

Information to candidates

Stanville Primary School
Stanville Road, Sheldon, Birmingham, B26 3YN
Tel: 0121 464 2322
enquiry@stanville.org
Chair of Governors: Mrs Fran Stevens

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Welcome letter from the Chair of Governors

Dear Applicant

On behalf of the governors, staff and pupils of Stanville Primary School I would like to thank you for your interest in our Deputy Headteacher post. Stanville is a school of 240 pupils (including nursery) based in the Yardley district of East Birmingham. It lies at the heart of a mixed community and it has played an important role within that community since it was founded almost eighty years ago.

Stanville is a friendly, welcoming and inclusive school with a long tradition of partnership working between the governors, staff, parents, children and the wider community. We pride ourselves on knowing all our children and their parents or carers well and in providing a happy, secure and safe environment to support our children's learning and development.

At Stanville, we believe that each one of our pupils should be encouraged to be the best they can be. Whilst academic achievement is important, we are committed to providing a stimulating and broad education, which meets the differing needs and aptitudes of our children and which develops confident and considerate young people.

Stanville has an enthusiastic staff team, which blends established teachers and teaching assistants with newly qualified staff. Stanville also has excellent office and support staff. We invest in our staff and value all of the work they undertake.

Stanville is a comparatively small primary school. We work closely with other primary schools in the area and we have productive links with the various secondary schools that our pupils move on to. We are currently exploring the benefits of closer working and we would want our new Deputy Headteacher to pick up and lead on that process.

You will see from our most recent Ofsted report that we are rated good and we are always looking to improve. The governors are, therefore, seeking a new Deputy Headteacher who will share our values and commitment, a Deputy Headteacher who sees the importance of continuity and who continues to bring new ideas and fresh thinking. We want to appoint someone with a commitment to high educational standards and to the ethos of the school; someone who can inspire children, parents and staff as we move forward and rise to new challenges.

We encourage all potential applicants to visit the school to meet pupils and staff members and to get a sense of how the school works and what it stands for. It will also provide an opportunity for us to answer any questions you have. You can make an appointment to visit by contacting Diane Shiels in the school office on 0121 464 2322.

Kind regards
Fran Stevens OBE
Chair of Governors

Advert

Deputy Head Teacher

Group: 2 Leadership Group Pay Range: L9 – 13 £47,021 - £51,886

Stanville Primary School, Stanville Road, Sheldon, Birmingham, B26 3YN

Tel: 0121 464 2322, enquiry@stanville.org

Chair of Governors: Mrs Fran Stevens

Stanville Primary School is a one form-entry mixed school for pupils aged 3 - 11 years, which currently has 240 pupils on roll.

We are looking for a Deputy Headteacher to join our leadership team who is forward thinking and creative. With a clear focus on teaching and learning, this person will be able to demonstrate commitment to raising standards whilst helping to shape the path our school will take in the coming years.

This is an exciting opportunity for someone with high aspirations, drive and commitment to work in close partnership with the newly appointed Headteacher, children, staff, governors and community to provide the very best education in our popular and successful school. This is a non-class based post with some teaching responsibility.

We are looking for a Deputy Headteacher who:

- Will work in collaboration with the Headteacher to lead and develop an inspiring team
- Has a flair for innovation in teaching and learning and a passion for quality of provision
 - Will promote the school's vision for the highest possible levels of attainment and achievement for pupils whatever their needs, abilities and circumstances
 - Has the ability to drive forward developments within an exciting and engaging curriculum
- Has a proven track record of effectively leading curriculum areas and instigating change
 - Is an excellent communicator with the ability to inspire and motivate students, staff, pupils and parents
 - Is committed to lifelong learning

In return we can offer:

- Enthusiastic, happy and confident children who are proud of their school and love learning
 - A friendly and supportive team of colleagues, governors and parents
 - Excellent professional development opportunities

Visits to the school are warmly welcomed. Please contact the school office to arrange this.

Closing Date: 12 noon Friday 29 April 2016

Interviews: WC: Monday 16 May 2016

Applications should be returned to:

Performance, Engagement & Commissioning Services

PO Box 16461

Birmingham

B2 2DB

Or via email to CSURecruitment@birmingham.gov.uk

Stanville Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

About Our School

Welcome to Stanville Primary School

We are a friendly welcoming school with an enthusiastic and committed staff.

