

**Ofsted**  
Outstanding  
Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**Post-16: Recruitment &  
Transition Lead**

**Leadership Spine L1-L6\***

**(£49,781-£56,316)**

**\*Starting point will be  
determined by current  
salary/experience**

**September 2025**

## Post-16: Recruitment & Transition Lead

This post represents an exciting opportunity for an experienced and proven middle leader to take on a significant post-16 leadership brief, working as a member of the post-16 leadership team to make a positive difference to our students and to realise our vision to be a world-class school which is at the heart of our community.

The role will entail close collaboration with the Assistant Headteacher: Post-16. Specific responsibilities will include:

- Planning and implementing the post-16 recruitment strategy and addressing identified recruitment priorities each academic year alongside the AHT: Post-16
- Ensuring that students make a smooth and successful transition from year 11 into year 12 whether new starters or existing IGS students. This will involve the careful tracking and monitoring of recruitment processes as well as of student transition processes at the start year 12
- Working alongside the AHT: Post-16 and post-16 colleagues to plan and deliver the successful running of key high-profile events such as Open Evening, Taster Day, Transition Day and Enrolment in August
- Developing and implementing opportunities to positively market Post-16 and also to celebrate success among the school and in the wider community, including through the use of social media and the parent/carer bulletin
- Working closely with the AHT: Post-16, the AAHT Next Steps and Destinations, form tutors, Student Achievement Managers and the pastoral team to ensure students make a smooth transition into year 13 and ensuring maximum retention.
- Oversight of communication and processes relating to inclusion, for example liaising with the Inclusive Learning Team regarding EAA testing and Access arrangements, ensuring student information is collected on transition and effectively communicated to key stakeholders at the start of the year and that when emerging needs are identified, that these are appropriately prioritised and managed in a systematic way.

Applicants should have at least 2 years' middle leadership experience, proven impact of outstanding achievement in their substantive leadership role and be ready to make a significant, strategic contribution to post-16.

Flexibility within this time allowance will also be expected by the post holder to enable meetings and events to take place outside of normal working hours as required, e.g. after school or for any major events seen as critical to the role's success, alongside A-Level results days and GCSE results/ enrolment week, as per a normal leadership level contract.

This is an exciting time in the school's development. In July 2022, it was announced that IGS had been selected for the next phase of the national Schools Rebuilding Programme, and we will receive substantial capital investment to rebuild and refurbish parts of the school. Work is scheduled to start in the summer term 2025 and, on completion, will have a transformative impact on the learning environment at IGS, as well as substantially reducing our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas, and pride ourselves on the quality of education we provide to our students. Our graded Ofsted inspection in December 2024 again confirmed us as an 'Outstanding' school in all areas of inspection with inspectors concluding that "Ilkley Grammar School is an amazing school" where "every

pupil gets a chance to shine". The school was praised for its exceptional quality of education, "fully inclusive" ethos, "and delivery of a "sophisticated" and "rich curriculum" where students achieve "excellent, sustained outcomes over time". The sixth form was equally celebrated as a "shining light," with an "exemplary extracurricular offer," "countless opportunities," and "extensive links to industry and higher education". Highlighting the "calm environment" which fosters "exceptional behaviour," where students "enjoy lessons," and "show care and respect for each other," the Inspection Team also noted the "bespoke, individualised pastoral care" and the "exemplary" and "extensive personal development offer" which enables "pupils to flourish".

Academic standards are consistently high with student progress at both GCSE and A-Level in the top 10-20% of all schools nationally. In 2024, 13% of all A-level entries were at A\*, over a third were at A/A\* and 65% at A\*-B. At GCSE over 37% of GCSE entries were achieved at 7+, with over 20% of all entries achieved at the very top grades 9/8. As a result, progress of all students at key stage 4 is well above average with a progress score of +.53 in 2024; this is in line with the top 16% of all state-funded schools nationally for progress, as well as attainment. At Post-16, our L3VA score is expected to be in excess of +.2, with an ALPS grade of 3.

