

ST. EDWARD'S CHURCH OF ENGLAND ACADEMY
PRINCIPAL APPOINTMENT
CANDIDATE BROCHURE



KEY STATISTICS AND FACTS

Type of School	Academy
Denomination	Church of England
Age Range	9 - 13
Year School Established	1981
Co-Educational or Single Sex	Co-Educational
Number of Children	752
Average class size	32
Number of Teaching Staff	42
% of Newly Qualified Teachers	0%
% of children with SEN	8.5%
% English as an additional Language	0.7%
Ofsted Judgement	'Good' 2014



WELCOME LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Thank you for your interest in the post of Principal at St. Edward's C.E. Academy. We wish to appoint a Principal for January 2017, who will lead the Academy into the future.

We strive to be a community in which everyone – pupils, parents, staff and governors – are able to give of their best and feel valued and included. Our vision is that all our pupils are inspired to “learn for life” and so we offer them a rich, balanced and well-resourced curriculum that enables them to grow as rounded human beings. The Academy has a strong Christian ethos which both cherishes the individual and places significant emphasis on our vision to *‘prepare all our young people academically, physically, emotionally and spiritually, so they realise their God-given potential, becoming lifelong learners and effective contributors to our global community.’*

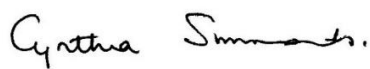
The pupils, parents, staff and governors at St. Edward's are looking for a Principal who understands the needs of young people and relates well to them, advocates innovative teaching and learning approaches and is a collaborative and approachable colleague. We wish to appoint a person who understands current trends in education but is not solely driven by them and who will promote with enthusiasm the Christian ethos that underpins all we do. We are looking for a Principal who will work creatively and energetically to make the most of our Academy status, a Principal who has the tenacity to create a positive climate of accountability and ensure that all in our professional community strive for excellence.

If you consider that you are the sort of person who would flourish at St. Edward's and have the capacity to meet the challenges and opportunities that the future holds, we look forward to receiving your application.

You are welcome to make an appointment for an informal visit to St. Edward's before applying. Please contact Grace Rowley on 01223 907973 / 07901 585959 or by email: growley@academicis.co.uk.

The closing date for applications is 12-noon on Monday 19th September 2016. Shortlisting will take place on Wednesday 21st September 2016. The interviews will be on 27th and 28th September 2016 with suitable candidates being taken through to the second day.

Yours faithfully,



Cynthia Simmonds (Mrs)
Chair of Governors



ST. EDWARD'S C.E ACADEMY

OUR HISTORY

St. Edward's C.E. Academy opened in 1981 in buildings formerly occupied by a boys' grammar school, and since then various alterations and extensions have been made to improve the premises. It has excellent specialist accommodation and extensive grounds.

Over the past ten years, approximately one million pounds has been spent on ensuring the best possible facilities are available for St. Edward's students. The latest developments have involved the construction of two new classrooms, the complete refurbishment of one classroom and the creation of an extra lab. These developments also led to other rooms being modernised.



St. Edward's is a Church of England Academy, and is one of 6 middle schools in the Diocese of Lichfield.

St. Edward's is one of 13 schools in Staffordshire with an age range of 9-13 and actively engages in a group of local schools known as the Leek Education Partnership. This partnership of 17 schools covers a range of First, Middle and High schools in the district, including Special Schools, working in co-operation for the benefit of all. Three of these schools have recently formed the Talentum Learning Trust (Westwood College, Leek High and Churnet View Middle School) and we are proud to have a formal collaboration agreement with this Trust.

We build our partnerships through mutual trust between parents, pupils and the Academy within an environment of Christian care and concern, where every individual is valued. Our Academy community encourages mutual respect, acceptance, compassion and responsibility.

Our Governing Body comprises Foundation Governors, appointed by the Church, and elected Parent, Teacher and Non-Teaching Staff Governors. Our Governors are passionate about the Academy and as well as having considerable responsibility for the premises and the finances, are actively involved in supporting and challenging all aspects of Academy life.

ABOUT OUR SCHOOL

Our school is a Church Academy that aims to serve the community and offer the love and guidance that is based around Christian teachings. We are situated on the west side of Leek in large grounds.

We believe in a broad and balanced education for our pupils and we also aim to give specialist subject teaching from entry with dedicated classrooms for subject specialisms. We have 4 well equipped Science labs, specialist Technology rooms, Music room and 3 ICT suites all designed to enable and inspire students. We follow the National Curriculum requirements and in addition we provide an exemplary range of enriching learning opportunities both within and beyond school hours.