Staff work in partnership with parents, governors and the community to provide a well- planned and challenging education of a high standard within a caring environment.

We pride ourselves on knowing our children well and providing them with an attractive and stimulating environment in which they feel happy and secure.

In addition we aim to know our parents and families equally well and offer a range of support and training opportunities for adults.



School Aims:

- To create a caring, well-disciplined learning environment in which the best quality education is provided for all children to achieve their full potential.
- To prepare our pupils to develop as independent, confident, creative and self-motivated citizens of the 21st Century.
- To enable all children to develop respect for each other and take pride in their school community.

To work in partnership with parents and ensure that all members of the school community are mutually respected and encouraged to promote high standards of achievement.

Stanville Primary School was founded in 1937 and consists of a spacious single storey building with seven classes and a Nursery.

We also have a fully equipped Mini-Gym, IT suite and a Library as well as rooms for Music, Numeracy, Special Needs and Resources. In addition we have a Family/Community Room for assisting with Family Support and Adult Learning and a Nurture Room for delivering an enhanced curriculum and Out of School Club.

The annexe houses the pre-school, ***Little Busy Bodies***, which also provides wrap around service with the nursery. Little Busy Bodies was judged as ***Good*** at its last Ofsted Inspection (Dec 2013). For further information please access their website: <https://lbb.stanville.bham.sch.uk/>. The annexe is also used for community activities in the evening.

The city centre is only a short bus ride away and offers numerous cultural opportunities to enhance the curriculum. We actively encourage our children to explore Birmingham's wide range of facilities, taking them into the city centre on a regular basis.

The school building stands in its own large grounds, offering excellent opportunities for learning, as well as providing environmental and sports facilities. There are separate large playgrounds for Nursery, Infant and Junior children and we also have our own allotment, sensory garden, trim trails, sports cage and field.

Just a few minutes away are more playing fields and Sheldon Country Park. We have good links with the Park Rangers and children are actively involved in working with the Park Rangers and at the farm. Local churches, Sheldon Library, Birmingham Airport and The Radleys shopping centre also provide excellent resources. We work closely with other local schools.



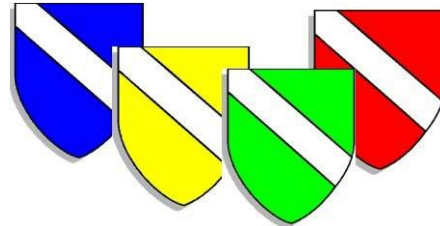
Class Sizes

It is the policy of the school to limit class sizes to a maximum of 30. All classes benefit from additional support from teaching assistants.

House Teams

Across the school from Nursery to Year 6 all of the children (and staff!) are placed into one of the 4 House Teams. These teams are named after famous people from Birmingham's History:

- **Tolkien** (*J.R.R. Tolkien*)
- **Brindley** (*James Brindley*)
- **Chamberlain** (*Joseph Chamberlain*)
- **Baskerville** (*John Baskerville*)



Children are awarded house points for good behaviour, work and achievements and these are collated each week and the winning team announced in Celebration Assembly, the weekly school newsletter and on the school website (www.stanville.org).

Safeguarding

At Stanville, safeguarding the interests of all our children is at the heart of our policies and practices. The following priorities are addressed, not only through the curriculum, but in everything we do.

Safety of the child is paramount. If it seems the child is suffering, or may suffer, significant harm (a child at risk), the DSP will contact MASH (Multi Agency Safeguarding Hub) within 24 hours of the disclosure. Depending on the advice of Children's Services a telephone referral followed by a written referral will be made.

There is a legal duty to refer to Children's Services if it is thought that there is/may be significant harm caused to a child.

When referring to Children's Services in some cases it may be appropriate to let parents know of the intention to make a referral. In serious cases and in all cases of suspected abuse to a child the decision on when to inform parents will be made in discussion with Children's Services.

Children are given numerous opportunities to develop their self-esteem and confidence as well as developing life skills (communication, empathy, cooperation etc.) both in school and outside in the community.

eSafety

As a school we recognise the benefits of IT as a learning resource and life skill for the 21st century; however we are also aware of the possible concerns connected with the use of such a medium. In response to this we have installed in school both the software and a dedicated server which monitors any inappropriate content across the network (including the possibility of cyber bullying), both online or offline, whether it is typed, or displayed in

applications. Monitoring in the school is designed to allow the children, and staff, to access this technology with confidence and reassurance as well as educating them in safe usage. This system meets current requirements stipulated by both Local Authority Audit and Child Protection procedures.

