Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**



PRINCIPAL: RECRUITMENT INFORMATION PACK

Eden Girls

MESSAGE FROM THE CEO

Dear Colleague,

Thank you for considering our Principal vacancy at Eden Girls' School, Slough.

Eden Girls' School, Slough opened in September 2015. From humble beginnings, the school moved to its state of the art estate in 2018. Situated amongst some of the top businesses across the UK and the world, the school provides an optimum environment for first-rate learning and leadership experiences.

I would like to share with you a little of where we are at in the school's journey in the hope that it will inspire you to apply for the post and start thinking about how you might take this already outstanding school onto even greater successes and further enhance the quality of provision available to our pupil and their families.

Following its first Ofsted inspection in May 2018, the school was graded as outstanding in all measures. Inspectors recognised that:

> *"Leaders have created a happy and secure environment, and pupils love coming to school."*
>
> *"Pupils attain highly and make extremely strong progress from their broadly average starting points right across the curriculum."*
>
> *"Pupils' impeccable conduct and thirst for learning contribute to their excellent outcomes."*
>
> *"There are very many opportunities for pupils to gain leadership skills."*
>
> *"Teachers have high expectations of their pupils and create a positive and ambitious climate."*
>
> *"Staff in the school show relentless determination to help every pupil overcome the difficulties they face."*
>
> *"Disadvantaged pupils, including the most able, make outstanding progress compared with other pupils nationally with the same starting points."*
>
> *"Pupils are extremely well prepared for their next steps. They show resilience and confidence, as well as a strong command of English and mathematics."*
>
> *"The development of pupils' spiritual, moral, social and cultural education is a strength of the school. Fundamental British values are fully embedded into school life."*

The school is part of Star Academies - one of the UK's leading education providers. Star is a values-driven, highly respected and exceptionally high-performing Trust. Children and young people in our schools achieve some of the best outcomes in the country. As a member of a well-established Trust, which currently runs 24 schools, there are many opportunities for collaboration and joint practice development. Our Corporate Management Groups focus on teaching and learning, curriculum and assessment, subject specialisms, SEND and inclusion. They work together to develop a common curriculum and assessment framework and agreed approaches to providing inspirational leadership experiences for all our children.

In keeping with our mission of educational excellence, character development and service to communities, we are seeking an experienced school leader who is committed to providing an academically challenging, knowledge-rich curriculum, is passionate about our leadership specialism and will leave no stone unturned to achieve progress and attainment in line with the top 5% of schools nationally. We are looking for a tenacious and driven leader with a proven track record of leading and supporting children to achieve outstanding results - someone who shares the Trust's vision and the belief that all young people, if nurtured and given the right opportunities, can achieve excellence in their academic studies, personal and leadership development and service to communities.

We see the successful candidate as not only building on the effective delivery of our existing academic and knowledge-rich curriculum and on our leadership specialism but, with an eye to the future, leading and managing the next phase of the school's journey.

As a Principal of a Star school, you will become an important part of a strong family where schools work collaboratively on a range of initiatives such as the development of the curriculum, delivery of CPD programmes and implementation of the leadership specialism.

I greatly look forward to receiving your application.

Yours sincerely,



(MUFTI) HAMID PATEL CBE
Chief Executive


"Sometimes we must choose between what is right and what is easy."
Harry Potter - J. K. Rowling
a million ways. I know I'll find it on my own."

EDEN GIRLS' SCHOOL, SLOUGH

Eden Girls

Eden Girls' School, Slough is a Muslim faith designated 11-18yrs academy.

OUR MISSION

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community.

OUR VISION

Nurturing today's young people, inspiring tomorrow's leaders.

OUR STAR VALUES

S

SERVICE

Being a responsible citizen in our community

T

TEAMWORK

Working together for excellence

A

AMBITION

Aspiring to be our best

R

RESPECT

Treating others as we wish to be treated

CURRICULUM

Our curriculum emphasises the importance of intellectual study and focuses on traditional learning. We believe that this will best equip our pupils for the pathways that lead to university, the professions and success in whatever career they eventually choose. We are determined that our pupils will compete on equal terms with pupils coming from the most privileged circumstances. We provide them with an academic, but rounded, education that gives them the best possible chance to succeed.