Our success is also consistently featured in The Sunday Times Parent Power Guide. The latest publication in 2025, ranks IGS 7th across the north of England based on A-level and GCSE results for comprehensive schools and 1st across Leeds, Bradford and North Yorkshire. Whilst these rankings are based on attainment only, they are another fantastic acknowledgment of the hard work and dedication of remarkable students, staff and families.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with colleagues at all levels. We are sensitive about the importance of managing workload, and the school's commitment to evidence-informed practices and 'best bets' enables teachers and leaders to invest time and effort in practices proven to have the most impact on student learning. In addition, all staff have access to an employee benefits package through Vivup, and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is an important role in our structure and we are looking for a talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional, world-class school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect enthusiasm, hard work, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives and the lives of others in line with our whole school vision.

### **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

**The closing date for this post is: 8am Monday 3rd March 2025**

**Provisional interview is scheduled for week commencing 3rd March 2025 or 10<sup>th</sup> March 2025**

If you do not receive an invite to interview by Monday 10<sup>th</sup> March, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.





**Carly Purnell**  
**Headteacher**



## ILKLEY GRAMMAR SCHOOL – AMBITIONS FOR THE FUTURE 2022-27



GROWING IN WISDOM AND STATURE		
EXCEPTIONAL CULTURE Strengthened by community	A WORLD-CLASS EDUCATION Empowered by knowledge	TRANSFORMATIONAL LEADERSHIP Driven by a shared, moral purpose
Whole school culture is built on the core values of the school: <b>respect, courage, responsibility, kindness, resilience, and pride</b> . This promotes positive relationships, interactions and honest dialogue which support positive mental health and wellbeing. Care and consideration for individuals are at the heart of our daily practices.	All students have the currency of choice for their futures. Students are inspired by a world-class, personalised curriculum which provides access to rich and “powerful knowledge” immersing all students in “the best that has been thought and said”. All students appreciate and <b>respect</b> the power of the written and spoken word to master language and emotional, intellectual, and cultural literacy.	IGS is firmly established as a beacon of outstanding, northern comprehensive education, taking <b>pride</b> in sustained high performance and exceptional student achievements. Standards are benchmarked against national and international measures of excellence, learning from the very best schools and organisations to support and drive continuous and sustainable school and system improvement.
A vibrant, accepting, cohesive, and safe school community is cultivated which celebrates <b>kindness</b> and actively promotes <b>respect</b> , equality, and diversity. All members of the school community thrive in a positive culture, where everyone’s voice is heard, free from discrimination and prejudice.	Staff take <b>responsibility</b> for, and are committed to, tackling social disadvantage, understanding that education has the power to transform lives, enabling students to have a “seat at the table.” Through the use of evidence, trauma-informed practice and a world-class curriculum, barriers to social justice are removed. As a result, the opportunities, outcomes, and life chances of the most vulnerable students are improved so they achieve their Personal Best and have a strong sense of <b>personal pride</b> .	Leadership is inspirational, evidence-informed and values driven with high levels of support, trust, and professional challenge. Leaders lead with <b>courage</b> and integrity, making decisions based on the very best interests of students and staff. They engage positively with staff to improve workload, focusing on what is proven to make the greatest difference to students’ learning and experiences.
Students are empowered to take <b>responsibility</b> for their own behaviour, demonstrating an unwavering <b>respect</b> for themselves, others, their environment, and community. Relationships between staff and students are built on the school’s core values which are modelled, promoted, and celebrated by all. There is a strong culture of equity where staff know, care for, and champion each student.	Students are nurtured to become metacognitive, expert scholars who can build connections to make new learning meaningful and durable. Students demonstrate <b>resilience</b> when faced with challenge and hard thinking; they are motivated to approach learning with <b>courage</b> and critical curiosity. Teachers apply cutting-edge research from cognitive science to classroom pedagogy and curriculum design to allow students to develop memory and regulate their own learning.	Leaders take <b>responsibility</b> for using resources wisely, efficiently, and strategically, maximising their impact through a consistent focus on the quality of implementation and careful management of the pace of change. Leaders hold themselves and others to account for the responsibilities they hold and model and build <b>resilience</b> .