Child Protection

Stanville Primary is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school supports all children by:

- Promoting a caring, safe and positive environment within the school
- Developing self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. As with all educational establishments, it is our duty to respond to any concerns by contacting the appropriate services so as to ensure the well-being of all children. This is in line with agreed Birmingham Child Protection procedures

Part 2 The Curriculum

Curriculum - General

The school complies with the requirements of DFE Circular 7/90 "The Management of the School Day" which recommends a minimum of 21 hours teaching during the week for children in Key Stage One and 23.5 hours teaching time for children in Key Stage 2.

The Early Years Foundation Stage

At Stanville we follow the National Early Years Foundation Stage curriculum. The curriculum continues to be play-based, with a focus upon specific areas of learning. The Foundation unit plan lessons together to ensure individual children's needs are catered for.

The curriculum for our youngest children in the Foundation Unit, takes into account the individual needs and stage of development of each child. We strongly believe that children in the Foundation Stage learn best through well-planned and structured play activities.

We build on children's prior experiences and extend their knowledge, skills and understanding through exciting half-termly Cornerstones topics that are linked to the areas of learning. Each area of the curriculum has Early Years Outcomes which establish expectations for most children to reach by the end of Foundation Stage. Some children will do more than is expected of them, whilst others will be still working towards them.

What We Do - Years 1-6

The subjects taught across the school are in keeping with current national requirements and

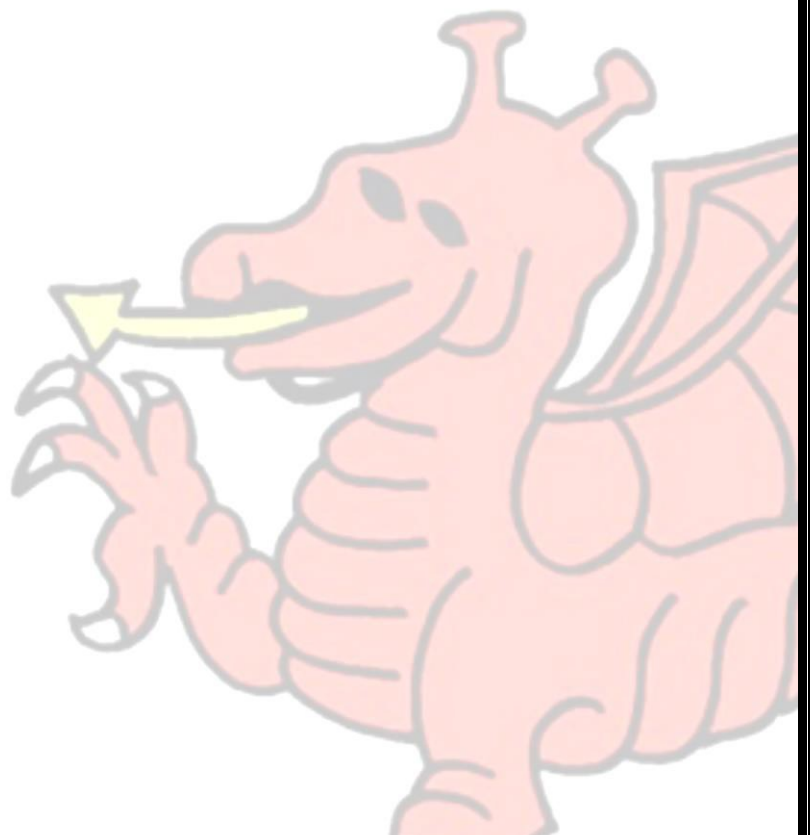
are continually updated as and when required. They include; English, Mathematics, Science, History, Geography, Art, Music, Design Technology, Computing, Physical Education and Citizenship. In addition, all schools are required to provide Religious Education and a daily act of worship. Modern Foreign Languages is also taught in Key Stage 2 in line with government legislation.