There are five key strands to the overall curriculum:

1. Academic excellence
2. Character development
3. Service to communities
4. Underpinning faith ethos and STAR values
5. Overarching leadership specialism

There is an unashamedly academically focused subject driven knowledge rich curriculum for the vast majority of pupils (e.g. 90% EBacc takeup). This model is based on the driving principle of the highest ambition and expectations of pupils regardless of background that will lead to transforming their life chances.

LEADERSHIP SPECIALISM

Our leadership specialism provides our pupils with a variety of enjoyable and engaging learning experiences. Programmes in sports, creative arts and social enterprise build character and provide opportunities for making a difference in the local community. These programmes are supplemented by enrichment opportunities – Leadership Academies – aimed at developing key leadership skills and specific interests and talents. All of our Leadership initiatives promote our Star values of service, teamwork, ambition and respect and equip our pupils with the skills and confidence to take on more responsibilities as they get older.



WE ARE INSPIRATIONAL

DRIVING SOCIAL MOBILITY

Our schools are situated in some of the country's most deprived areas. Whether they are in deprived parts of thriving cities, coastal towns and rural villages, we don't let the places our pupils live get in the way and stop them achieving stellar outcomes.

We want our pupils to reach for the stars and believe that anything is possible if they are willing to work hard. We're not in the business of giving them false hope though. Our outcomes speak for themselves. We have pupils who arrive at primary school, living in poverty and with no prior knowledge of English, who go on to achieve a full house of GCSE Grade 9s and then to study at world-class universities or take up top-flight apprenticeships.

If you are passionate about closing the gap and believe young people shouldn't be limited by their circumstances or starting points - if you share our vision of a country of opportunity and you believe in the power of a knowledge-based education to transform opportunities and elevate the social and economic profile of a whole community - there could be a place for you at Star.

BRINGING OUT THE STARS

All our schools have a leadership specialism. We bring out the leader in every pupil, from their first day at primary school to the day they leave sixth form. Our pupils are award-winning entrepreneurs, junior athletes competing for their country, prolific charity campaigners and some of the country's best scholars. They are innovative scientists, skilled technicians, thought-provoking poets, performers, artists and everything in between.

Joining Star means joining an organisation that makes young people believe not only in themselves, but in a better and brighter future for the world around them.

VALUING HARD WORK

We make no apologies for the fact that we expect our pupils and staff to work hard; we wouldn't be able to achieve such consistently high results if they didn't. However, we make sure that every individual's hard work is valued, that their efforts are appreciated, and that they can see how their personal contributions are helping change young people's lives.

ENGAGING IN SOCIAL GOOD

Our Star-wide commitment to service empowers everyone in our organisation to give something back and make a positive impact in the community. Our Shine Charity helps pupils, staff and their families get involved with civic and charitable projects that tackle issues ranging from poverty to loneliness.

Our staff and pupils work together to run food banks, help local conservation projects and participate in clean-up operations. We volunteer at local homeless shelters and soup kitchens. We visit care homes and hospitals to bring some cheer into the lives of elderly people and those who are unwell. Our Star Winter Gift Programme is a unique national programme that aims to bring joy to thousands of people over the festive season.

Collectively, our schools have raised over £1,000,000 for charity.

DEMONSTRATING SERVANT LEADERSHIP

Our leaders put their teams first. They take time to build trust and they keep the wellbeing of their staff in mind in everything they do. They clear the obstacles that get in the way and do everything they can to enable their staff to shine.

BEING STRONGER IN OUR DIVERSITY

Star is a global community and we pride ourselves on our diversity. Our pupils and staff come from all over the world, our schools are located in every corner of the country, and the people we employ come from every part of society. We have faith and non-faith schools across all phases and our staff and pupils benefit from partnerships that encourage them to befriend people from other backgrounds, beliefs and cultures. We are a community founded on the principle of meritocracy and the desire to bring together the very best people to transform our country's educational landscape.





