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|  | **Wilmslow High School** |  |



**Data and Timetabling Manager Grade 6 Pt 21-25 (AAAE5231)**

**(£17,645 – 19,853 actual)**

Dear Applicant

Thank you for your interest in the post of Data and Timetabling Manager at Wilmslow High School.

This is a 37 hours per week, term-time, permanent position available from 1st February 2019.

A package of information is enclosed in this booklet. In addition, the school website [**www.wilmslowhigh.com**](http://www.wilmslowhigh.com)might be helpful**.**

I hope that you will find the material interesting and that you will decide to apply for what we regard as an exciting post.

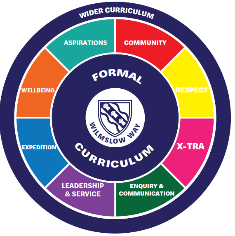
Further information will be sent to those applicants called for interview. Should you require any further details in the meantime, please do not hesitate to contact our Personnel Assistant, Debra Acton.  
  
I look forward to receiving your application.



James Pullé

Headteacher

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**Wilmslow High School**

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**Pursuit of Excellence**

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| **Section 1: Wilmslow High School** |

**Our Improvement Vision**

Young people only get one chance at education; therefore, at Wilmslow High School we are committed to the pursuit of excellence for every student, every day. We do this through our dedication to learning, by being guided by values and in striving to serve.

We are committed to preserving a happy and caring environment that is rooted in our core values, and in which staff and students can flourish, whilst challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

**A whole curriculum**

We are committed to a broad and balanced ‘whole’ curriculum delivered by knowledgeable subject specialists, which offers all our students a rich diet of scholastic, creative, practical and sporting opportunities. We are proud of our wide range of both curricular and extra-curricular provision (over 30 subjects at GCSE and A Level and over 50 extra curricular activities) and the variety of opportunities that we are able to offer our students to grow and excel at school, regional and national level. Our sports specialism remains at the heart of our culture and ethos in raising participation, expectations and standards. We are also looking to develop further as a Reading School.

**Research-based teaching**

A great strength at Wilmslow High School is our excellent subject knowledge, but we are keen to challenge ourselves and raise attainment by developing our pedagogical expertise further. We are currently working across the school to deepen our understanding of ‘Big Ideas’ and effective assessment. We are looking to develop further our knowledge of ‘what works and why’ through our growing range of CPD, book clubs, lesson study and action research.

**High expectations**

We aim to grow young people of character who will flourish in their futures. We want each and every one of our students to have a worthwhile ambition for their future that we can help them to achieve. We expect the highest standards of courtesy and respect from our students and are rarely disappointed. We also expect all our staff to support the maintenance of our high standards, but we are looking to develop further the resilience of our students to demand more challenge in their learning.

**Commitment to every child**

Every child matters at Wilmslow High School so we were very proud to be the first school in the country to be accelerated to Inclusion Quality Mark Flagship Status in 2015. We are very proud of our House system that lies at the heart of ‘The Wilmslow Way.’ We have a range of innovative strategies that we use to support our students but we are looking to develop our range of teaching and learning strategies further so that all our students can fulfill their potential. Particular areas that we are keen to develop are the performance of our low attaining students and ‘hard to reach’ students.

**Commitment to the wider educational community**

We are a thoughtful, reflective, innovative community, keen to build ‘professional capital’ at a local and national level. We are strongly committed to the Whole Education Network, as a pathfinder school and inaugural member of the Northwest regional network. We are also proud of our contribution to the educational community both through our contribution to local Teach Meets and subject hubs, and our involvement presenting at national conferences and ResearchEd events.

**Commitment to the wider community**

We see our school as being at the heart of the local, regional, national and global community for all our students. We have excellent links through the KPMW soft federation with other local secondary schools (Knutsford, Poynton and Middlewich). We also have strong and developing connections through the Wilmslow Education Partnership with our partner primaries. We are keen to work with our local community, and were proud to be highly commended in the TES Community and Collaboration Awards (2015) for our links to local businesses through our Achievement Partners Programme.

In Appendix 2 you will find our Pursuit of Excellence document that outlines our ambitions as we move forward.

**School performance**

Having been graded ‘outstanding’ by Ofsted in 2011, and ‘good’ in 2013 under a revised inspection framework, in 2018 we celebrated our strongest set of results in the last four years at both GCSE and A Level as a result of the excellent efforts of our staff and students. Nevertheless, we recognise that there is more to be done in both embedding the gains that we have made and raising attainment further. We look forward to working together to achieve this.