From September 2014 the new National Curriculum is introduced and this has resulted in strategic developments across the school to address any changes and ensure full coverage in all subject areas. To assist this significant development we are continuing with the **Cornerstones Curriculum** across the school which we introduced in 2012. This curriculum is

designed around enquiry and child-led learning built on the criteria for an outstanding curriculum from Ofsted. It provides schools with the foundation to develop an innovative and creative curriculum with the security and knowledge that there is full coverage and progression of the National Curriculum. Based on the **Four Cornerstones of Learning** (*Engage, Develop, Innovate and Express*), the **Cornerstones Curriculum** is designed to complement existing practice, stand alone as a full curriculum as well as being tailored to suit the school's individual needs and strengths.

For more information: <http://www.cornerstoneseducation.co.uk/>.



National Curriculum Core Subjects

English



The new National Curriculum which came into force in September 2014 states “...all the skills of language are essential to participating fully as a member of society.” and at Stanville this is part of our school ethos. We aim to provide an environment where children can learn about language whilst promoting opportunities and contexts (spiritual, social and cultural) for children to learn through language following the guidance of the new

National Curriculum. Using a topic-based curriculum, we plan creative cross-curricular schemes of work that unite the important skills of spoken language, reading and writing.

We believe that spoken language underpins the development of reading and writing. We ensure the continued development of pupils’ confidence and competence in spoken language and listening skills, through the quality and variety of language the pupils hear and speak at Stanville. We assist children to develop their vocabulary, think for themselves and to be able to articulate their ideas clearly, as well as to discuss and debate. We provide opportunities for role play, drama, performance and visits to the theatre.

In the Foundation Stage and Key Stage 1 we teach the children to read using the Early Reading Research programme. Building on from this, we have a daily structured phonics and guided reading system in place across Key Stages 1 and 2. We use a combination of individual, group and whole class approaches to teach and encourage a love of reading. We use a wide selection of books and other resources, including IT, to help our children develop the ability to read widely and fluently, understand and respond to a range of challenging texts (fiction, non-fiction and poetry) and develop their vocabulary. We also have strong links with our local library and visit regularly.

Children are encouraged to write in a variety of styles and for a range of purposes in specific English lessons and across all areas of the curriculum, with a focus on the development of phonics and spelling, vocabulary, grammar and punctuation, as well as a range of sentence structures. Through regular practice and homework children are taught to develop well-formed, fluent and legible handwriting.

All children are set challenging targets in reading and writing. These are discussed with the children and reviewed regularly to encourage progression. A range of English homework is provided regularly across the whole school.

Mathematics

At Stanville, we base our mathematics on the New National Curriculum. We use a variety of different approaches and activities to make the learning experiences fun and meaningful. Children are encouraged to discuss their ideas and understanding to develop their vocabulary in this subject. Our teaching of maths allows the children to encounter new strategies and build upon existing ones. They are then given the opportunity to apply their skills in a variety of situations. In this way, children feel confident to apply their knowledge and skills to any given mathematical problem.



The use of IT in mathematics is also promoted throughout the school to prepare the children for the experiences that they will encounter in the wider world. All pupils from Reception to Year 6 now have access to an online Maths learning tool, **Mathletics**. This interactive resource is used to support and reinforce daily teaching sessions and also as a homework tool. Homework is set on a regular basis for pupils to access at home and is monitored by the class teacher in school. **Mathletics** also provides opportunities for pupils to participate in competitions with other schools both nationally and internationally.

Science



Science for children at Stanville means a lot of fun exploring, discovering and investigating the world around them using a range of approaches.

The children are encouraged to handle, manipulate and use a variety of materials and equipment in order to understand and make discoveries for themselves.

Work in Science builds upon previous experiences, in order to develop concepts and to ensure continuity and progression. The children are encouraged to learn and use a range of scientific vocabulary to explain their learning and justify their findings. We also encourage the children to create and plan their own investigations and predict possible outcomes.

Computing

Computing has undergone a number of changes since the introduction of the new curriculum. In addition to IT being used to enhance and develop learning through aspects such as presentation and research there is now a greater focus upon programming and the use of algorithms. These elements are rightly recognised as being core skills for all users and are essential in ensuring that learners adapt and develop their problem-solving and analytical thinking skills. IT is a rapidly changing and developing part of our lives and as a result we aim to use this powerful tool to provide children at Stanville with active learning experiences across the curriculum.