WE ARE TRANSFORMATIONAL

BEING A LEARNING ORGANISATION

We are a high-performing organisation, but we never rest on our laurels or take our success for granted. We are restless, always learning from our experiences – good and bad – and always on the lookout for new ideas to try in our constant quest for improvement. We don't believe that any one individual – however senior in the organisation – has a monopoly of wisdom. Some of the best ideas come from the most junior staff.



GROWING OUR OWN

We are committed to developing the next generation of teachers, managers and leaders in our own schools and throughout the school system. We offer clearly-defined pathways to success for teaching and non-teaching staff alike. We aim to create an environment where all our staff can grow and succeed. Star Institute, our training and development arm, was set up specifically to champion the professional and personal development of our workforce. The Institute offers a range of accredited CPD opportunities, nationally-recognised qualifications and coaching programmes for staff at all levels and from all disciplines, ranging from apprenticeships to national leadership qualifications.

EMPLOYING INSTRUCTIONAL LEADERS

At Star, we lead by example. Our leaders position themselves on the front line. They are visible and accessible to their staff. They roll their sleeves up and get involved in the hard graft that's needed to deliver outstanding outcomes. They work hard to earn the respect of their staff and do all they can to make their jobs easier - not harder. They willingly share their skills and expertise with their staff. Every manager is a coach, dedicated to enabling others to thrive.

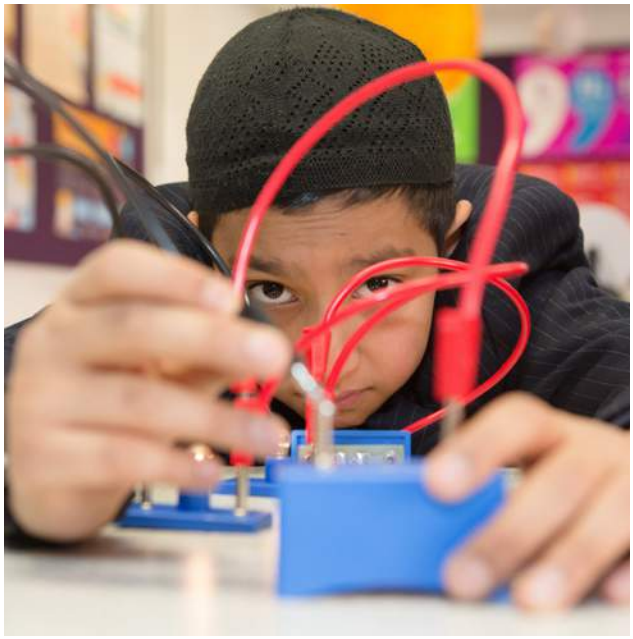
COLLABORATING, SHARING AND SUPPORTING

Collaboration is at the heart of the Star model. It is by people working together, with each individual bringing their unique skills and perspectives, that organisations thrive. Leadership is shared as we work for and with each other.

Star creates an environment where sharing and mutual support come naturally. Our staff are instrumental in the development of Star-wide policies and procedures. Trust-wide learning and management groups provide opportunities for schools to come together to discuss, develop and refine the approaches and delivery plans for every aspect of our provision. From subject strategies to safeguarding, finance to estate management, we tap into our staff's collective expertise to ensure our plans - and our solutions - are practical, logical and optimal.

BEING JUST THE RIGHT SIZE

When you work for a large national organisation with multiple campuses, it is easy to feel like you are just a cog in the machine and that your contributions are negligible in the big scheme of things. Star is big enough to give you room to grow and progress, but small enough to remember what makes you special.





ENCOURAGING FAST TRACK CAREER PROGRESSION

At Star, we create a climate where talented, high-potential individuals are able to scale great heights. Our high quality, bespoke learning and mentoring programme provides a ladder to success. Our most promising staff are fast-tracked into leadership and management positions as part of our Star Talent Initiative.



WE ARE ONE

UNITING BEHIND OUR STAR VALUES

In order to achieve the aspirational standards we set ourselves, we act as one organisation – an organisation where the whole is greater than the sum of its parts. Our Star values of service, teamwork, ambition and respect underpin everything that we do. They are shared by everyone in our schools and our central team. We expect our staff to model our Star values and our pupils to act as ambassadors for our Star behaviours by serving the local community, working well together, aspiring to excel in all that they do, and treating others as they wish to be treated.

