

# Ralph Thoresby School



## Information for candidates

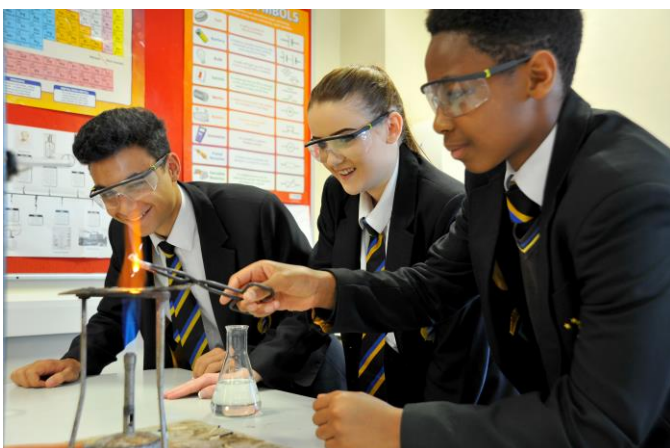
### Assistant Headteacher

Salary Range  
L12-16  
£51,637 - £57,076

Ralph Thoresby School  
Holtdale Approach  
Leeds  
LS16 7RX

Telephone: 0113 3979911  
Email: [dmaw@ralphthoresby.com](mailto:dmaw@ralphthoresby.com)  
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Headteacher: Mr Will Carr



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March 2018

Dear Candidate,

Thank you for expressing an interest in applying for the post of Assistant Headteacher at Ralph Thoresby School.

This is an exciting time to be joining Ralph Thoresby School. The school is on an upward curve and has been judged GOOD by Ofsted in all key areas. Exam results are consistently strong at both GCSE and A Level. Students make good progress 'as a result of good and sometimes outstanding teaching' (Ofsted). We are keen to continue the significant improvements made in recent years while working together – 'Morale in the school is high and there is a culture of high expectations supported by all staff' (Ofsted).

The School is a mixed comprehensive community school with approximately 1,000 students on role. 30% of our students come from ethnic minority backgrounds and we have a resource provision for physically and visually impaired students which really adds to the positive and harmonious atmosphere around school. Our superb, modern school building further enhances the atmosphere and supports students' learning. The atmosphere around school is always positive – 'The school is a calm and purposeful place. Students are pleasant, polite and courteous' (Ofsted).

We have an excellent 6<sup>th</sup> form partnership arrangement with Lawnswood School (another GOOD local school) and together we offer post-16 provision to rival the best in the city – 'Students make exceptional progress due to high quality teaching and strong student commitment to do well' (Ofsted). In addition, we are a Trust school in partnership with several of our local partner Primary schools. Our vision is to create a high performing learning community in the North Leeds locality for children aged between 6 months and 19 years. 'Partnership working is strong' (Ofsted).

Our school motto is 'ambition and achievement for all'. We firmly believe in giving all students the opportunity to achieve their very best regardless of the circumstances in which they find themselves.

We are excited about the future here at Ralph Thoresby and, having read the information included in this pack, I hope you feel you can play an important part and submit an application. Please also ensure that you visit our website which will give you an insight into the work of the school. I look forward to welcoming you to the school as a candidate in the near future.

Yours faithfully,



**Mr Will Carr (Headteacher)**

## THE SELECTION PROCESS

### How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Assistant Headteacher** at Ralph Thoresby School, then you should:

- Complete fully the enclosed application form, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- **Support your application with a covering letter which includes the following:**
  - **Outline your area(s) of leadership expertise and explain how your experience to date has prepared you for this role.**
  - **Using our School Improvement Plan Summary (included in this pack, p5-7) for reference, explain how you could help us move the school forward in 3 key areas.**
- Submit your letter and application form on hardcopy to be received by Friday 16<sup>th</sup> March, no later than 12.00 noon on this date.