Our experienced and well qualified staff value each student as a unique individual and seek to help the personal and positive qualities of every child flourish in an atmosphere of care and spiritual development. Working with parents and our partner schools we aim to build an environment where students can become equipped for the 21st century: learn independence, solve problems, communicate well and live happy and fulfilling lives. It is our shared purpose to enable the learner to adapt to a rapidly changing society whilst holding high aspirations for themselves and others.

We are proud of our Academy and our success is due to high expectations, a commitment to constantly improve upon what we achieve and our belief that all students are entitled to the best education possible.



As an Academy we seek to embrace the new opportunities this status brings. There are many new and exciting changes taking place in the world of education and we wish to be well placed to take advantage of these. There is a spirit of adventure and enterprise in seeing how we can build and contribute to the best learning for all our pupils in order to ensure that they leave successful, happy and well equipped to face their future in the challenging world of today.



LEEK EDUCATION PARTNERSHIP

St. Edward's Church of England Academy is one of 17 schools in the Leek Education Partnership. These schools, while embracing collaborative approaches and forming shared strategies for the development of education in Leek and the Moorlands, maintain their own identity and ethos. The schools include:

- All Saints' CE (A) First School
- Beresford Memorial CE (A) First School
- Blackshaw Moor CE (VC) First School
- Churnet View Middle School
- Horton Lodge Community Special School
- Horton St. Michael's CE First School
- Leek First School
- Leek High School (Co-located with The Meadows)
- Rushton CE (VC) Primary School
- Springfield Community Special School
- St. Bartholomew's CE (VC) Primary School
- St. Edward's CE Academy
- St. Edward's CE (C) First School
- Waterhouses CE (VC) Primary School
- Westwood College
- Westwood First School
- Woodcroft First School

OUR VISION

Following Christian principles based on the teachings of Jesus, where every person is loved and accepted by God, our vision is to prepare all our young people academically, physically, emotionally, and spiritually, so they realise their God-given potential, becoming lifelong learners and effective contributors to our global community.

OUR MISSION

Our Vision defines our Mission: to create a centre of creative teaching and learning excellence, with high standards and expectations, that promotes skills for life and celebrates achievement, participation and well-being for all.

OUR AIMS AND VALUES

To realise our Vision and achieve our Mission, our Aims and Values are:

- To offer a broad, rich and exciting curriculum in a stimulating Christian environment that recognises and develops every person's potential, individual skills and talents.
- To encourage self-confidence, independence of thought and self-motivation to prepare our young people for the challenges of the future.
- To nurture and develop a team environment that encourages and supports all staff in their professional development, well-being and personal fulfilment.
- To continue to nurture and grow a learning community where our pupils, their families, staff and governors have a real sense of family and belonging.
- To be a focal point at the heart of our local community, building strong and cohesive links with the wider community and the world at large.
- To promote the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust.

"Learn for Life"



ACADEMY CLIMATE:

- We are committed to growing a culture of growth-mindset throughout the school community.
- There is open communication between students, teachers, governors and parents to encourage a sense of collaboration.
- We offer the very best resources, both buildings and infrastructure, that we can afford.
- "Pupils say they enjoy coming to school, feel safe and well cared for, and are proud of their school" (Ofsted, 2014).
- "Pupils behave well and have positive attitudes to learning. Pupils show high levels of respect to staff and to each other throughout the school." (Ofsted, 2014).

- "Governors know the school well. They work effectively as a team and increasingly hold senior leaders to account." (Ofsted, 2014).

STUDENTS

It is expected that students will:

- Grow to accept responsibility for their actions and their learning.
- Be set challenging goals and give their best to achieve high academic standards.
- Behave towards staff and their fellow pupils with consideration and responsibility.
- Encourage each other in an atmosphere of support and acceptance.
- Become involved in the life of the Academy, and, where appropriate, the community.
- Celebrate personal achievement and the achievement of others.



ACADEMY ORGANISATION

On entry to the Academy, children are placed in one of 6 parallel mixed ability forms, under the overall care of the year group Progress Leader and Form Teacher. The Progress Leader for Year 5 specialises in transition and liaises with first schools to ease the pupil's move to St. Edward's. The Form Teacher has day-to-day responsibility for the children, supported and guided by the Progress Leader. Parents are encouraged to contact the Academy, at any time, if they have a concern.