Exceptional, evidence-informed pastoral care, robust safeguarding practices, outstanding Relationships, Sex and Health Education, and support for students’ mental and physical health, attendance and wellbeing ensure all students feel safe, valued, nurtured, and <b>respected</b> as individuals.	The learning needs of all students are met through a truly inclusive curriculum and a focus on ‘how students learn’. We know all of our students, <b>respect</b> their individual needs and differences, investing in high-impact strategies and resources to remove barriers to learning. As a result, students with SEND thrive and our mainstream and additional resource provisions have a growing reputation for excellence. We play a leading role in regional networks, taking <b>responsibility</b> to build expertise and capacity and to contribute to a more inclusive and fair system.	Collaboration, teamwork, and mutual <b>respect</b> are championed at every level, forging, developing, and maintaining parent, local, national, and global partnerships and networks for the benefit of our students and the wider Ilkley and Moorlands Learning Trust Community. Leaders have an influential voice within and for the Trust and at a regional and national level.
Students recognise and harness the power of their voice to question and think critically about the world around them. They have the <b>courage</b> to make a positive difference, taking <b>responsibility</b> to speak up and to speak out to enact positive change for themselves, others, and wider society and refuse to be bystanders in the face of injustice.	A world-class post-16 curriculum combines with unparalleled personal development opportunities to provide life-changing experiences. IGS students are empowered to progress onto exciting and varied destinations of their choice, including the most competitive, where they flourish. They look back on their time in the Sixth Form with <b>pride</b> and willingly return to IGS as highly skilled and articulate alumni who further enrich our community.	Governance is robust, strategic, and ethical, harnessing expertise from a range of sectors. Governors use a network of experts and research, draw on their broad skill base to support and challenge school leaders, and have the knowledge and confidence to be <b>courageous</b> . Governors embody the school values to achieve an ambitious shared vision and are committed to an effective, honest, and <b>respectful</b> partnership with school leaders to drive aspirational school improvement.
Students feel a strong sense of belonging, <b>responsibility</b> , and <b>pride</b> in their school and local community. They are willing to invest in, and contribute to, the school’s ever-growing success and exceptional reputation. Students develop a strong affiliation with the school and what it stands for and are eager to take <b>responsibility</b> to represent the school and the wider community positively as student leaders and ambassadors.	Exceptional talent is attracted, harnessed, developed and retained through investment in ambitious career pathways and aspirational staff development opportunities for all. Staff feel valued and <b>respected</b> , with access to excellent professional development and supportive networks. They are encouraged to take <b>responsibility</b> for, and influence, their professional growth and learning and have opportunities for progression at IGS and/or across Moorlands Learning Trust.	IGS has exceptionally strong financial <b>resilience</b> and an informed, confident, and robust approach to risk. Self-generated income is maximised in order to make a positive difference to the school, wider community, and future generations. There is continued and relentless investment to improve the school buildings so that the facilities and learning environment mirror the exceptional quality of the IGS community and instil a strong sense of <b>pride</b> .
Memorable and transformative opportunities and experiences of the real world at a local, regional, national, and international level are further developed, broadening students’ horizons, encouraging ambition, stimulating their imagination and curiosity, and building <b>resilience</b> . As a result, students are outward-looking, open-minded and have the knowledge, skills, and experiences to engage as active, influential, <b>respectful</b> , and <b>responsible</b> citizens.	Our world class education is rooted in research that focuses on ‘the best bets’. Evidence-informed thinking is embedded and <b>respected</b> in the professional culture of the school, pervasive in decision-making and there is a clear link between research and whole-school priorities and improvement. Staff take <b>responsibility</b> to engage positively and proactively with research, having the <b>courage</b> to produce research and share knowledge beyond the school and Trust. This leads to outward-facing opportunities to collaborate, share best practice, and grow reputationally as a centre of excellence.	An unwavering commitment to sustainability runs through all aspects of the school’s work. Projects are planned and implemented to systematically reduce our carbon footprint and take <b>responsibility</b> for the environment. Members of the school community are exceptionally well-informed and collaborate with external partners, empowering all to <b>take action</b> as leaders of positive change to make the world a better place.
 <b>ILKLEY GRAMMAR SCHOOL</b> <small>A MOORLANDS LEARNING TRUST ACADEMY</small>	Cutting-edge EdTech is used seamlessly to facilitate exceptional teaching and learning and inspire curiosity and creativity. All staff have the <b>courage</b> to innovate, using technology to drive and sustain improvement, enabling responsive teaching and efficient diagnostic feedback, delivered at the point of learning. Assistive technologies enable all students to access the curriculum, whilst also enhancing their digital literacy, independence and self-regulation, empowering students to <b>take responsibility</b> for their learning.	 <b>Moorlands</b> Learning Trust