**About our school**

Wilmslow is a pleasant commuter town with a population of about 30,000. Our school is the only state secondary in the town, drawing from a catchment of Wilmslow, Handforth and Alderley Edge. We are heavily oversubscribed due to the excellent reputation that the school enjoys. We are a large school, with approximately 2000 students on roll, including a sixth form of almost 500 students; however, due to our strong sense of community, we are a school in which every child is known.

Our intake of high attaining students is significantly above national average, but our intake of top attaining students is average. We have a higher percentage of boys than average and, as part of our commitment to inclusion, we host two LA-funded resource provisions for Hearing Impairment and Autistic Spectrum Condition. The social composition of our catchment is extremely wide, ranging from students with the lowest IDACI score possible to students from areas within the top 20% of deprivation in the country. Approximately 16% of our students are disadvantaged, and narrowing the aspiration and attainment gap for these students remains a priority for us.

Professional Development

We are keen to develop our teaching and support staff whatever their career stage.  We run induction programmes for new staff and for newly qualified teachers, and are extensively involved in initial teacher training through university-led PGCE courses.   We have close links with the ‘Whole Education’ professional learning network and work with the Research Schools movement to support evidence-informed practice across the school system.  Targeted mentoring is also provided for those eligible to apply for pay progression.  Our middle leadership meetings are open to all teachers and we are happy to provide coaching and leadership opportunities for teachers who are keen to progress their careers.  Our local and national links mean that there are plenty of opportunities for those who wish to ‘make their mark’ in education.

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| **Section 2: The Post, Person Specification and Context** |

Title: Data and Timetabling Manager (AAAE5231)

Salary: Grade 6 Pt 21-25, ( £17,645 - £19,853 actual salary)

37 hours per week, term-time, 39 weeks per year, permanent

Date of Appointment: 1st February 2019

Information relating to the school generally may be accessed through the school’s website at [www.wilmslowhigh.com](http://www.wilmslowhigh.com)

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Knowledge** | Microsoft Office Suite   * Excel * Word * PowerPoint   Management Information System software   * Capita SIMS.net (including knowledge of Assessment Manager, Course Manager etc.)   Awareness of the use of data in the public accountability of schools   * DfE School and College Attainment and Achievement Tables (Performance League Tables)   Awareness of data protection legislation (GDPR) | Timetabling Software   * NovaT   School Assessment Data analysis systems:   * SiSRA * ALPS * FFT   Experience of producing DfE school census data.  Awareness of the development of value-added approaches to school performance analysis |
| **Qualifications** | Educated to A Level standard or equivalent Level 3 qualification | A level mathematics or related subject |
| **Skills** | Statistical manipulation and representation of data in Microsoft Excel (including the use of ‘advanced’ formula).  Creation of mail-merge documents for reporting to students and parents.  Creation of presentations for use by SLT and other staff members.  The ability to communicate effectively with teachers, support staff, students and parents.  A good telephone manner | Data entry, import and export using a range of data analysis tools  Staff Training  Knowledge or experience of working within a school setting. |
| **Aptitudes** | Ability to learn quickly  Accurate  Analytical thinker  Capacity to take initiative  Efficient  Flexible and resilient  Integrity when dealing with sensitive information  Logical / Problem Solver  The ability to work under pressure and to meet deadlines  To supervise others in a small team  Rigorous professionalism in everything, accepting nothing but the best in a culture of excellence |  |
| **Attitudes** | The ability to work as a member of a team and to contribute to that team in a purposeful manner.  Ability and suitability to safeguard and promote the welfare of children  A good attendance record and the stamina required to cope with the demands of the post  An understanding of strategies for ensuring inclusion and diversity.  A commitment to ongoing personal development. |  |

Wilmslow High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service. A consideration of the person’s suitability to work alongside children is part of the selection process. Applicants will be required to undertake pre-employment checks which will include References, Health, Right to Work in UK, DBS and a Declaration that neither they nor anyone who lives in the same household is a disqualified person under the Childcare (Disqualification) Regulations 2009.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

* Disciplinary offences relating to children, including any which the penalty is ‘time expired’
* Whether the applicant has been the subject of any child protection concerns
* The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

**Context**

Wilmslow High School is committed to ensuring that its students are provided with the very best education available. In order to monitor a student’s progress and the success of the school as a whole, a great deal of statistical information is analysed.  This information comes from many sources both internal and external to the school and it is vital that it is used as effectively as possible.

The Data and Timetabling Team has grown in response to school developments in raising attainment and curriculum requiring a larger team, led by the Data and Timetabling School Leader, to provide administrative support for a number of important school functions. In addition we plan to review our Data and Timetabling systems in order to optimise efficiency and effectiveness, and the current post is designed to play a key role in assisting the Data and Timetabling School Leader in this review process.