The Leadership Team consists of the Principal, Vice Principal, 2 Assistant Principals, Lead Practitioner for Teaching and Learning and a Business Manager. There is a Leader for Learning for each subject, and the Special Needs Coordinator, who is also an Assistant Principal, has responsibility for children with learning difficulties. The Senior Leadership Team consists of:

- Principal
- Vice Principal, Mr. Parrish
- 2x Assistant Principals: Mrs Haydon & Mrs Bell
- Lead Practitioner, Mrs Rose
- Business Manager, Mrs Casey

Progress Leaders:

- Mrs Salmon
- Miss Newport
- Mr. Salmon
- Mr. Simm

THE CURRICULUM

We provide subject-based specialist teaching at both Key Stage 2 (Years 5/6) and Key Stage 3 (Years 7/8). In Year 5 the curriculum consists of English, Mathematics, Science, Spanish, Computing, Geography, History, Religious Education, Creative Studies, Music and Physical Education, PSHE and Citizenship.

French is part of the syllabus for all in Years 6, 7 and 8. Pupils are taught in ability groups for Maths and English from the outset. Science is also banded by ability in Years 7 and 8.

The Academy believes that, wherever possible, children with special needs should be integrated into mainstream education, providing full access to the National Curriculum. The Academy uses a range of strategies for supporting such pupils, including in-class support, special groupings, and the use of differentiated materials. Progress is rigorously monitored.

Sex Education is provided for all pupils and presented within a moral, family-orientated and Christian framework; it constitutes an important part of the PSHE and Citizenship programme.

St. Edward's has excellent sports facilities, both indoor and out, and prides itself on offering a wide variety of activities. The Academy has teams for the traditional sports and strong links with local sporting clubs: e.g. Leek Hockey Club, Leek Rugby Club and Leek Rowing Club and all pupils are encouraged to participate in extra-curricular activities.

Visiting peripatetic music teachers provide tuition for a wide range of instruments, including violin, cello, oboe, saxophone, clarinet, flute, brass, keyboard and guitar. If accepted for lessons, pupils are normally expected to take part in appropriate extra-curricular activities to further develop their talent, with orchestra, wind, band and recorder groups.



WHAT WOULD THE CHILDREN LIKE TO SEE IN OUR NEW PRINCIPAL?

The Pupils of St. Edward's are regularly consulted and contribute to key decisions that we make at the Academy. When asked what they would expect of a new Principal, these are the attributes they feel are important to them.



A Principal who ...

- Is a good leader
- Is inspirational
- Knows when to shout and when to talk
- Is good at calming people
- Treats all with respect
- Makes the children happy
- Has good handwriting & spelling
- Is funny with a sense of humour
- Can deliver assemblies and present well
- Is creative
- Can have a connection with what goes on in the classroom
- Knows we can't always understand everything in lessons
- Is thoughtful, a thinker and a problem solver
- Knows how to guide young people and leads adults well
- Will do anything for the school
- Believes in peace
- Is kind, firm, fair and caring
- Is proud of their students
- Is honest
- Really cares about the school
- Listens to the Student Council
- Is always around for the pupils
- Understands Christianity
- Gives us proper awards
- Is approachable and easy to talk to
- Is brave
- Knows everyone has a view and opinion
- Is sporty / athletic
- Can multi-task

OUR LOCATION

St. Edward's C.E. Academy is located in the town of Leek, Staffordshire, serving a catchment area comprising the west side of Leek, the village of Cheddleton and outlying rural areas.

Leek itself has a population of 20,000 and is situated in the Staffordshire Moorlands, some 10 miles northeast of the Potteries, and on the edge of the Peak District National Park, the hills of which can be seen from the school. Property prices compare favourably with those of many other areas.

LEEK AND THE STAFFORDSHIRE MOORLANDS

The Staffordshire Moorlands is an area of outstanding natural beauty in North Staffordshire, on the southern edge of the Peak District National Park. Leek is a small market town with its roots in the silk industry and is known locally as the Queen of the Moorlands. The artist and textile designer William Morris lived in Leek in the late 1800's and some of the local buildings and stained glass windows in some of the local churches were designed by him. There are a variety of attractions for visitors in the area, with Alton Towers probably being the most well-known.

The following attractions are taken from a Tourist Guide produced by Year 7 pupils as part of their Citizenship Programme:



Biddulph Grange Garden is an amazing Victorian garden, where you can walk and be amazed by plants from around the World. The garden was created by James Bateman, and the garden takes you around the world from Italy to the Pyramids of Egypt and items brought from China.