Please address all return mail to;

Mrs D Maw  
PA to the Headteacher and Senior Leadership Team  
Ralph Thoresby School  
Holtdale Approach  
Leeds  
LS16 7RX

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### Timetable for the selection process

- Post advertised in TES and Leeds CC Bulletin: Friday 2<sup>nd</sup> March 2018
- Closing date for applications: Friday 16<sup>th</sup> March 2018 no later than 12:00 noon
- Short listing: Monday 19<sup>th</sup> March 2018
- Invitation to interview by telephone: Week commencing 19<sup>th</sup> March 2018
- Confirmation by email: Week commencing 19<sup>th</sup> March 2018
- Reference requested: Week commencing 19<sup>th</sup> March 2018
- Selection day scheduled: To be confirmed

# **RALPH THORESBY SCHOOL**



## **SCHOOL IMPROVEMENT PLAN**

**2017-18**

**v.13 (19 JAN 18) – Progress Milestone 2/3  
Adopted by FGB: 25 SEP 17**






## OUTCOMES FOR 2017-18

<p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• Safeguarding of students is effective; students are protected and feel safe</li> <li>• School governance sustains a culture that enables students and staff to excel</li> <li>• The design, implementation and evaluation of the curriculum ensures breadth and balance and has an outstanding impact on students' outcomes and their personal, development, behaviour and welfare (11-19).</li> </ul>	
<p><b>Outcomes for students</b></p>	<p><b>Student destinations.</b></p> <p>To ensure that all students are exceptionally well prepared for the next stage of their education, training or employment. <i>This means that:</i></p> <ul style="list-style-type: none"> <li>• At the end of Year 11 &gt; 55% of RTS students join the sixth form.</li> <li>• In the Sixth Form – Retention across years 12 and 13 and completion rates for Level 3 courses is 100% and 50% of sixth form students go to university.</li> <li>• No student is NEET – all students access appropriate provision (end of Year 11/end of Year 13).</li> </ul>
	<p><b>The achievement of students.</b></p> <p>All students, including disadvantaged pupils, those attracting 'catch up' intervention, disabled pupils and those with SEN, make substantial and sustained progress, considering their different starting points from Year 7. <i>This means that:</i></p> <ul style="list-style-type: none"> <li>• Differences in the performance of different subjects are eliminated. <b>(OAP)</b></li> <li>• At Key Stage 4 the Progress 8 score for all students is &gt; 0.3, with all learner groups &gt; 0.</li> <li>• In the sixth form the VA score for academic courses &gt; 0.2 and vocational courses &gt; 0.5, with all learner groups &gt; 0: Level 3 courses will be in ALPS 3 or better.</li> </ul>
	<p>School target learner groups include:</p> <ul style="list-style-type: none"> <li>• Disadvantaged students across all learner groups, especially the most able;</li> <li>• Higher ability students, including Top 10%;</li> <li>• White-British students;</li> <li>• SEN/D;</li> <li>• Children looked-after;</li> <li>• Students requiring 'catch-up' intervention (Year 7 &amp; 8 with a KS2 SATS score of below 97, and those in Years 9-11 with a KS2 SATS score of 3b or below).</li> </ul>
<p><b>The quality of teaching, learning &amp; assessment.</b></p> <p>Teachers are motivated and trusted to innovate in ways that are right for their students. As such, teaching is highly effective across the school. <i>This means, in all departments:</i></p> <ul style="list-style-type: none"> <li>• The quality of planning, teaching, marking and assessment is consistently good or better.</li> <li>• Students take pride in the presentation of their work and are increasingly independent in their approach to their learning.</li> <li>• Students, especially disadvantaged students, are well prepared for linear examinations.</li> </ul> <p>Literacy and numeracy development opportunities are delivered across the curriculum in all subjects support students' progress.</p>	
<p><b>Personal development, behaviour and welfare</b></p> <p>Students show they value their education by attending school, being punctual and taking responsibility for their behaviour every day. <i>This means that:</i></p> <ul style="list-style-type: none"> <li>• Whole school attendance (years 7 – 11) is above the national average.</li> <li>• The percentage of students persistently absent is below the national average.</li> <li>• Sixth form attendance is consistently &gt;95%.</li> <li>• The use of fixed term exclusions (all RAISE measures) is significantly below the national average.</li> </ul>	