SHARING A MORAL PURPOSE

Anyone with experience in the education sector knows that it isn't an easy profession, but we are bolstered by the knowledge that what we do is worthwhile. We aren't just finding our own purpose - we are helping young people to discover theirs too. There are times when it feels like an uphill struggle, but we don't give up, because every day - in some small way - we are changing lives for the better. We are working tirelessly to eradicate social inequalities and break down barriers to learning. By levelling the playing field and giving disadvantaged young people, their families and communities a fighting chance, we are playing our part in enhancing social mobility. This makes us proud.

FILLING OUR ORGANISATION WITH STAR TALENT

In order to achieve excellence in everything we do, we need people who are exceptional in their field and who are driven to go the extra mile. We have a rigorous recruitment process because we want to make sure that we find the right people - people who share our values and who want to be the very best they can, whatever their discipline or background. Our roles may be varied and wide-ranging, but everyone shares one common characteristic – they are talented at what they do.

BEING DRIVEN BY THE PURSUIT OF EXCELLENCE

Nobody achieves success overnight, and every experienced leader knows that while you can plan for every eventuality, plans alone are not enough. Every school has plans that cover every area of school life, but it's how we deliver those plans that sets Star apart. We are characterised by attention to detail, a constant quest to do things better and a belief that there's always more to learn. That's the only way we can ensure every pupil is achieving their potential. Success lies in the quality of the learning materials and the resources we produce, in our relentless drive to ensure that every lesson is good or outstanding and in our commitment to operational excellence. Our staff strive for excellence in everything they do and go above and beyond the call of duty to make our vision a reality.

CELEBRATING SUCCESS

At Star, we celebrate the marginal gains as much as the monumental ones. Every small breakthrough is a step on the path to success. As in so many areas of life, most of our major successes are built on a series of small achievements along the way. We never lose sight of this. Whatever their role, we praise our staff for a job well done. We take stock of our day-to-day accomplishments and celebrate them.

Our STARs scheme and the annual Star Awards are designed to recognise individuals who go the extra mile. They bring everyone together to celebrate the role we collectively play in transforming futures. We take genuine pleasure in our progress, as individuals and as an organisation.

TAKING PRIDE IN BEING ONE FAMILY

Star is a vibrant, dynamic family where life-long friendships are forged, professional relationships flourish, and people treat each other with respect, kindness and good humour. We wholeheartedly believe that success is the result of teamwork, and teamwork depends on us supporting each other – not just when it's convenient, but when it really counts. We want all our people to love their job, to love the people they work with and to love being a part of Star.

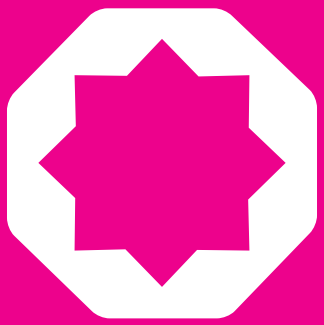




WE ARE
INSPIRATIONAL

WE ARE
TRANSFORMATIONAL

WE ARE
ONE



WE ARE STAR

STAFF BENEFITS

COMPETITIVE SALARIES

We value our staff and place a supreme importance on their well-being. We aim to offer job satisfaction, work-life balance and a competitive reward package.

PENSION SCHEME

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).

NATIONAL TERMS AND CONDITIONS

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD") and Burgundy Book for teachers or the NJC Green Book for support staff. This commitment is protected via a Recognition and Collective Agreement between Star and the national Trade Unions and Professional Associations. Star also subscribes to the Valued Workers Scheme.

SIMPLYHEALTH

All staff are offered a Healthcare Cash Plan from Simplyhealth. The Cash Plan allows staff to claim money back on the cost of everyday healthcare, such as dental treatment, eye tests, physiotherapy, acupuncture, osteopathy, chiropractic treatment, homeopathy and chiropody/podiatry, all up to an agreed annual limit.