The **Churnet Valley Railway** runs between Froghall and Caudon Lowe, passing through Consall, Cheddleton and Leekbrook Junction, so you can go back in time and explore the area on a traditional steam train.



Coombes Valley Reserve is a stunning area of ancient oak woodland, rocky streams, ponds, flower filled meadows and grazed pastures teeming with birds and other wildlife. It is situated between Leek and Ashbourne, just off the A52.

Dimmingsdale provides beautiful walks through woodland and contains the legendary chained oak which is featured in the Alton Towers ride 'Hex'. The mystery surrounding the chained-oak has created a lot of interest over the years. Just outside the village of Alton, near to the entrance of Alton Towers, the Chained Oak is an incredible sight, with its huge branches which are tied together with strong, metal chains.



There are many reasons why the **Manifold Valley** is the place for you! Packed with adventure, beautiful scenery, alongside lots of leisure activities including climbing, caving, cycling and walking. The track follows the old former railway line from Waterhouses to Hulme End. It follows the River Hamps from Waterhouses until the river mysteriously disappears down holes in the limestone and reappears a little further down as the River Manifold.

The **Roaches** are home to many beautiful, natural rocks of grit stone. Birds roam the nature, soaring freely through the clear blue sky. The Welsh mountains can be seen on a clear, sunny day. Climbers enjoy going to the Roaches as the routes to climb are very different with some vertical and there are lots of rocks overhanging.



Rudyard Lake was made in 1797. There used to be a train track running from Uttoxeter to Manchester. The famous Blondin, who trapezed across Niagara Falls, then came to Rudyard Lake to trapeze over the Lake. Today it is a popular venue for sailing, canoeing, fishing and walking.

The **Brindley Mill** is a mid-eighteenth-century working corn mill celebrating the work of James Brindley, millwright and canal engineer who was famous for being the pioneer of the canal system in Great Britain. Dating from 1752 the mill has been attributable as the work of James Brindley.



Job Description – Principal	
Salary Scale	L25 to L31 (£70,349 to £81,478)
Closing Date	Monday 19 th September 2016, 12-Noon
Shortlisting	Wednesday 21 st September 2016
Interview	Tuesday 27 th and Wednesday 28 th September 2016
Job Start	January 2017
Responsible to	The Governing Body
The Core purposes of the role are	<ul style="list-style-type: none"> To lead the Academy to provide an outstanding education and to maximise the opportunities for all students to develop and become efficient members of their communities. To provide strong and innovative leadership focused on high quality teaching and learning and staff performance. To develop a productive and collaborative ethos in the Academy and to lead the development of the Academy's Christian character. To lead the Academy's drive to create a step change in aspiration and achievement. To deliver on the agreed strategic priorities for the Academy.
Mission Statement	<p>"Learn for Life"</p> <p>To create a centre of creative teaching and learning excellence, with high standards and expectations, that promotes skills for life and celebrates achievement, participation and well-being for all.</p>
School Ethos	We aim to follow Christian principles, based on the teachings of Jesus, where every person is loved and accepted by God. Our Vision is to prepare all our young people academically, physically, emotionally and spiritually, so that they realise their God-given potential becoming life-long learners and effective contributors to our global community
General Description of Activities/Functions	The appointment is subject to the current conditions of employment for Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.
Statement of Purpose	To provide professional leadership for the Academy that secures its success and improvement, ensuring high quality education for all its pupils and continued improvement of standards of teaching, learning and achievement.
KEY AREAS OF RESPONSIBILITY	
Shaping the future	<ul style="list-style-type: none"> Fosters and develops a caring and supportive ethos, bearing in mind the school's Christian foundation and denominational status. Shapes a compelling vision for the Academy and ensures it is clearly articulated, shared, understood and acted upon effectively by all and is embedded in a strategic review process. Works within the school community to translate the vision into agreed objectives and operational plans in order to promote and sustain school improvement. Demonstrates the vision and values in everyday work and practice. Motivates and works with others to create a shared growth mindset culture and positive climate. Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence. Ensures that strategic planning takes account of the diversity, values and experience of the Academy and community at large.
Leading Learning & Teaching	<ul style="list-style-type: none"> Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework. Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning. Ensures that learning is at the centre of strategic planning and resource management. Establishes creative, responsive and effective approaches to learning and teaching. Ensures a culture and ethos of challenge and support, where all pupils can achieve success and become engaged in their own learning. Demonstrates and articulates high expectations and sets stretching targets for the whole school community. Implements strategies which encourage high standards of behaviour and attendance. Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils. Monitors, evaluates and reviews classroom practice and promotes improvement strategies. Challenges underperformance at all levels and ensures effective corrective action and follow-up.

