



# APPLICATION PACK

**ROLE:** Subject Leader Citizenship & Project Based Learning  
**START DATE:** ASAP  
**SALARY:** MPS/UPS + TLR2b £4642  
**HOURS:** F/T

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

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Principal: Mr Kash Rafiq

# CONTENTS

Page	Item
3	A word from the Principal
4	Moor End Academy
5	SPA and Dryclough Campus
6	Joining Moor End Academy
7	Local Information
8	The selection process
9-10	Citizenship & Project Based Learning at Moor End Academy
11-14	Job Description
15	Person Specification

## ***'A word from the Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you are impressed by our work, understand our vision and want to be a part of our journey to world class, then we are keen to hear from you.

Moor End are partners in the highly regarded South Pennine Academies family, and we firmly believe in educating young people to be successful through strong leadership, high performing staff and through engaging communities. Our vision is to become a world class centre of educational excellence; an academy that provides the very best learning experiences as well as fostering a culture of aspiration, so that every student makes good progress and reaches their full potential regardless of their starting points. We passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and become the leaders of tomorrow.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents-are excited to be here! This attitude enables us to meet our goal of becoming a world class center of educational excellence in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will impact positively on the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [szashraf@edu.moorend.org](mailto:szashraf@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq  
**Principal**



Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with visual impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled teachers, technicians and educational teaching assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including - amongst others - mobility, braille and touch-typing.

We have a number of experienced and skilled educational teaching assistants who support students and classes that require enhanced input to access the curriculum. English and maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "we gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave us, over two thirds make better than national average progress. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have a shared vision of:

- *Strong and effective leadership;*
- *High performing staff;*
- *Successful students;*
- *Engaged community.*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

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## Dryclough Campus

Campus development at our Dryclough site continues to be exciting for staff, students and the local community, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building opened its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>



## JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses School Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!



## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breathtaking Beaumont Park, which was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C.- founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield

New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks and shopping

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... finally shopping! The town hosts a range of shopping experiences including a haven for independent shopping, the Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and is home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. We also have the Kingsgate Centre, an undercover shopping facility with all the expected high street brands. The full range of supermarkets and a market are also available in the town.



## 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 **Subject Leader Citizenship & Project Based Learning** at Moor End Academy, then you should:

- Follow the link to complete the online application form;
- Complete the application form fully, 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;
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End;
- Submit your application by **9am Friday 22<sup>nd</sup> March 2019**. *Late applications will not be considered.*

### Time table for the selection process

- Closing date for applications: 9am Friday 22<sup>nd</sup> March 2019
- References requested: Following successful shortlisting
- Interview Date: TBC

**Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



# WHY JOIN THE CITIZENSHIP & PROJECT BASED LEARNING DEPARTMENT?

Following extensive curriculum design and development, we are excited to be advertising the post of Subject Leader, for new core components of our Key Stage 3 and 4 curriculum. This is a great opportunity to launch a new subject area in a highly successful academy. We want Project Based Learning to be a key area of the Key Stage 3 curriculum and Citizenship to be a successful and popular subject at Key Stage 4. We are committed to ensuring the highest possible learning experience to the students at Moor End Academy.

## **Key Stage 3**

Project Based Learning (PBL). PBL will be a vital element of the curriculum for our young people, and will enable them to develop skills, knowledge and understanding which will not only enable them to succeed academically – but more importantly will provide them with the ability to become responsible citizens who can work within and beyond their communities to affect real change.

PBL will run through years 7 and 8, and students will complete projects over a period of time. These will be rooted in real-life contexts which are relevant to our school and wider community, and therefore the successful candidate will need to have excellent interpersonal skills, as well as the ability to empathise with the challenges that our community faces, whilst forging strong and purposeful relationships with key stakeholders.

In order for PBL to be the success that we envisage, the successful candidate will need to be forward-thinking and proactive, developing a project-based curriculum from scratch which will inspire and motivate our young people. We want projects to be huge events, which demonstrate real and tangible impact on the school, and even the wider community. With this in mind, we want the development of 'authentic' projects to underpin PBL, with real audiences for our students' work.

When our students witness their work having tangible impact on the wider community, they will understand fully what they are capable of achieving!

## **Key Stage 4**

The vast majority of students will study Citizenship at GCSE as we believe that this subject is an essential component of our curriculum. It has the power to motivate and educate our young people into becoming thoughtful, active citizens who engage with British values as well as developing the knowledge, skills and understanding our students will need to play a full part in society as active and responsible citizens. Our students will learn about politics, parliament and voting as well as human rights, justice, the law and the economy. This knowledge will prepare them for adulthood as well as instilling into them that - they have a powerful voice.

The Citizenship & Project Based Learning department will initially start with one teacher supported by a small number of teachers from other subject areas. In time it will grow to three teachers.

As subject leader for Citizenship & Project Based Learning in an outstanding academy, a wealth of opportunities for personal and professional development will be open to you. Moor End Academy is a fantastic place to work and Citizenship plays an important part of this; we never stand still, constantly looking at ways to improve and offer our students the best learning experience we can.

## Where do we need to go?

The team need a leader who can: start up a department from scratch, convert passion and enthusiasm into increasingly successful results; put further challenge for learners in place to convert 'good' results into 'outstanding' results; and maximise the potential of all learners through development of a team who want to be led by a passionate subject leader. We need someone with the belief that every child can achieve success irrespective of their starting point.

## The Essentials

- Lead on launching a new subject area
- Lead on securing positive academic and wider outcomes in Citizenship and Project Based Learning;
- Develop an Outstanding forward thinking department;
- Ensure thorough and exciting coverage of the new GCSE Citizenship specification;
- Build student experiences and enthusiasm for Citizenship;
- Develop high quality resources to inspire high levels of engagement in the subject, and support strong academic progress and attainment;
- Lead on aspects linked to the GCSE specification.