**KEY PRIORITIES FOR 2017-18**

**TWF** Teacher workload focus (see Appendix A)

**(OAP)** Ofsted [2015] action point

Priority A.  Effectiveness of leadership and management	A1	Safeguarding of students is effective; students are protected and feel safe.	MH	Underperforming subject areas (Science, Geography, History & PE) are challenged and supported to ensure all students make at least expected progress.
	A2	The impact of Pupil Premium funding is evaluated against the outcomes it supports for disadvantaged students which are consistently improving. <b>(OAP)</b>	AM	
	A3	Further developing the effectiveness of leaders so their focus is consistently on improving outcomes for all students. 	AC	
	A4	The design, implementation and evaluation of the curriculum ensures breadth and balance and has an outstanding impact on students' outcomes and their personal, development, behaviour and welfare (11-19).	AC	
	A5	Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. <b>TWF</b>	AP	
	A6	School governance sustains a culture that enables students and staff to excel.	WJC	
Priority B.  Quality of teaching, learning and assessment	B1	The learning planned for all students is informed by incisive assessment, is challenging and matches their needs. <b>(OAP)</b> Literacy and numeracy development opportunities are delivered across the curriculum. 	AP	
	B2	Marking consistently provides the best advice for students to know what they need to do to evidence their progress over time; students increasingly take responsibility for their own progress. <b>(OAP)TWF</b> 	SJH	
	B3	Teachers set challenging homework that consolidates learning and deepens understanding and prepares students for work to come. <b>TWF</b> 	SJH	
	B4	Assessment strategies to support the progress of all students, and to provide parents with clear and timely information, are further developed. <b>TWF</b> 	SJH	
	C1	Students and parents show they value the education school provides; attendance will exceed the national average. <b>(OAP)</b>	RV	
		Students are self-disciplined, act in a safe manner and their behaviour supports	RV	

<b>Priority C.</b>  <b>Personal development, behaviour and welfare</b>	<b>C2</b>	learning and progress for all. <b>TWF</b>	
	<b>C3</b>	Effective mentoring and coaching actively promotes all aspects of student welfare.	RV
	<b>C4</b>	High quality, impartial careers guidance and participation in active CEAIG activities ensures no student will be NEET.	PJ
	<b>C5</b>	Students' SMSC and PSHCE/SRE/Fundamental British Values education equips them to be thoughtful, caring and productive citizens.	RV
<b>Priority D.</b>  <b>The effectiveness of 16-19 study programmes</b>	<b>D1</b>	Students and parents show they value the education school provides; sixth form attendance and participation rates to all elements of the study are high. <b>(OAP)</b>	TS
	<b>D2</b>	High quality, impartial careers guidance and access to wider CEAIG opportunities ensures no student will be NEET.	TS
	<b>D3</b>	Our partnership with Lawnswood School offers broader study programmes and increases success rates.	TS

# Ralph Thoresby School

## Job Description

### Job Title: Assistant Headteacher

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the students in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

<b>Accountable to:</b>	Headteacher, Governors	<b>Line Managing:</b>	Relevant Middle Leaders
<b>Post type:</b>	Full time permanent	<b>Salary/Grade:</b>	L12-L16
<b>Liaising with:</b>	Headteacher, Other SLT, Governors, LA, Trust and other partners, External Agencies, Subject Leaders/Teachers, Support/Administration staff, Parents/Carers.		

#### **Safer Recruitment Statement:**

*We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (CRB).*

#### **Every member of staff is required to:**

- Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan
- Support and contribute to the achievement of every child's outcomes
- Support and contribute to the safeguarding of all students
- Undertake professional development activities to enhance personal development and performance
- Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff.

#### **All teaching staff are required to:**

- Plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continuously enhance teaching and learning.

- Monitor student progress, keeping records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential.
- Work consistently at and beyond the professional standards set out in the *'School Teachers' Pay and Conditions Documents'* for the level at which you are employed i.e. Core, Post Threshold or Excellent .
- Implement relevant policies, procedures and improvement plans.
- Fully participate, as requested, in the processes of self-evaluation and improvement planning.
- Fully implement all policies in relation to effective learning, student rewards and managing behaviour to ensure there is a well ordered and disciplined teaching and learning environment within their own specific learning space and across the whole school
- Contribute to the safeguarding and promotion of the welfare and personal care of all students with regard to the Safeguarding and Child Protection Procedures.

### **Teaching and Learning**

1. Manage student learning through effective teaching in accordance with the Department's schemes of work.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match the needs of each student to ensure that all students are able to access the curriculum and make at least their expected progress
4. Set homework regularly (in accordance with the School homework policy) to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
7. Set clear and precise learning objectives and define criteria for success for each lesson.
8. Work effectively as a member of the Department team to improve the quality of teaching and learning by contributing to the Department Improvement Plan and implementing and monitoring change.
9. Implement new initiatives at school, local or national level by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
10. Set high expectations for all students to deepen their knowledge and understanding and to maximise their achievement.
11. Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.

### **Monitoring, Assessment, Recording, Reporting, and Accountability**

1. Be responsible for the processes of assessment, recording and reporting for the students in their charge.
2. Track student progress effectively, monitoring achievement against targets set and taking appropriate action to improve student outcomes.
3. Assess students' work systematically and use the results to inform future planning, teaching and curriculum development.
4. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
5. Be familiar with statutory assessment and reporting procedures and present informative, helpful and accurate reports to parents.