<p>Developing Self and Working with Others</p>	<ul style="list-style-type: none"> • Treats people fairly, equitably and with dignity and respect to create and maintain a school culture of cooperation. • Fully engages in a partnership approach with the Governing Body (Directors of the Academy) and other critical stakeholders. • Builds a collaborative learning culture within the Academy at all levels. • Develops and maintains effective relationships with the family of schools, the local community, the Local Authority, the Diocesan Board of Education/Church of England Central Education Trust (CECET) and other agencies. • Commits proactively to build on the existing strong partnership with St. Edward's Church and its incumbent. • Develops and maintains effective strategies and procedures for staff induction, professional development and performance review. • Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals. • Ensures clear delegation of tasks and devolution of responsibilities. • Acknowledges the responsibilities and celebrates the achievements of individuals and teams. • Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory. • Regularly reviews own practice, sets personal targets and takes responsibility for own personal development. • Manages own workload and that of others to allow an appropriate work/life balance. • Models Christian values in the exercise of their roles and responsibilities.
<p>Managing Organisation</p>	<ul style="list-style-type: none"> • Collaborates fully with the Governors to ensure clarity of vision, ethos and strategic direction. • Pays special attention to the recruitment, retention and deployment of teaching and support staff, managing their workload and professional development to achieve the vision and goals of the Academy. • Creates an organisational structure which reflects the Academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements. • Produces and implements clear, evidence-based improvement plans and policies for the development of the Academy and its facilities. • Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives. • Manages the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities. • Implements successful performance management processes with all staff. • Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provides value for money. • Uses and integrates a range of technologies effectively and efficiently to manage the Academy.
<p>Securing Accountability</p>	<ul style="list-style-type: none"> • Fulfils commitments arising from contractual accountability to the Governing Body. • Develops with the school community an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. • Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation. • Works with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities. • Develops and presents a coherent, understandable and accurate account of the Academy's performance to a range of audiences including Governors, parents and carers. • Reflects on personal contribution to Academy achievements and seeks feedback from within the Academy community and beyond.

<p>Strengthening Community</p>	<ul style="list-style-type: none"> • Builds a culture and curriculum which takes account of the richness and diversity of the Academy's communities. • Creates and promotes positive strategies for securing equal opportunities and challenging any form of prejudice wherever it emerges. • Ensures learning experiences for pupils are linked into and integrated with the wider community. • Ensures a range of community-based learning experiences. • Collaborates with other agencies, particularly the local Christian community, in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. • Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development. • Seeks innovative opportunities to invite parents and carers, community figures, businesses or other organisations, especially local Churches, into the Academy to enrich the pupils' experience of education and their commitment to the wider community. • Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Takes responsibility for promoting the welfare of all children and young people. • Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations. • Co-operates and works with relevant agencies to protect children.
<p><i>The content of this job description maybe amended at any time following discussions between the Governing Body and the Principal, and will be reviewed on an annual basis.</i></p>	



Employment Terms and Conditions

You may find this summary of employment terms and conditions useful. This is only general guidance and not part of any contract of employment. If you would like any additional information regarding the terms and conditions relating to the post you are applying for, please contact any of the names listed in the application pack.

If we offer you a job you will be given a statement of your terms and conditions of employment, which will become part of the contractual provisions of your employment.

