shortlisted candidates to identify any publicly available information about the candidate that may be relevant to their suitability to work with children.

Completing your application form

- Please read all the information provided before completing your application form.
- Please complete your form electronically (this is our preference) or, if handwritten, please use black ink: it is going to be photocopied and so needs to be legible.
- Birmingham City Council application forms and CVs are not accepted: we need information about all applicants to be presented in a consistent format so please use the application form on the school website.
- Please complete all sections: do not leave any blanks; put N/A if not applicable and give as much information as you can.
- Please continue on a separate sheet if you require more space to complete any section.

Shortlisted candidates

Shortlisted candidates will be contacted by email and telephone to inform them of the next stages of the recruitment process and arrangements for interviews. If you have not heard from the school 7 days after the closing date you have not been shortlisted on this occasion.

Following the interview

All candidates will be asked to complete a short recruitment survey before the end of the interview process. Once all candidates have been interviewed the successful candidate will be contacted by telephone as soon as possible after the interview (usually within two working days). Candidates who have not been successful will be contacted by email (usually within two working days) with details of how to contact the school if they would like feedback.





Hillcrest School & Sixth Form Centre

Job Description – Headteacher

JOB PURPOSE

The Headteacher is accountable to the Academy Trust Board of Governors and is expected to provide, professional leadership, strategic direction and operational management for the school by promoting high standards in all aspects of the school's work and by building upon past achievement, to secure the school's continued success and improvement by ensuring high quality education for all its students so as to maximise their potential.

The Headteacher will:

- Inspire, challenge, motivate and empower all stakeholders, including parents and the wider community, to implement and carry forward the school vision.
- Monitor, evaluate and review all policies, set priorities and targets and take any necessary action required to ensure excellence of teaching and learning and the continuous development of pupils and staff.
- Provide a supportive environment for staff and ensure that their wellbeing is paramount, while striving to improve educational attainment.
- Ensure that excellent teaching and learning is the main objective of all members of the school community.
- Have high expectations of pupil behaviour and promote respect for all.
- Promote and secure the school's continued evolution taking into account national and local policies and initiatives.
- Be accountable for the deployment of resources in accordance with regulations and the school's policies and the overarching need to obtain value for money.

The Headteacher will carry out his/her professional duties in accordance with the National Conditions of Employment for Headteachers in the School Teacher' Pay and Conditions Document and education, employment, health and safety and other relevant legislation affecting the conduct of the school.

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and uphold and demonstrate the Nolan Seven Principles of Public Life.

KEY DUTIES

School culture

- 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.

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.

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 valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, routines and procedures, 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.

Additional and special educational needs and disabilities

- Ensure all staff hold ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

- 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 standard 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.

Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.

- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous school improvement

- 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.

Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work 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.

Governance and accountability

- Understand and welcome the role of effective governance, and the importance of giving account and accepting 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.

Line Management

Responsible for the supervision of all staff employed in the school.

Conditions of Employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

The Governors are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate must provide an Enhanced Disclosure from the Disclosure and Barring Service.



Hillcrest School & Sixth Form Centre

Person Specification – Headteacher

Method of Assessment (M.O.A.)

A = Application Form; T = Tasks and Activities; I = Interview

CRITERIA		Essential/ Desirable	M.O.A.
EDUCATION/ QUALIFICATIONS NB: Full regard must be paid to overseas qualifications	First degree	E	A
	Qualified teacher status	E	A
	Recent and relevant CPD	E	A
	Further relevant study	D	A
	NPQH	D	A
KNOWLEDGE AND EXPERIENCE (Relevant work and other experience)	Career progression showing experience at different levels of senior leadership.	E	A,I,T
	Successful track record as a senior leader in a secondary school.	E	A,I,T
	Knowledge and understanding of current Ofsted Framework.	E	A,I,T
	Record of impact on school improvement planning and implementation.	E	A,I,T
	Successful track record of forging constructive relationships beyond the school, working in partnership with parents, carers and the local community.	E	A,I,T
	Be able to demonstrate a sound awareness and understanding of Keeping Children Safe in Education statutory guidance.	E	A,I,T
	Record of teaching in diverse communities	D	A,I,T
SKILLS AND ABILITIES Leadership and Management (staff)	Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students.	E	A,I,T

	<p>A commitment to equal opportunities and to the development of staff in the context of the schools' needs and their career aspirations.</p>	E	A,I,T
	<p>Ability to sensitively resolve conflict, professional and personal problems.</p>	E	A,I,T
	<p>Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.</p>	E	A,I,T
Leadership and Management (students)	<p>Commitment to student personal safety, academic needs and achievement at the highest possible individual level.</p>	E	A,I,T
	<p>Inspire high student expectations while sensitive to individuals' challenges.</p>	E	A,I,T
	<p>Ability to analyse complex data and issues related to student attainment and progress and to develop effective strategies to resolve them.</p>	E	A,I,T
	<p>Demonstrate a high degree of understanding of the impact of systems and techniques for the monitoring of student performance, and a track record of deploying them into detailed plans with quantifiable targets.</p>	E	A,I,T
Leadership and Management (curriculum)	<p>A record of leadership and management within an inclusive school delivering high standards and educational excellence.</p>	E	A,I,T
	<p>Have a deep knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.</p>	E	A,I,T
	<p>Ability to manage the development of the curriculum at different levels that extends individual students, taking into account their limitations while striving for excellence.</p>	E	A,I,T
	<p>Understand the need to monitor the use and management of resources and be able to identify risks and ways of mitigating them.</p>	E	A,I,T
Resource Management	<p>Understand the principles of budget building and value for money and have a commitment to balancing the budget annually.</p>	E	A,I,T
	<p>Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.</p>	E	A,I,T
	<p>Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.</p>	E	A,I,T

Working in Partnership	Effective communication with staff, students, parents, carers, Governors, community organisations and external agencies.	E	A,I,T
	Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.	E	A,I,T
	Commitment to work successfully with other schools and organisations in a climate of mutual challenge and support.	E	A,I,T
	Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils	E	A,I,T
Accountability and Governance	Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.	E	A,I,T
	A track record of working closely with a Governing Body and its committees.	E	A,I,T
Other	A passion for teaching and learning and working with young people.	E	A,I,T
	Belief in a public service philosophy that an excellent education is a right and a service that should be available to all.	E	A,I,T
	A firm belief in the pursuit of academic excellence as a goal.	E	A,I,T
	Self-motivating and able to motivate, inspire and challenge others.	E	A,I,T
	Excellent interpersonal and communication skills.	E	A,I,T
	Self-aware with conviction for own vision and approach and able to carry others towards the same goals.	E	AI,T
	Ability to think analytically, strategically and creatively.	E	A,I,T
	Confident, optimistic and resilient.	E	A,I,T