## Post-16 Recruitment & Transition Lead

**Overall Strategic Remit:** This is a key leadership role within the post-16 team with shared strategic responsibility and accountability for year 12 recruitment and transition. The postholder will work alongside the AHT Post-16 to ensure sustainable year on year increases in recruitment into year 12, smooth transition processes into year 12 and subsequently into year 13 as well as overseeing the processes which support inclusion such as the effective and timely sharing of SEN information, testing processes and EAA arrangements

### Key Responsibilities:

1. **Strategic and Operational Leadership:** Work in close collaboration with the Assistant Headteacher: Post-16, other members of the post-16 and wider teams as appropriate to provide strategic vision and leadership in the area of student recruitment, transition and inclusion.

### Vision, standards and role-modelling

- Work with the AHT: Post-16 and post-16 colleagues to crystallise a clear and ambitious vision for year 12 recruitment, transition and inclusion processes
- Act as a role model to staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others to achieve their Personal Best
- Lead by example, providing inspiration and motivation for students, staff, and parents, in particular regarding recruitment and transition processes
- Ensure that members of the post-16 team that you line manage implement policies effectively and consistently

### Monitoring, record keeping, self-evaluation and ensuring ongoing improvement

- Contribute to whole school documentation such as the ADP, the SEF and reports to governors e.g. providing updates on recruitment, retention and inclusion processes
- Invite feedback and review systems and processes annually to ensure ongoing improvements to recruitment, transition and inclusion processes
- Participate in and support post-16 quality assurance processes which may include external review days and/or Deep Dives
- Use school systems to maintain appropriate and up-to-date timelines and records of processes you oversee at every stage, for example the profile of the incoming year 12 cohort or waiting lists for EAA testing

### Developing expertise

- Maintain an up-to-date knowledge and understanding of developments in the post-16 sector, ensuring colleagues are informed of any relevant changes to recruitment, transition or inclusion policy and practice
- Support the school's focus on research-based practice within a post-16 context by remaining abreast of current educational research relating to post-16 education
- Ensure that members of the post-16 team that you line manage receive appropriate, informed and transformative CPD relating to their roles

### **Partnerships, reputation and promotion**

- Develop and maintain good relations with the school's network of external post-16 partner organisations e.g. P16 feeder schools. Work with these organisations positively for mutual benefit.
- Communicate regularly with all stakeholders, including through the use of the Applicaa admissions system and by managing the post 16 email inbox communications with Year 11 prospective students and parents
- Develop and implement opportunities to positively market Post-16 and also to celebrate success among the school and in the wider community, including through the use of social media
- Write regular features for the local press and parent/carer bulletin to maintain the high-profile of Post-16