Conditions of Service	<p>There are two major national documents relevant to Teachers.</p> <p>The first is the School Teachers' Pay and Conditions Document (STPCD). This is produced annually. It contains statutory provisions on conditions of employment prepared by the Secretary of State for Children, Schools and Families. Each year, the Secretary of State invites a review body to propose changes and amendments for consultation with interested parties, including the Professional Associations representing Teachers. The document is given effect by approval of parliament and the issuing of an appropriate order under the Education Act 2002.</p> <p>The document may be found at http://www.education.gov.uk/schools</p> <p>The second document is called Conditions of Service for School Teachers in England and Wales and, due to the colour of its printed cover, is referred to often as the Burgundy Book. The latest edition was issued in August 2000. It sets out details of agreements made between the teachers' trade unions/professional associations and the national employers' organisation that represents local authorities. The agreements relate to matters not covered by the STPCD, principally provisions concerning continuous service, resignation and retirement notice, sick pay, maternity leave and leave for other purposes.</p> <p>Any local agreements made between the County Council and the professional associations on matters such as capability and redundancy are listed on the Staffordshire Learning Net (SLN) and are available from each school. Additionally, governing bodies may provide further safeguards for or obligations on teachers under their individual articles of government.</p> <p>These conditions are incorporated into individual contracts of employment. Advice on them is available from the professional associations. Membership of such associations is encouraged by the County Council.</p>
Leave	Special leave arrangements exist which cover bereavement, carer leave, adoption, maternity leave, work break, paternity leave and parental leave.
Canvassing	We will not appoint you if you canvass any Members/Officers of the County or of any committee of the Council, directly or indirectly.
Proof of Qualification	You will have to provide proof of relevant qualifications during the selection process.
Safeguarding	<p>The Academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.</p> <p>This post is subject to a "Disclosure and Barring Service (DBS)" check under the "Rehabilitation of Offenders Act 1974".</p>
Relationship to Members or Employees	You must tell us in writing if, to your knowledge, you are related to a Member, or Officer, of Staffordshire County Council.
Trade Union Membership	The National Council or Committee, under whose conditions of service you are appointed, is a joint organisation of employers and employees and constitutes the recognised machinery for the application of collective bargaining. Both sides agree that the interests of local authorities and their employees are best served by individual officers joining an organisation representing them on that body. The Governing body and Staffordshire County Council draw the attention of each employee to their view that it is desirable for its employees to be members of an appropriate trade union.
Confirmation in Post	During the recruitment and selection process we will ask for a variety of information from you. For example, we will ask about your qualifications, your employment history and you will be asked to complete a medical questionnaire. You will be confirmed in post once we have checked and are satisfied with this information.

"Working Towards Equality for All"

Person Specification			
	Essential	Desirable	How assessed
Qualifications and Training <ul style="list-style-type: none"> • Qualified Teacher Status • NPQH Award or accepted on the programme if first Headship • Post Graduate level qualification or recognised alternative • Evidence of continuing professional development 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> APP APP APP APP
Knowledge, skills and experience <ul style="list-style-type: none"> • Ability to motivate and promote good relations and communicate effectively at all levels with staff, pupils, parents, governors and the local Church community and work in partnership with the local incumbent. • Experience as an effective Headteacher, Assistant Headteacher or Deputy Headteacher • Proven experience of raising standards of teaching and learning • Understanding of current trends in education • Previous experience of curriculum development • Experience of managing successful change • Experience of financial management • Excellent organisation/ administrative skills • Excellent classroom practitioner who has been involved in curriculum development 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> APP, RP, LOA APP, RP APP, RP, LOA APP, RP APP, RP, LOA APP, RP, LOA APP, RP APP, RP APP, RP
Personal attributes <ul style="list-style-type: none"> • Shows concern for the pastoral and spiritual welfare of everyone in the Academy • Ability to foster a culture of respect and openness • Able to demonstrate strong leaderships skills • Ability to communicate clearly/ excellent interpersonal skills • Be able to motivate and empower staff and pupils • Ensures and promotes the highest standards in all Academy life • Ensures a culture of high achievement and accountability 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> APP, RP, LOA APP, RP APP, RP, LOA APP, RP, LOA APP, RP APP, RP APP, RP, LOA
Interest and motivation <ul style="list-style-type: none"> • Has an active Christian commitment • Has an active Christian understanding • Committed to the raising of standards for all • Is commitment to equal opportunities • Has ability and enthusiasm to promote the Academy's vision, values and achievements to the local and wider community 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> APP, RP, LOA APP, RP, LOA APP, RP APP, RP, LOA

Person Specification with integrated competency links

MEASURED BY KEY:

- APP = Application form
- LOA = Letter of application
- RP = Recruitment Process

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and;
- Attitudes to use of authority and maintaining discipline

If a candidate is short-listed any relevant issues arising from his or her references will be taken up at interview.



St. Edward's Church of England Academy
Westwood Road
Leek
Staffordshire
ST13 8DN
www.st-edwards.staffs.sch.uk

If you would like further information or to arrange a School visit, please contact Grace Rowley at Academicis:

Tel: 01223 907973 / 07901 585959
Email: growley@academicis.co.uk

All applications to be sent to Grace Rowley no later than 12 Noon on Monday 19th September 2016