We have a fully equipped computer suite and a network which extends into all classrooms and other learning areas. The Family Room, library and Nurture Room have a small network of machines and each classroom is fitted with an Interactive Whiteboard or equivalent. In addition we have a set of tablet computers which can access our secure Wi-Fi network. The school also has access to electronic resources, which are updated weekly, and are designed specifically for assisting both teachers, with their planning and teaching, as well as the children in their learning and development. As a direct result of these resources we are able to develop our children's skills, knowledge and independence in IT and other curriculum subjects. This enhances their attainment and provides them with confident access to the wider world of communications.

Our School Intranet (www.stanville.org) is accessible to Governors, staff, children, parents and visitors at all times and provides access to information, records and resources. As a school we recognise the importance of informing, supporting and developing everyone in the community that the school serves.

The National Curriculum Foundation Subjects

Citizenship



Citizenship is taught in lessons at Stanville which promotes alternative thinking strategies to help form healthy relationships and deal with a range of situations, that children may at times find challenging. Citizenship is also promoted in all aspects of the children's life at school. This teaches and helps children to:

- develop confidence and take responsibility
- play an active role as citizens
- develop healthy, safer lifestyles
- develop good relationships and respect the differences between people

As well as formal lessons, Citizenship is promoted through:

- taking responsibility by being for instance, a librarian or water monitor
- voting for and acting as School Councillors
- being mediators
- being peer mentors
- being prefects and House Perfects in Year 6
- taking care of the school environment by joining gardening club and through members of the *Green Group*
- the Health and Safety group
- Junior Dinner Supervisors
- Power Rangers
- Litter Pickers

History and Geography

The study of Geography helps children towards an understanding of the world in which they live. The children study the local environment, the British Isles and some aspects of world Geography. Opportunities are provided to further their understanding of; *Locational knowledge, Place knowledge, Human and Physical Geography, Geographical Skills* and *Fieldwork*. A strong emphasis is placed on developing a sense of personal responsibility and encouraging the children to reflect on the impact their actions have upon the environment.



Through History topics, children are encouraged to develop sense of time and an understanding of the past. The children study local, modern and ancient history and key aspects of British and World history.

When possible the children are also able to explore and experience a range of topics through educational trips/visits related to their learning.

Design Technology

Through Design Technology we aim to develop creative and practical skills in an exciting way. Design Technology provides an opportunity for children to investigate, plan, design and construct, giving children a chance to learn from their mistakes as well as their successes. Children learn to tackle new problems and tasks with confidence in their ability to succeed. We have well-established links with local schools and many of our older children have taken part in projects and competitions during the school year where their skills are tested.

Art



All art work is developed through observation and imagination. We believe that the stimulation of an aesthetically pleasing environment for learning encourages good practice.

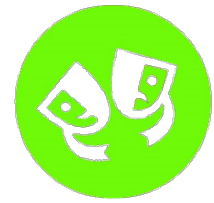
Children have the opportunity in Art and Design to work both individually and collaboratively to become confident and proficient in drawing, painting, sculpture and other art, craft and design techniques. They are encouraged to produce creative work, exploring their ideas and recording their experiences.

They also explore ideas and meanings in the work of great artists, craftspeople, architects and designers and learn about the historical and cultural development of their art forms making links to their own work.

The Performing Arts

At Stanville, we place great emphasis on providing a creative curriculum.

We provide as many opportunities as possible for children to engage in exciting cross-curricular arts projects in school. Cultural development is enhanced still further through regular visits to theatres, art galleries and other arts venues.



Children from Foundation Stage to Year 6 are given the opportunity to perform in front of their peers and their families through productions such as the Nativity Play, Leavers' assemblies, class assemblies and termly Talent Shows.