The Data and Timetabling Team is led by the School Leader for Data and Timetabling with Senior Leadership Team line management being provided by the Deputy Headteacher.

The Data and Timetabling Team provides the administrative support for a number of important school functions including:

* Student progress
* Assessment and reporting
* Timetable and grouping
* Course Choices

Members of the Data and Timetabling team will also work with a number of systems and programmes including:

* SIMS (School Information Management)
* Class Charts
* Analyse School Performance (ASP)
* Performance analysis packages such as Sisra and Alps
* Reporting and data tools such as FFT Aspire

The Data and Timetabling Team work particularly closely with the following teams in school:

* Examinations Office
* Finance
* Personnel
* Raising Attainment
* Student Services

The work of the team is closely based around the Assessment and Monitoring calendar and the timetabling calendar requiring good team work and flexibility.

The team is committed to effective collaborative working practices designed to evenly spread workload and enhance resilience.

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| **Section 3: Job Description** |

**Post:** Data and Timetabling Manager AAAE5231 (Sims Information Systems Office)

**Salary Scale:** Grade 6 Pt 21-25

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**Purpose of Post**

The Data and Timetabling Team provides the administrative support for a number of important school functions including:

* Student progress
* Assessment and reporting
* Timetable and grouping
* Course Choices

This post assists the Data and Timetabling School Leader by:

* Working with the Data and Timetabling School Leader to review, improve, monitor and evaluate data and timetabling systems
* Taking specific responsibility for leading and management of some of the functions of the data and timetable team
* Supporting the Data and Timetabling Officer in providing operational management of team functions

**To Whom Responsible**

Data and Timetabling School Leader and Deputy Headteacher

**Principal Duties:**

**General support to the functions of the Data and Timetabling Team:**

* To assist the Data and Timetabling School Leader in reviewing, improving, maintaining, monitoring and evaluating a range of key data systems relating to raising attainment, timetabling and other services needed by the school
* To undertake raising attainment, data management and reporting, and timetabling and course choice administrative tasks as required
* To assist the Data and Timetabling School Leader in reviewing, improving, maintaining, monitoring and evaluating efficient and effective processes for the delivery of key Data and Timetabling Team operations including:
  + Progress tracking
  + The Knowing Our Students Better programme
  + The Key Group system
  + Administrative management of academic interventions
  + The checking of the personal data of students and their parents / carers
  + Attendance tracking
  + The reporting to parents processes
  + The summative assessment processes
  + changes to student teaching groups or teacher timetables
  + the allocation of students joining the school mid-year to courses and teaching groups
  + KS4 course choice process for students in Year 9
  + Student grouping processes
* To provide training to teachers and other support staff in the use of key Data and Timetabling systems as and when required.

**Data management in SIMS**

* To assist the Data and Timetabling School Leader in reviewing, improving, maintaining, monitoring and evaluating efficient and effective operation of the school’s management information system (SIMS) generally by ensuring that student data and timetabling information is accurate and up to date
* To take specific responsibility for the administrative actions required to deliver on some of the areas above – as designated within the team

**Administrative support to raising attainment and attendance**

* To assist the Data and Timetabling School Leader in reviewing, improving, maintaining, monitoring and evaluating efficient and effective production of student progress, attainment and attendance data
* To provide administrative support to colleagues leading and managing the monitoring, evaluation and improvement of student progress, attainment and attendance data
* To produce and maintain monitoring systems and reports and spreadsheets in order to ensure the efficient administration of raising attainment and systems and procedures
* To take specific responsibility for the administrative actions in SIMS and Excel spreadsheets resulting from some of the areas above – as designated within the team

**Administrative support to reporting and assessment**

* To assist the Data and Timetabling School Leader in reviewing, improving, maintaining, monitoring and evaluating efficient and effective delivery of the assessment and reporting process
* To provide administrative support to colleagues leading and managing the assessment and reporting processes
* To produce and maintain monitoring systems and reports and spreadsheets in order to ensure the efficient administration of assessment and reporting
* To take specific responsibility for the administrative actions in SIMS and reporting tools (e.g. Word) resulting from some of the areas above – as designated within the team

Notes

**Health and Safety**

To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment

To promote and safeguard the welfare of students in accordance with the school’s child protection policy

**Local Authority Flexibility Policy**

Notwithstanding the detail in this job description, in accordance with the   
 Policy the jobholder will undertake such work as may be determined by the   
 Headteacher from time to time, up to or on a level consistent with the   
 Principal Responsibilities of the job.

**‘No Smoking’ Policy**

The school is an entirely ‘no smoking’ environment.