# JOB DESCRIPTION

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## Job Description

This job description should be read alongside the School Teachers Pay and Conditions Document and the Teachers Professional Standards.

### 1. Strategic Direction and School Development

- a. Responsible as a TLR payment holder for promoting and developing a culture of uncompromising mutual respect between teachers and students.
- b. To promote high expectations and facilitate the highest standards of achievement.
- c. To raise student achievement in the curriculum area by monitoring pupil progress and learning in liaison with the Senior Leadership Team
- d. To contribute towards the aims and objectives of the specialist status of the school.

### 2. Key Tasks

- a) To support the Senior Leadership Team in the management of the whole school curriculum by establishing with the curriculum area, appropriate Curriculum area policies, which are in line with whole school policies.
- b) To lead the development of appropriate syllabuses, specifications resources, schemes of work, marking policies, assessment and teaching strategies in the curriculum area
- c) To manage the business planning function of the curriculum area and to ensure that the planning activities of the area reflect the needs of the students and the aims and objectives of the school.
- d) To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the school's strategic objectives
- e) To lead on curriculum development within the area including an enriched curriculum diet in the subject of Citizenship & Project Based Learning.
- f) To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- g) To monitor the work of the Curriculum area to ensure that all Curriculum area members are consistently applying the policies and procedures of the Curriculum area.
- h) To lead the curriculum area in developments related to local and national requirements.
- i) To be the team leader for the Performance Management of teachers designated by the Principal.
- j) To manage the Ensuring Quality programme as appropriate and seek / implement modification and improvement where required within the curriculum area including correct use of Academy QA Calendar.

- k) To ensure that ICT is used and promoted effectively within the curriculum area.
- l) To ensure the curriculum area participates in the school's ITT programme
- m) To support and mentor newly qualified teachers as appropriate.
- n) To ensure effective communication as appropriate with the parents of students
- o) To contribute to the curriculum area plans for liaison with feeder primary schools, partner schools, examination boards and FE / HE institutions
- p) To cooperate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students
- q) To track and monitor the progress of students in Citizenship & Project Based Learning and ensure appropriate intervention programmes are put in place for students. To liaise with the SLT line manager on such matters.

## **2. Additional / Specific responsibilities agreed with SLT Line manager**

Principal authorisation and agreement .....

## **3. Accountability**

- a) To the Curriculum Leader for Humanities, Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above.
- b) To provide information, objective advice and support to the SLT and the Governing Body on Curriculum area matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the school's performance to a range of audiences including the LEA, OFSTED, DFE the local community and others.



- c) For assisting the SLT in creating and developing an organisation in which all staff within the Curriculum area recognise that they are accountable for the success of the school.
- d) For assisting the SLT in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

#### Footnotes

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the school. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.

Signed \_\_\_\_\_ (Postholder)

Date \_\_\_\_\_

Signed \_\_\_\_\_ (Principal)

Date \_\_\_\_\_



# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

## EMPLOYEE SPECIFICATION

**POST TITLE: Subject Leader Citizenship & Project Based Learning**

**GRADE: MPS/UPS + TLR2**

ATTRIBUTES	CRITERIA	HOW IDENTIFIED	Essential/Desirable
Relevant Experience	<ul style="list-style-type: none"> <li>▪ Excellent classroom practitioner.</li> <li>▪ Enthusiastic leader with high standards and a record of proven success in raising achievement of groups of students.</li> <li>▪ Managing a team of staff including teachers and associate staff</li> <li>▪ Managing strategic projects or a subject area</li> </ul>	Application/Interview/References	E
		Reference/Interview	E
		Application/References	D
		Application	D
Education & Training attainments	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• PGCE in Citizenship or a similar subject discipline</li> <li>• Degree or equivalent qualification in Citizenship or a similar subject discipline</li> <li>• Leadership or management training</li> <li>• Excellent ICT capability</li> </ul>	Application	E
		Application	E
		Application	E
		Application	D
		Application	D

General & Special Knowledge	<ul style="list-style-type: none"> <li>• Able to innovate and lead on curriculum development within Citizenship &amp; Project Based Learning</li> <li>• Ability to motivate others</li> <li>• Able to demonstrate a thorough knowledge of strategies to maximise student progress and ensure challenging targets are met by students of all abilities</li> </ul>	<p>Interview</p> <p>Interview Application/Interview</p>	<p>E</p> <p>E E</p>
Skills & Abilities	<ul style="list-style-type: none"> <li>▪ Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom environment.</li> <li>▪ Ability to employ a wide range of teaching and learning techniques and styles.</li> <li>▪ Ability to manage a budget efficiently.</li> <li>▪ Ability to observe, monitor and evaluate the capability of teachers, including offering support and giving effective feedback.</li> <li>▪ Ability to identify curriculum priorities, which contribute to the strategic learning and development plan of the academy.</li> <li>▪ Displays commitment to the protection and safeguarding of children and young people.</li> </ul>	<p>Reference/Interview</p> <p>Interview</p> <p>Application Application/Interview/Reference</p> <p>Application/Interview</p> <p>Application/Interview/Reference</p>	<p>E</p> <p>E</p> <p>E E</p> <p>E</p> <p>E</p>



Any additional factors	<ul style="list-style-type: none"> <li>▪ Must be confident, flexible, enthusiastic, approachable and able to inspire others.</li> <li>▪ Willingness to undertake professional leadership development.</li> <li>▪ Willingness to assist in the development of extra-curricular &amp; booster activities.</li> <li>▪ Must be determined to raise achievement.</li> </ul>	<p>Interview</p> <p>Application</p> <p>Application</p> <p>Application</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
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