CYCLE TO WORK SCHEME

Our Cycle to Work scheme enables employees to purchase brand-new bicycles and equipment via salary sacrifice,

THE ROLE

JOB DESCRIPTION

Job Title:	Principal		
School Base:	Eden Girls' School, Slough		
Reports to:	Director of Education Chief Executive	**Grade:**	L32 - L43
Staff Responsibility for:	All staff in the school	**Salary:**	£86,713 to £112,105
Additional:	-	**Term:**	Permanent Full time

JOB PURPOSE SUMMARY

To provide outstanding leadership and management of the school and designated aspects of the Trust's work, to secure sustainable success and ensure the highest standards of learning and personal development for its pupils.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Serving the Star Schools and Academies Programme

1.1. Support the activities of the Trust.

1.2. Help to develop the Star 'School Improvement Model' and sustain links with other Star Schools and Academies in your Star Partnership and nationwide as they are established.

1.3. Contribute to the development and delivery of the Star Institute.

1.4. Support the leadership of other schools within your Star Partnership.

1.5. Share excellent practice and learn from, with and about other schools in the Star family of Schools and Academies.

1.6. Liaise effectively with, and support the work of, Star Central to enable it to ensure the effectiveness of all Star Schools and Academies.

1.7. Ensure that all activities within the school serve the vision, strategic direction and priorities outlined by the Trust.

2. Strategic direction and development of the school

2.1. Provide strategic leadership and direction for the establishment of the school.

2.2. Provide inspiring and purposeful leadership for the staff and pupils within a caring and secure Islamic environment.

2.3. Work in partnership with the Local Governing Body, Star Central, pupils, staff, parents and other stakeholders to instil the ethos and values, which will underpin all activities within the school.

2.4. Formulate the overall aims and objectives for the school, which embody its ethos, vision and values.

2.5. Create and implement strategic development plans underpinned by sound financial planning, which identify short, medium and long-term priorities and targets for achieving and sustaining excellence.

2.6. Develop the school as a centre of excellence in leadership.

2.7. Regularly monitor and evaluate the performance of the school and respond and report to Star Central and Local Governing Body.

2.8. Implement the Trust's policy on equal opportunities for all the staff and pupils.

2.9. Ensure that management, finances, organisation and administration of the school support its vision and aims.

2.10. Ensure that policies and practices take account of national, local and school data including inspection and the outcomes of school self-review.

2.11. Monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.

2.12. Ensure that all those involved in the school are committed to its ethos, aims and values, are motivated to achieve them and are involved in meeting long, medium and short-term objectives and targets, which secure the educational success of the school.

2.13. Maintain positive relationships with strategic partners at all levels, both within the Trust and in the wider community.

2.14. Play an active role in the local family of schools and academies.

3. Teaching and Learning

3.1 Create and maintain an ethos of excellence and endeavour that promotes and secures outstanding teaching, excellent learning and the highest standards of achievement.

3.2 Determine, organise, implement and monitor the curriculum and its assessment and ensure that it:

3.2.1 Provides an academic focus for all pupils.

3.2.2 Enables all learners to achieve the English Baccalaureate.

3.2.3 Is relevant to the needs of all pupils and takes account of the school's Islamic ethos.

3.2.4 Fulfils the school's legal responsibilities.

3.2.5 Provides opportunities for excellence in the leadership specialism of the school.

3.2.6 Leads to outstanding achievement by all pupils, regardless of prior ability.

3.3 Ensure that standards in literacy, numeracy and the subjects within the English Baccalaureate are priority targets for all pupils, including those with special educational needs.

3.4 Ensure that pupils develop leadership and personal learning and thinking skills across the curriculum so that they acquire the ability to learn, lead and serve more effectively and independently.

3.5 Determine, organise and implement a programme for faith and character education, including the personal, spiritual, social, moral and cultural development of pupils.

3.6 Monitor and evaluate the quality of teaching, and standards of learning and achievement of all pupils in the school.

3.7 Determine and implement policies which promote:

3.7.1 Character development, self-discipline and commitment to British values, the law and active citizenship.

3.7.2 Outstanding conduct and the development of exemplary citizens and outstanding Islamic values.

3.7.3 Positive strategies for developing excellent understanding and respect for other faiths, cultures and communities.

3.8 Develop effective links with the community, including voluntary organisations and enterprises, to extend the curriculum and enhance learning and teaching.