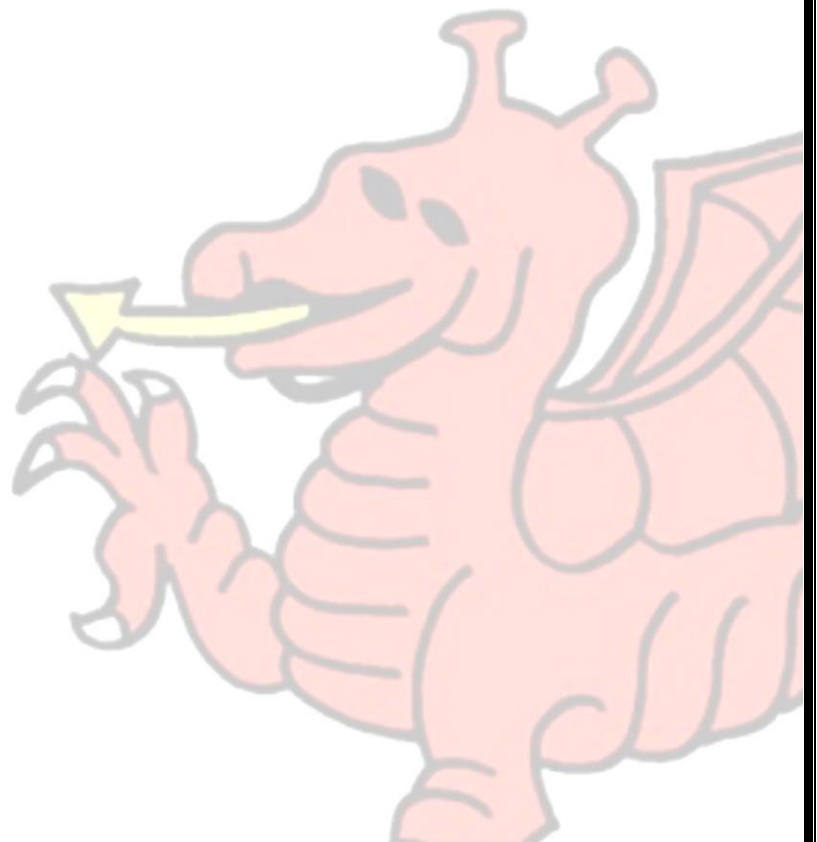
Music

In music children enjoy class lessons that include singing, percussion and creative music-making. We have an extensive range of musical resources and provide opportunities for all of our children to work with talented local musicians. In previous years the school choir has performed at *The Genting Arena* at the NEC, Christmas concert for *The Ann Marie Howes Centre*, the Birmingham Cantata at Sutton Town Hall and sung at many other local events where they are in great demand!



During music lessons and assemblies, children listen to and learn to appreciate works of musical significance from a variety of cultures, genres and eras.

Children have the opportunity to learn to read music through learning to play an instrument from Year 3 upwards. We currently offer children the opportunity to learn guitar and percussion and to join our choir in Key Stage 2. In addition all children in Year 4 currently learn to play a musical instrument.



Modern Foreign Languages

At Stanville Primary School Modern Foreign Languages have been taught at Key Stage 2 as part of the curriculum for several years; it became compulsory in September 2014. The main language taught is French. Using *Culturethèque's* 'Primary French Project' materials, weekly lessons are delivered and skills are assessed every half term. There are a large selection of resources to support this teaching, some of which are available on the school intranet.



Physical Education



We aim to develop agility, physical co-ordination, fitness, confidence and enjoyment through physical activities. We are proud to have achieved accreditation with **ActiveMark** and **School Games Bronze Mark** for the sports and PE we provide. We are actively involved in the local School Sports Partnership and through this are fortunate to access many additional activities and sports, with training provided by qualified coaches and instructors.

Swimming

It is a requirement of the National Curriculum that all children learn to swim 25 metres before they leave their primary school. At Stanville, all children in Key Stage 2 have the opportunity to go swimming during each year.



Religious Education



In Religious Education, we follow the **Birmingham Agreed Syllabus**, which is concerned not only with the academic education of our children, but also their emotional, social and moral development. We aim to encourage and stimulate the children and nurture not only self-esteem but also respect for and understanding of each other.



Part 4 Annual Information

Staffing List for year groups 2015-2016

Nursery Teacher + p/t SENCO	Ms Upton
Reception Teacher	Ms Anderson
Reception Teacher + EYFS/KS1 phase leader	Ms Dailly
Year 1 Teacher	Mrs Mansell
Year 2 Teacher	Miss Galvin
Year 3 Teacher	Mrs Pitt
Year 4 Teacher	Ms Burke
Year 5 Teacher	Mr McPhillips
Year 6 Teacher + KS2 phase leader	Mrs Tarrant
Non-classed based Teacher	Mrs Ford
Non-classed based Teacher	Mr Krucon
Non-classed based Teacher	Mrs Roberts
Non-classed based Teacher	Mrs Perrin

Parents' Evenings

Parents' Evenings are held each term so that teachers can share observations, assessments and pupils' individual targets with parents. Written reports are issued at the end of each school year.