**Review**

This will be reviewed annually at the end of the academic year or earlier if   
necessary. In addition, it may be amended at any time after consultation with   
you.

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| **Section 4: Arrangements for the Application** |

Application details

Please apply by uploading a completed application form through [www.tes.com](http://www.tes.com) (please note that the application form must be completed in full before it can be considered). We use the official TES application form. If you experience any problems with this or require further information please contact Debra Acton, Personnel Administrator [dacton@wilmslowhigh.cheshire.sch.uk](mailto:dacton@wilmslowhigh.cheshire.sch.uk) or 01625 441085

Closing Date: Monday, 28th January 2019 at 12 noon

Formal Interview Date: Friday, 1st February 2019

Applicants invited for interview will be contacted by telephone. If you have not heard from the school by **Monday, 4th February 2019** please assume that on this occasion your application has been unsuccessful.

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

Asylum and Immigration Act

If successful with this application you will be asked to confirm, in advance of taking up the appointment, that you are eligible to work in the United Kingdom. In order to establish this you will be asked to provide us with documentation showing your National Insurance Number of provide copies of Tax Forms P45 or P60, or if this is not possible, other evidence of your entitlement to work.

**The Rehabilitation of Offenders Act**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than two years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence has never occurred. This is known as a spent conviction.

The holder of this post will be required to work with children under the age of 18 in a position of trust and is, therefore, exempt from the Rehabilitation of Offenders Act. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

**Disclosure and Barring Service Check (DBS, formerly CRB)**

Successful applicants will be subject to a Disclosure and Barring Service Check (Disclosure) from the Disclosure and Barring Service. These were previously known as CRB checks. There are three levels of Disclosure: Basic, Standard and Enhanced. This job is subject to an Enhanced Disclosure**.**

*Standard disclosures* provide details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. *Enhanced disclosures* involve an additional level of check to those above and also include a check on local police records. This post is subject to an Enhanced disclosure. Further information about the Disclosures scheme can be found at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

**If called for interview, please bring with you as much of the following as possible so that we can complete the necessary identity check and, if your application is successful, a DBS check:**

**If you have a passport and/or a driving licence you MUST provide both (if it is a photographic driving licence the paper counterpart must also be provided), your original birth certificate or marriage certificate and one piece of recent documentation (e.g. utilities bill) which shows your current address.**  **If you have changed your name, you will need to provide evidence of this**. **One document should contain photographic evidence of your identity.**

If you are appointed, you will be required to complete part of your DBS disclosure application online at home.  Please keep the identity documents you have supplied at interview handy, as you will need to input information from these as part of the process.

If the outcome of the process for the successful candidate is that the DBS certificate contains information, the school will need to see the original DBS certificate in order to decide whether the appointment can proceed.

**Qualifications**

Please also bring, if called for interview, original copies of the certificates which awarded your degree(s) and QTS status.

**Occupational Health**

The appointment is subject to satisfying the County’s appointed Occupational Health Physician of your medical suitability for appointment to this post.

**Recruitment Data Privacy Notice**

We collect a range of information about you during our recruitment process, including:

* Your name and contact details
* Your qualifications, experience, skills and employment history
* Whether you have the right to work in the UK
* Your current salary
* Whether you have a disability for which we need to make reasonable adjustments during our recruitment procedure

We will collect this information from your application form and, if called for interview, the documents you bring in. If your application is unsuccessful, we will store your application form on our internal computer network and in hard copy in our HR department for six months from the date of interview. If your application is successful, we will store this information within your personnel file and issue you with a new privacy notice setting out how long we keep your personal information.

If called for interview we will obtain relevant information from former employers/ referees and store it for six months as above. If you are appointed, we will also obtain information from the Disclosure and Barring Service to carry out the necessary background and criminal record checks. We will not store the DBS information but we will record that we have received it.

**Why We Handle Your Personal Data**

We need to process various types of information about you to:

* Manage the recruitment process fairly and consistently, assess your suitability for the role and decide whether to employ you
* Take the necessary steps before entering into a contract with you
* Comply with our legal obligations, such as checking your right to work in the UK before employment starts
* Make reasonable adjustments to the recruitment process in response to information about disabilities
* Collect data for equal opportunities monitoring
* Provide evidence, if necessary, that the recruitment process has been managed fairly, consistently and legally

Without the data itemised above we will not be able to process your application properly, if at all.

We have strict controls in place to prevent the loss, accidental destruction, misuse or disclosure of your data.

