



## Information for Candidates

### Assistant Headteacher Inclusion and Safeguarding



Wolfreton School and Sixth Form College  
Well Lane  
Willerby  
East Riding of Yorkshire  
HU10 6HB

**Headteacher**  
**Deputy Headteacher**

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May 2017

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Dear Applicant

Thank you for your interest in our vacancy for Assistant Headteacher – Inclusion and Safeguarding.

Wolfreton School and Sixth Form College is a large and forward thinking school. We are an ambitious community and recognise the impact of exceptional teachers and leaders on the development of our positive and engaged student body.

Academically our achievement rates are above national averages but we recognise that there is further potential for raising achievement at all key stages and this is reflected in our stated aim 'to become an outstanding school'.

We have an exciting opportunity for an ambitious and committed leader to join our Senior Leadership Team in September 2017. We are looking for a candidate who has the potential to move towards Headship, a person with an excellent understanding of inclusion, personal development and well-being and a successful track record of leading change in order to support all to realise their potential. The successful candidate will also have the ability to, with additional training if required, act as the schools Designated Safeguarding Lead. Senior Leadership experience is desirable but not essential because we already have an experienced Leadership Team who have the capacity to support the successful candidate in the early stages of their career at Wolfreton.

This summer we moved into our new single site, purpose built school. With state of the art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour and Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for further information about Wolfreton School and Sixth Form College.

#### How to apply

- 1 Complete the enclosed application form and return to -  
Wolfreton School and Sixth Form College, Well Lane, Willerby, East Riding of Yorkshire, HU10 6HB  
(*Electronic applications are accepted. Please email to [enquiries@wolfreton.co.uk](mailto:enquiries@wolfreton.co.uk)*)
- 2 In support of your application you are invited to provide a letter of application incorporating your views on the following:
  - how your skills and experience equips you for the advertised post
  - any special contribution you could bring to the department/school.

The closing date is 9.00 am on Tuesday 16 May 2017. It is anticipated that interviews will take place the week commencing Monday 22 May 2017.

If you are ambitious, hard-working, have proven leadership skills coupled with a clear educational vision and are looking to forward your career in a forward thinking school, then this position should appeal. If it does you will find all the information you require about the school, the role and the application process in this pack and we look forward to receiving your application. If you want to visit the school or discuss any aspect of this post in more detail then I would ask you contact Libby Lees at the school, to make the necessary arrangements.

I look forward to receiving your application and wish you every success with it.

Yours sincerely

D A McCready  
Headteacher

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# OUR VALUES and OUR GOALS

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

## OUR VALUES

### Excellence

We encourage our students to be  
**INSPIRATIONAL**

### Endeavour

We promote the qualities of  
**DETERMINATION and COURAGE**

### Respect

We are firm advocates of  
**FRIENDSHIP and EQUALITY**

## OUR GOALS

### **Create**

An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.

### **Prepare**

Responsible young adults who value learning, helping them to make a positive contribution to society.

### **Develop**

Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.

### **Respect**

Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.

### **Provide**

All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

# GENERAL SCHOOL INFORMATION

Wolfeaton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfeaton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfeaton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Levels of progress are also good and in the new measure, the school achieved a positive Progress 8 score of 0.24. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfeaton exceed the national average. In 2016, 73% of students gained 5 or more at grades A\*– C including English and Maths. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfeaton as well as having the option to study subjects at either of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfeaton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House system creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. A Senior Pastoral Manager also works across the Houses to ensure that we can deliver the very best for students. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valuable opportunities to work collaboratively through inter-house competition and charity challenges.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students have the chance to join or take part in over 250 teams, clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development. Wolfreton has retained the Investor in People Award for 18 years; in our most recent assessment we were awarded the IIP Gold Standard.

### **Multi Academy Trust**

Wolfreton has enjoyed a long and successful partnership at sixth form with two local secondary schools, Cottingham High School and Hessle High School. This informal relationship has ensured that all three Sixth Forms remain viable and has seen student outcomes improve significantly over recent years. The Governing Bodies of all three schools have taken the decision to form a Multi Academy Trust. Following the conclusion of the formal consultation period, we are proceeding with conversion to academy status, to join the Consortium MAT at the earliest opportunity, with a target completion date of August 31 2017.

It is not envisaged that there will be any significant changes to the day to day operation of each school and staff, although employed by the MAT, will be recruited to a particular school. There will however be opportunities for interested staff to engage in MAT-wide activities in order to enhance their professional development.

The MAT marks an exciting time in the development of Wolfreton School and Sixth Form College and further details are available to potential applicants if required.