### **Recruitment and transition**

- Co-lead the year 11 into 12 recruitment and transition process with the AHT Post-16
- Work with the AAHT year 13 to achieve a smooth transition from year 12 into 13
- Work alongside the AHT: Post-16 and post-16 colleagues to plan and deliver the successful running of key high-profile events such as Open Evening, Taster Day, Transition Day and Enrolment in August.
- Work alongside the AHT: Post-16 to ensure that the post-16 section of the website remains up to date.
- Manage in-year admissions and departures ensuring all appropriate checklists are completed so that transition processes in and out of school are smooth and all stakeholders are kept informed

### **Inclusion**

- Develop a workable strategy to enable the effective management of processes relating to inclusion, for example referrals, waiting lists and the communication of outcomes of testing processes.
- Liaise with the Inclusive Learning team as required and ensure that all processes are 'joined up'

## **2. Quality of Education**

Further raise standards and improve the achievement of year 12 students by working closely and strategically with the AHT: Post-16 on transition and inclusion processes so that strategies have a positive and measurable impact, and the overall progress of students is outstanding.

### **Intent**

- Carefully consider and anticipate the different needs of students as they make the transition from year 11 into 12 and year 12 into 13 and work with curriculum areas and the Inclusive Learning Team to plan to support them effectively

### **Implementation**

- Co-ordinate the provision of meaningful transition work for year 11 (IGS students and new starters) to complete prior to arrival in year 12, setting and enforcing appropriate deadlines to ensure a smooth start to year 12
- Liaise with the Inclusive Learning team and post-16 colleagues to ensure that provision for year 12 students with SEN is outstanding, with a particular focus on the SEN transition

processes into year 12 as well as the processes for identifying emerging needs over the course of year 12.

- Ensure that any changes to SEN needs are communicated affectively to all relevant stakeholders
- Manage the transition curriculum administration at the start of year 12 ensuring that curriculum changes are made swiftly and communicated to all key stakeholders in a timely and consistent fashion.
- Work with the AHT: Post 16 and the Head of Year 12 to ensure that year 12 supervised study timetables are completed in a timely fashion

### **Impact (foundations for destinations)**

- Work with the AAHT: Next Steps and Destinations and the AHT: Post-16, to ensure that students lay the foundations for their Next Steps in year 12 and ensuring that students entering early on the Apply+ programme and competitive pathways such as Degree Apprenticeships and Russell Group receive exceptional and timely support and advice as they make the transition to year 13
- Work with post-16 colleagues, the careers team and tutors to ensure that students lay firm foundations for transition to the next stage of education, employment or training

N.B this is not an exhaustive list and the post holder will be expected to proactively identify further opportunities and play a high-profile role in the general life of the school each week as part of the associate leadership team, as well as supporting with duties and other key events to build positive relationships with students and the community.

### **Line Management:**

- ✓ Post-16 Inclusive Learning Support Assistant
- Support and advise members of the post-16 team as required
- Be accountable for the continuing effective work of all staff for whom there is line management responsibility, supporting and challenging them to achieve their Personal Best
- Appraise, train, mentor and coach staff as appropriate
- Hold regular formal line management meetings (at least once per fortnight) and share the record of those meetings as appropriate

### **General Responsibilities:**

- Undertake a teaching commitment commensurate with a member of staff on the leadership spine
- Participate in staff recruitment, training and review processes including appraisal
- Lead year group assemblies and presentations – in particular those relating to recruitment and transition processes
- Work with the AHT Post-16 to plan and deliver post-16 recruitment events (such as Open Evening and Taster Day) as appropriate
- Be highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties)
- Attend appropriate meetings with colleagues and parents/carers
- Demonstrate a commitment to one's own professional development and engage in the opportunities provided by the school and within the Trust
- Comply fully with the school's health and safety policy



- Any other duties that might reasonably be required of a colleague on the leadership spine

**Accountable to:**

- Assistant Headteacher: Post-16

As strategic leaders with significant whole-school responsibilities, colleagues on the leadership spine have a contract which goes beyond the 1265 hours working time applicable to teachers.