**Automated Decision Making**

We do not base our recruitment process solely on automated decision making

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| Section 5: Statistical Profile |

# Details of the most recent GCSE and A level performance data are available through the following link:

<http://www.wilmslowhigh.com/about-us/school-performance/>

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| Appendix |

**Wilmslow High School**

**Rationale, Aims, Statement of Entitlement**

**Rationale**

Education at Wilmslow High School is based upon the premise that all children are of equal value, the belief that education has intrinsic worth and the determination to meet individuals' educational needs by presenting challenging and engaging opportunities to learn. These basic beliefs will be promoted within a school culture which fosters a sense of community, which is caring and supportive, which is intellectually and socially demanding and which, by promoting mutual respect and dignity, enhances the self-respect and confidence of our students and encourages them to take responsibility for themselves and their activities.

The promotion of learning will be at the heart of the school's ethos with learning being promoted as a continuum across all of the Key Stages and as a lifelong activity. The school's ethos will recognise the importance of possessing an international perspective and recognise also that communities are increasingly interdependent.

The school's curriculum will be based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school. The curriculum will seek to challenge and engage students' intellect across all areas of experience, will employ a wide range of approaches to learning, will encourage critical thought and will seek to develop independence of learning.

An integral part of the operation of the school will be the fostering of an active link with the community. It is intended that the link will be of mutual benefit, with the community contributing, both to the promotion of values and the education of young people and with the school providing opportunities for lifelong learning. In linking the school and the community it is intended to encourage young people to recognise their responsibilities as members of a community and the part that individuals can play in enhancing the community in which they live.

Wilmslow High School will seek to generate a love of learning, a pride in achievement and a commitment to quality.

**Aims**

To foster learning within an environment which is disciplined, calm, stimulating, enjoyable and within which there is mutual respect.

To establish a culture that values achievement, encourages students to develop their full potential and recognises individual success.

To encourage a commitment, amongst all individuals, to the achievement of the highest standards in all aspects of school and personal life.

To encourage the development of broadly educated, happy, confident, self-disciplined, self-motivated individuals equipped for adult life. To promote a partnership between the school and the community, encouraging students to be responsible, caring members of society.

To ensure equal provision for all and supplementary provision for those with special needs.

**Student Entitlement**

Every student at Wilmslow High school is entitled:

* To a broad and balanced curriculum which provides equality of access for all and which provides challenging tasks to meet individual needs.
* To be valued, to be treated fairly and with respect.
* To be able to learn in a safe and supportive environment.
* To have his/her individual achievements recognised.
* To operate in a culture which nurtures self respect, self confidence and the ability to respect other people's point of view.
* To experience a range of learning styles.
* To access an extended range of educational opportunities.

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| Appendix 2 |

**Our journey to 2019: Wilmslow High School**

**Our Improvement Vision**

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

* through our dedication to learning,
* by being guided by values and
* in striving to serve.

We are committed to:

* maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
* challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

The pursuit of excellence will see each and every one of our students **participating fully and**

**performing highly throughout a rich and deep curriculum.**

**High performance by all groups of students will be seen in the following three dimensions**

* academic attainment and progress that are significantly above average.
* interpersonal skills and qualities that are widely recognised as exemplary.
* an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through:

1. **A powerful curriculum**
2. **Strong leadership and systems**
3. **A professional learning school**
4. **Young people of character**
5. **A school at the heart of its community**

**1. A powerful curriculum**

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move towards 2019, we are committed to:

* using our time and resources optimally to build further a deep, broad and balanced ‘whole’ curriculum;
* providing across the formal and wider curriculum a rich diet of
  1. scholastic,
  2. creative,
  3. practical,
  4. sporting and
  5. character-building experiences;
* ensuring our students develop as
  1. effective communicators
  2. safe and healthy decision makers
  3. ambitious and independent learners,
  4. confident leaders
  5. empathetic thinkers
  6. knowledgeable and responsible citizens
  7. active participants
  8. resilient and courageous team players

**2. Strong leadership and systems**

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move towards 2019, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

* well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
* the further implementation of efficient and effective systems and structures that optimise performance
* using our contribution to a school-led education system.

**3. A professional learning school**

Our students need us to work smarter not harder, developing our pedagogical expertise and knowledge of ‘what works and why’.

As we move towards 2019, we are committed to:

* developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners.
* seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people.
* engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students.

**4. Young people of character**

Our students should be young people of character who:

* have a ‘do more and be more’ approach.
* are guided by moral purpose, intellectual engagement and a spirit of enquiry.
* are determined to succeed through hard work and effort.

As we move towards 2019, we will:

* continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
* develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.
* ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

**5. An school at the heart of its community**

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move towards 2019, we will continue to

* develop knowledge and understanding of these communities through our powerful curriculum
* build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
* shape our school so it responds to the evolving needs of our growing community.