6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy in the relevant subject area.
3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
4. Use up-to-date technology to enhance delivery of, and student access to, the subject.

### **Professional Standards and Development**

1. Be a role model to students through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
4. Establish effective working relationships with professional colleagues and associate staff.
5. Be courteous at all times to all colleagues and students and visitors to the school.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the *School Teachers' Pay and Conditions* document, and teachers' legal liabilities and responsibilities relating to all current legislation.
8. Liaise effectively with parents/carers and other agencies with responsibility for students' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the current SEN Code of Practice, DDA and Access to Work. Consider the needs of all students within lessons (and implement specialist advice) especially those who: have SEN; are more able; are not yet fluent in English.

### **GENERIC SENIOR LEADERSHIP DUTIES**

- Carry out the general and specific professional duties as set out in the current *School Teachers' Pay and Conditions* documents.
- Play a major role in the School's Senior Leadership Team, assisting the Headteacher in creating a vision, sense of purpose and pride about the School and its work.
- Share the vision, ensuring senior and middle management recognise and understand their participation in the learning process and provide appropriate training and support.
- Lead the development and implementation of relevant aims, objectives and policies for the school.
- Identify desired outcomes and success criteria and provide a clear model of what is expected for the implementation of change in designated areas of responsibility.
- Provide clear direction and establish a systematic monitoring and evaluation programme to evaluate initiatives.
- Line manage key middle leaders and areas of school within agreed school systems.
- Scrutinise and monitor the performance and effectiveness of key middle leaders and meet regularly to discuss / review / evaluate progress. Keep records of formal meetings.
- Undertake the Appraisal of identified staff.
- Assist the Headteacher in identifying areas of underperformance and in the implementation of any support programmes or formal procedures to ensure a collective responsibility in

<p>implementing school improvement and to provide accurate, detailed records to support this process.</p> <ul style="list-style-type: none"> <li>• Take a lead role in maintaining discipline around school, ensuring the implementation of the school's Behaviour for Learning Policy, supporting staff when appropriate.</li> <li>• Take a lead in implementing the school's policies and procedures on Safeguarding and Child Protection</li> <li>• Contribute to the writing and implementation of the School Improvement Plan</li> <li>• Contribute to the writing and implementation of the school's Self Evaluation Form ensuring areas of responsibility have accurate data and information.</li> <li>• Identify and celebrate areas of success for individual members of staff and areas of school.</li> <li>• Develop and maintain effective methods of communication with the Headteacher, SLT colleagues, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.</li> <li>• Assist in the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection.</li> <li>• Take school assemblies.</li> <li>• Chair staff meetings / working parties as required.</li> <li>• Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.</li> <li>• Support staff in achieving a healthy work-life balance.</li> <li>• Be a high profile presence at school events.</li> <li>• Deputise when required for the Headteacher and Deputy Headteachers.</li> </ul>
<p><b>SPECIFIC SENIOR LEADERSHIP REponsibilities</b></p>
<ul style="list-style-type: none"> <li>• To be discussed and agreed through the selection process and post appointment</li> </ul>
<p><b>Stock/Resources/Budget</b></p>
<ol style="list-style-type: none"> <li>1. Be responsible for any designated budgets ensuring accurate records are kept and the best value for money is obtained.</li> <li>2. Plan and budget any activities for which you are responsible</li> <li>3. Ensure resources are adapted to suit the needs of all students to enable inclusive learning opportunities for all.</li> </ol>
<p><b>Liaison/Communication</b></p>
<ol style="list-style-type: none"> <li>1. Meet regularly and work with Middle Leaders to develop areas of responsibility consistently across all subject areas. Keep accurate records of any formal meetings.</li> <li>2. Work closely with the Headteacher to promote the successful image of the school in the community.</li> <li>3. Inform staff about new developments and ideas related to their subject /department.</li> <li>4. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.</li> <li>5. Work with LA staff, Trust and other partners to support and influence the work of all in the school.</li> <li>6. Update the Senior Leadership Team on any developments or initiatives in designated areas of responsibility.</li> <li>7. Update, and present to the Governing Body, any policies and key initiatives for designated areas of responsibility.</li> </ol>
<p><b>Continuing Professional development</b></p>
<p><b>SELF:</b></p> <ol style="list-style-type: none"> <li>1. In conjunction with the Headteacher, take responsibility for personal professional development,</li> </ol>

keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum.