***As with other posts, this job description may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.***

**MOORLANDS LEARNING TRUST**  
**Personnel Specification:**  
**Post-16 Recruitment & Transition Lead**

<b>Qualification and Training</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E
<input type="checkbox"/> Honours Degree	E
<input type="checkbox"/> Recent appropriate CPD	E
<input type="checkbox"/> Willingness to participate in CPD	E
<input type="checkbox"/> To have undertaken further professional study	D
<b>Experience</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Successful leadership experience of at least 2 years with proven impact	E
<input type="checkbox"/> A proven track record of outstanding secondary school teaching and results, including very high progress levels across the whole ability range and exceptional A level outcomes	E
<input type="checkbox"/> Able to demonstrate significant impact in most recent role	E
<input type="checkbox"/> Evidence of successful mentoring and coaching to support and develop colleague's practice	D
<input type="checkbox"/> Evidence of leading a whole-school improvement initiative	D
<input type="checkbox"/> Experience of leading relevant and successful CPD which motivates and inspires colleagues to develop their practice	D
<input type="checkbox"/> Experience of leading initiatives to engage learners	E
<input type="checkbox"/> Experience of liaison with external agencies and parents / wider community	E
<input type="checkbox"/> Experience of QA systems for self-evaluation and improvement including use of the current Ofsted framework	D
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies/partners	E
<input type="checkbox"/> Experience of working as a leader in more than one secondary school	D
<input type="checkbox"/> Whole school responsibility	D
<b>Knowledge, Skills and Abilities</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Be a talented classroom practitioner able to model and recognise outstanding learning and teaching	E
<input type="checkbox"/> Able to lead, inspire and motivate staff and students	E
<input type="checkbox"/> The knowledge, skills and gravitas to command the respect of staff in all contexts	E
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E
<input type="checkbox"/> A passion for making continuous improvements	E
<input type="checkbox"/> Able to plan, implement, monitor and evaluate initiatives and policies	E
<input type="checkbox"/> Able to use data effectively to support, monitor and plan appropriate interventions	E
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E
<input type="checkbox"/> Ability to work with high impact on independent projects	E
<input type="checkbox"/> Ability to form successful and appropriate relationships with stakeholders at all levels	E
<input type="checkbox"/> Able to demonstrate confidence and integrity when working with all staff and students, showing value and trust in all	E
<input type="checkbox"/> Strong organisational, administrative and time management skills, and able to work to deadlines and under pressure	E
<input type="checkbox"/> Very good ICT and data analysis skills for learning and leadership	E
<input type="checkbox"/> Self-motivated and takes the initiative, acting with authority	E

<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E
<input type="checkbox"/> Values diversity and encourages the contribution of others	E
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E
<input type="checkbox"/> Knowledge of school-based systems including Arbor	D
<b>Values</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Promotes and models the school values: Respect, Courage, Responsibility, Kindness, Resilience and Pride	E
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E
<input type="checkbox"/> Fully committed to a close working partnership with staff, parents, governors and the community	E
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E
<b>Personal Qualities</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Strong 'moral purpose'	E
<input type="checkbox"/> Shows warmth, care and sensitivity to the needs of others	E
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E
<input type="checkbox"/> Is self-motivated, hardworking and willing to give time freely outside of the normal school working day	E
<input type="checkbox"/> Has the ability to inspire, motivate, support and challenge colleagues to achieve the vision and aims of the school	E
<input type="checkbox"/> Enthusiastic about education and learning	E
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E
<input type="checkbox"/> Ability to promote and develop positive relationships	E
<input type="checkbox"/> Shows imagination, vision and proactivity	E
<input type="checkbox"/> Abides by the Trust / Academy's policies	E
<input type="checkbox"/> Professional appearance	E
<input type="checkbox"/> Emotionally intelligent	E
<input type="checkbox"/> Sense of humour and perspective!	E
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E

<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E
<input type="checkbox"/> Will not require holiday during term time	E
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E

**Agreed by:**

**Post Holder:**

**Print name**.....

**Signature**.....