If you wish to discuss your child at times other than Parents' Evenings, **please telephone to make an appointment.**

SATs results 2013/2014

Writing	KS1
Level W	0%
Level 1	17%
Level 2	80%
Level 3	3%

Reading	KS1
Level W	0%
Level 1	13%
Level 2	63%
Level 3	23%

Maths	KS1
Level W	7%
Level 1	10%
Level 2	76%
Level 3	17%

Science	KS1
Level W	0%
Level 1	4%
Level 2	79%
Level 3	18%

Writing	KS2
Level 3	14%
Level 4	69%
Level 5	17%
Level 6	0%

Reading	KS2
Level 3	17%
Level 4	62%
Level 5	21%
Level 6	0%

English	KS2
Level 3	21%
Level 4	66%
Level 5	14%
Level 6	0%

Maths	KS2
Level 3	21%
Level 4	55%
Level 5	21%
Level 6	3%

Science	KS2
Level 3	18%
Level 4	54%
Level 5	25%
Level 6	0%



Job Description

DEPUTY HEAD TEACHER - JOB DESCRIPTION

Salary scale: Group 2, Pay Scale L9 – L13

As required by Paragraphs 50-53 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

To promote the general educational progress and well-being of pupils in the school

2. Duties and Responsibilities

2.1 General

- 2.1.1. To undertake the professional duties of a teacher other than a head teacher, as set out in paragraphs 50-53 inclusive of the School Teachers' Pay and Conditions Document, including those duties particularly assigned by the head teacher;
- 2.1.2 As required by paragraph 50.1 of the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the head teacher in:
 - (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) monitoring progress towards their achievement;in accordance with the policies of the Education Committee and the City Council and the school development plan determined by the governing body;
- 2.1.3 To undertake any professional duties of the head teacher reasonably delegated by the head teacher;
- 2.1.4 To undertake, to the extent required by the head teacher or the governing body, the professional duties of the head teacher in the event of the head teacher's absence from the school.



2.2 Specific

3. **Line Management - responsibility to and for**

3.1 Responsible to the Head Teacher

3.2 Responsible for the supervision of designated teaching and support staff

4. **Conditions of employment**

4.1 The above responsibilities are in accordance with the requirements of the School Teachers' Pay and Conditions Document in terms of duties and working time, also any local agreements and LA guidance on interpreting teachers' conditions of service.

5. **Review and Amendment**

5.1 This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

6. **Complaints**

6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation

.....
Signature of the Head Teacher

Copy received by

.....
Signature of the Postholder

Date

.....



Person Specification

Stanville Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced CRB check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including leadership and management.	AF, I
EXPERIENCE	<p>Experience in the leadership and management of the curriculum and/or other aspects of provision.</p> <p>Demonstrate a good understanding of School Improvement Planning.</p> <p>Demonstrate a sound understanding and experience of implementing Performance Management.</p> <p>Experience of partnership working with parents, the wider community and other schools.</p> <p>Successful and varied teaching experience in appropriate phase(s).</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF</p>
SKILLS AND ABILITIES	<p>Ability to monitor, evaluate, and plan for School Improvement.</p> <p>Ability to manage the implementation of change effectively.</p> <p>Ability to work to high professional standards,</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p>



	<p>strategically and operationally.</p> <p>Ability to manage and motivate individuals and teams effectively.</p> <p>To deal effectively with under performance, in accordance with relevant policies and procedures.</p> <p>To understand and interpret complex data to inform effective decision-making.</p> <p>To have an understanding of financial planning and budget monitoring in schools.</p> <p>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</p> <p>Demonstrate a wide range of high level communication skills including new technologies.</p> <p>Ability to use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p>	<p>AF, I,</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I, P</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children.</p> <p>Evidence of emotional resilience in working with children exhibiting challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and support a culture of safeguarding awareness, risk assessment and management.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>



	Ability to coach and develop all school staff appropriately.	AF, I
	Evidence of the promotion of positive behaviour strategies and constructive handling of problems.	AF, I
	Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school.	AF, I
	Willingness to undertake CPD and/or other appropriate professional development, including NPQH or any other accredited programme that may be developed.	AF, I
	Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.	

*

- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. Interview, **Presentation**.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **Presentation**

NB: *If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.*