2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional learning portfolio of evidence to support the Appraisal process including the incorporation of targets related to leadership, evaluating and improving own practice.
4. Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.

**OTHERS:**

To be discussed and agreed through the selection process and post appointment

**Additional Duties**

- Contribute to the life of the Ralph Thoresby School community, and to support its ethos and policies.
- Undertake any other duties as reasonably required by the Headteacher.

<b>Compiled by:</b>	W Carr	<b>Date:</b>	February 2018
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## Assistant Head Teacher – person specification

	Essential	Desirable	Evidence
Qualifications & Experience	<ul style="list-style-type: none"> <li>• QTS / Good Honours degree</li> <li>• Leadership experience</li> <li>• Outstanding classroom practice that inspires students and adds value to their progress</li> <li>• Proven track record of having significant impact in current post</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of more than one school</li> <li>• Further formal Professional Development</li> </ul>	Application form, letter & references
Skills & Knowledge	<ul style="list-style-type: none"> <li>• Understanding of the role of Assistant Head Teacher.</li> <li>• Ability to relate to teaching staff, other professionals, parents, students and Governors.</li> <li>• Ability to line manage Subject Leaders, managing change.</li> <li>• Commitment to partnerships and collaboration.</li> <li>• Experience of new technologies to support teaching and learning.</li> <li>• Ability to use data effectively to monitor teaching and learning and link to student outcomes.</li> <li>• Experience in monitoring and evaluation of quality and standards</li> <li>• Ability to work as a member of a team and /or independently</li> <li>• Skills in coaching &amp; improving performance of others</li> <li>• High level of ICT skills and knowledge of applications of ICT to teaching, learning and management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading whole school improvements in teaching &amp; learning, reviews of teacher assessment and work scrutiny.</li> <li>• Evidence of leading robust self-evaluation</li> <li>• Evidence of formulating robust Improvement Plans</li> </ul>	Letter, references & selection process

<p>Personal qualities and skills</p>	<ul style="list-style-type: none"> <li>• Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm</li> <li>• Ability to translate vision into reality</li> <li>• High level skills of communication, time management and prioritisation</li> <li>• Ability to keep confidences</li> <li>• Excellent interpersonal skills and organisational skills</li> <li>• Ability to support and challenge</li> <li>• Ability to inspire, motivate and influence others</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to ask for help if required</li> <li>• Concern for the welfare of the school community</li> </ul>	<p>Letter, references &amp; selection process</p>
<p>Special Requirements</p>	<ul style="list-style-type: none"> <li>• Excellent attendance record</li> <li>• Willingness to participate in the extra curricular life of the school</li> </ul>		<p>References &amp; selection process</p>

## Beliefs, aims and expectations

### At Ralph Thoresby School we BELIEVE in:

- High expectations for all.
- Excellence in all we do.
- Determination and resilience.  
Respect and tolerance.
- Creativity and independent learning.

### At Ralph Thoresby School we AIM to:

- Achieve success in all areas of school life.
- Ensure that all students enjoy school and are fully engaged in learning.
- Create an inspiring place to learn where all students are safe and well supported.
- Be fully inclusive and committed to opportunity for all.
- Prepare students for life through strong links with local businesses and excellent career development.
- Build strong community links, including with parents and carers.
- Develop confident, articulate and responsible young citizens.
- Create an ethos of mutual support and encouragement amongst our students.
- Promote values of tolerance and respect.

### Our EXPECTATIONS are:

#### For Students:

- To arrive at school on time every day, correctly dressed, ready to learn and ready to work hard.
- Calm, polite and considerate behaviour towards all others.
- To aim high, be committed and make the most of your ability.
- To take responsibility for your learning – be an active learner.
- To always uphold school values, aims and expectations.

#### For Staff and Governors:

- To be positive, professional role models in promoting school values, aims and expectations.
- To be committed to student achievement and demand the best from our students.
- To develop an engaging curriculum and deliver consistently excellent lessons.
- To demonstrate and encourage independence and leadership.
- To treat everyone with dignity, building relationships rooted in mutual respect.

#### For Parents / Carers:

- To support your children in achieving their goals.
- To fully support school staff, policies and initiatives.
- To encourage students to achieve their potential.
- To take an active role in your child's learning, attending school events wherever possible.
- To ensure that your child attends school and arrives on time every day, fully equipped and ready to learn.