3.9 Create and sustain an effective partnership with parents to support and improve pupils' achievement and personal development.

3.10 Promote extra-curricular activities across the curriculum and particularly within the specialism of 'Leadership'.

3.11 Participate, to such an extent as may be appropriate having regard to the Principal's other duties, in teaching pupils in the school.

3.12 Contribute to the improvement of teaching across the Trust's regional partnership and national family of schools.

3.13 Contribute to the improvement of teaching through Star Institute and DfE programmes.

4. Leading and managing staff

4.1. Provide effective and regular operational management of senior leaders with regular oversight, appraisal and delegation of responsibilities.

4.2. Participate in the recruitment and selection of teaching and non-teaching staff.

4.3. Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.

4.4. Implement and sustain effective systems for the management of staff performance including the development and maintenance of a culture of high expectations of self and of others, taking appropriate action when performance is unsatisfactory.

4.5. Lead, co-ordinate and monitor the continuing professional development of staff, including the induction of newly qualified teachers, based on assessment of needs and in relation to the standards for Qualified Teacher Status (QTS) and standards for induction.

4.6. Ensure that professional duties are fulfilled, as specified in the Contract of Employment, including those for the Principal.

4.7. Arrange for the Vice Principal or suitable person, to assume responsibility for the discharge of the Principal's function at any time when absent from school.

4.8. Develop good working relationships with governors, staff, pupils, parents/carers, the community and other stakeholders within and beyond the Trust.

4.9. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

5. Efficient and effective deployment of staff and resources

5.1 Lead the development of school-level policies and procedures for approval by Star Central concerning the school's resource and asset management.

5.2 Set appropriate priorities for expenditure, allocation of funds and effective administration and control by:

5.2.1 Effective management of the school's budget.

5.2.2 Rational allocation and monitoring of time, space and material resources.

5.2.3 Ensuring effective and safe arrangements for the situating and storage of material and equipment.

5.3 Exploit financial opportunities to improve and develop the school building, and manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum and Health and Safety regulations.

5.4 Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.

5.5 Ensure that any lack of maintenance, repairs or modification, including breaches of Health and Safety legislation, is acted upon promptly and in accordance with the delegation arrangements of the Trust.

5.6 Ensure effective working relationships with external agencies and services contracted to the school and the Trust.

5.7 Work with Star Central to recruit and retain staff of the highest quality and assist in their professional development.

5.8 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

6. Accountability

6.1. Create and develop an organisation in which all staff recognise that they are accountable for the success of the school.

6.2. Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including staff, governors, Star Central, local community, OFSTED, and others to enable them to play their part effectively.

6.3. Ensure that parents/carers and pupils are well informed about the curriculum, attainment, behaviour, attendance and progress, and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.

6.4. Maintain such records of the school as are appropriate to communicate its development, improvements and achievements.

6.5. Provide accurate information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, and improved standards of achievement, and for achieving efficiency and value for money.

6.6. Carry out any such duties as may be reasonably required by Star Central and the Local Governing Body.

7. Other responsibilities

7.1. Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

7.2. Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

7.3. Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.

7.4. Carry out any such duties as may be reasonably required by the Trust.

8. Records management

8.1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
QUALIFICATIONS				
1.	Degree-level qualification and Qualified Teacher Status.	**E**	✓	
2.	Evidence of training and relevant qualifications in educational and school leadership and management.	**E**	✓	✓
EXPERIENCE				
3.	Substantial experience of leadership and management within and across school settings.	**E**	✓	✓
4.	Experience of managing delegated organisational budgets and other external funding sources.	**E**	✓	✓
5.	Experience of self-evaluation procedures and strategic analyses both within and across schools.	**E**	✓	✓
6.	Successful leadership of change management within and across schools.	**E**	✓	✓
7.	Experience of successful people and performance management.	**E**	✓	✓
8.	Experience of successful strategic planning within and across schools.	**E**	✓	✓
9.	Experience of successful partnership working.	**E**	✓	✓
KNOWLEDGE & UNDERSTANDING				
10.	What constitutes outstanding educational provision.	**E**	✓	✓
11.	The characteristics of effective learning communities and strategies for: - Raising pupils' achievement and aspirations; - Personalised excellence in leadership. - Developing outstanding citizens with exemplary character and regard for the law.	**E**	✓	✓
12.	Strategies for developing understanding about the duties, opportunities, responsibilities and rights of outstanding citizens.	**E**	✓	✓
13.	Requirements and models for: - The curriculum and its assessment - Effective teaching and assessment methods. - Implementing effective intervention programmes	**E**	✓	✓
14.	Leadership styles and practices, and their effects in different contexts within and across schools.	**E**	✓	✓
15.	Management, including employment law, equal opportunities legislation, personnel and external relations.	**E**		✓
16.	Governance at national, local and school levels.	**E**		✓
17.	Awareness of local and national initiatives, including the impact of the school's faith ethos & Free School status.	**E**	✓	✓
18.	Effective and efficient approaches to practice transfer and development across schools and to quality assurance.	**E**	✓	✓
19.	Understanding of the requirements of successful post-16 provision.	**E**	✓	✓
SKILLS & ABILITIES				
20.	Ability to create, and secure commitment to, a clear vision for an effective and high achieving Islamic faith based school.	**E**	✓	✓
21.	Ability to create and maintain an ethos of excellence and endeavour that is founded on integrity, accountability and a sense of service.	**E**		✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
SKILLS & ABILITIES				
22.	Ability to lead and manage people to work towards common goals.	E		✓
23.	Ability to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement.	E		✓
24.	Communicate effectively orally and in writing to a range of audiences.	E	✓	✓
25.	Ability to use Information & Communication Technology efficiently and effectively to enhance the management of the school.	E	✓	✓
26.	Prioritise and manage own time effectively and work under pressure and to deadlines.	E		✓
27.	Ability to demonstrate a commitment to celebrating diversity and promoting social cohesion in a multi-cultural setting.	E		✓
28.	Ability to liaise effectively and constructively with governors and other stakeholders such as the Trust and community.	E	✓	✓
29.	Ability to strategically lead school improvement activities across groups of schools and to establish effective partnership working.	E	✓	✓
PERSONAL QUALITIES				
30.	Commitment to an academic curriculum, rigorous assessment and the highest standards of achievement.	E	✓	✓
31.	A commitment to continuous improvement through honest self-evaluation, an acute sense of accountability and a commitment to transparency.	E	✓	✓
32.	Effective communicator, able to build and sustain positive relationships with all stakeholders in the school community and across school networks and partnerships.	E	✓	✓
33.	Commitment to the development of the school as a centre of excellence in the community.	E	✓	✓
34.	Commitment to a self-improving school led system.	E	✓	✓
35.	Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards.	E	✓	✓
36.	Adaptability to change and embrace innovation and creativity.	E	✓	✓
37.	Energy, vigour and perseverance.	E	✓	✓
38.	Commitment to the professional development of self and colleagues within and across schools.	E	✓	✓
39.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
40.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
41.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
42.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
43.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
44.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓
45.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓

HOW TO APPLY

Star Academies is committed to equality of opportunity and welcomes applications from all sections of the community. You can apply for this post by visiting the school's eteach site:
https://www.eteach.com/school/eden-girls--school-slough-jobs-39641/
and filling in the associated application form. CVs will not be accepted for this post.

Deadline for Applications: Sunday 24 March 2019
Interview Date: Thursday 4 April 2019

All potential applicants are welcome to contact Nathan Colman, Recruitment and Talent Manager, on 0330 313 9832 if they would like an informal and confidential discussion regarding the role.

To arrange a visit to the school, please email Bea Williams, School Business Manager:
bea.williams@edengirlsslough.staracademies.org

Star Academies is committed to safeguarding and promoting the welfare of children. This post is subject to satisfactory clearances, including references, DBS checks, health clearances and proof of legal working in accordance with the Asylum and Immigration Act 1996.





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