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# STANDARDS OF ACHIEVEMENT

## Exam Results 2016

	School 2016	LA 2016	National 2016
Attainment 8	53.7	51.9	49.8
Progress 8	0.24	0.1	-0.03
Basics	74%	67%	59%
EBac achieved	32%	21%	23%
EBac entered	76%	37%	37%

	2014	2015	2016
% achieving 5+ A*-C (or equivalent) including English and Maths	63%	67%	70%
% achieving 5+ A*-C (or equivalent)	69%	73%	77%
% achieving 5+ A* - G (or equivalent)	94%	97%	99%
% achieving A*-C in English	76%	81%	87%
% achieving A*-C in Maths	70%	80%	79%
% of students making 3 Levels of Progress in English	76%	81%	91%
% of students making 4 Levels of Progress in English	36%	36%	60%
% of students making 3 Levels of Progress in Maths	64%	75%	81%
% of students making 4 Levels of Progress in Maths	21%	31%	36%

### Post 16

#### In the 2016 AS / A Level exams:

At AS Level 33% of all grades were passes at A – B

At AS Level 89% of all grades were passes at A – E

At A Level 47% of all grades were passes at A – B

At A Level 99% of all grades were passes at A – E

# CURRICULUM

## KEY STAGE 3 CURRICULUM

Wolfreton aims to offer a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and in society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology.

Students at Wolfreton complete their Key Stage 3 in 2 years, to enable a more personalised approach to their curriculum when they reach Year 9.

In Year 8 students are placed on personalised pathways according to their potential and current progress. Within each pathway students make option choices suited to their individual interests.

A key feature of the curriculum at Wolfreton is the programme of Deep Learning Days, where all Key Stage 3 and Key Stage 4 students complete a different learning programme for the day. This enables students to focus in depth on a particular subject or learning activity and gives a greater opportunity for the development of personal learning and thinking skills. Four Deep Learning Days are delivered across the school (Years 7-11) and are dedicated to the delivery of PSHEE. Six days are curriculum days, designed to enhance learning in different subjects.

PSHEE covers aspects of personal and social development, health, sex and economic education, as well as developing the personal, social and moral education of students.

This is also delivered in part through the subject curriculum in PE, Maths, Science, Humanities and Drama, and on Deep Learning Days.

Citizenship is also delivered through other subjects such as Society and Ethics, History and Geography.

## KEY STAGE 4 CURRICULUM

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post 16 either in the Sixth Form at Wolfreton

or at other post 16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Mathematics, Science, Computing, Humanities, Society and Ethics, PE, and PSHEE (health, sex, careers and citizenship). The most able students also follow Triple Science and at least one modern foreign language. Students then choose options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the potential of every student through the opportunities we provide. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects.

We place a strong emphasis on the value of work related learning. In addition to our Careers Education programme and our work experience provision, students participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

## **KEY STAGE 5 CURRICULUM**

The Key Stage 5 curriculum at Wolfreton School and Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses including A Levels, Applied A levels and BTECs, which are available both at Wolfreton and in The Consortium.

Our Consortium of schools (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however, some students will need to continue with GCSE English and/or Maths post 16.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5 Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience successfully introduced in 2012 and bespoke support for future university and training applications.

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# LEADERSHIP TEAM

The Senior Leadership Team at Wolfreton is an experienced, ambitious and committed team. All members believe firmly in the school's values of Excellence, Endeavour and Respect, and all share a determination to secure continuous improvement and achieve the best for students.

The Senior Leadership Team at Wolfreton comprises:

## Headteacher

## Deputy Headteacher

### Administration and Personnel Manager

### Business and Finance Manager

**Assistant Headteacher**  
Achievement and Progress

**Assistant Headteacher**  
Behaviour and Pastoral Care

**Assistant Headteacher**  
Curriculum

**Assistant Headteacher**  
Inclusion and Safeguarding

**Assistant Headteacher**  
Sixth Form

**Assistant Headteacher**  
Teaching and Learning

The leaders of the English, Mathematics and Science Faculties form part of the school's Extended Leadership Team:

### Director of English

### Director of Mathematics

### Director of Science

In addition, Associate Assistant Headteacher posts can also be offered as professional development opportunities.

Each member of the SLT acts as a line manager for a Director of Learning, Curriculum Area Leader, Head of House or senior member of Support Staff. This enables informed strategic direction and ensures both curriculum and pastoral challenge and support through monitoring, self-evaluation and development initiatives.

A commitment to continuous professional development is a key quality shared by all members of the team and as a result, individuals have had the opportunity to take on different responsibilities over the years. For this reason, this Assistant Headteacher post could offer a degree of flexibility, however in the first instance we are seeking to short list candidates who are able to match this person specification.

# ADDITIONAL STAFFING INFORMATION

## Faculty Structure

All teaching staff work within a faculty:

- Business and Computing (Economics, Travel and Tourism)
- Creative and Performing Arts (Art, Music and Drama)
- English
- Humanities (Geography, History, Society and Ethics, Law, Politics and Sociology)
- Learning Support
- Mathematics
- Modern Foreign Languages (French, Spanish, German and Japanese)
- PSHEE (and Psychology)
- Physical Education
- Sciences
- Technology (Health and Social Care)

Faculties are led by either a Director of Learning (English, Mathematics and Science) or a Curriculum Area Leader. These senior middle leaders posts are supported by TLR 2 middle leaders.

## Pastoral Structure

All staff at Wolfreton, teaching and support, are members of one of the five Houses:

- Nightingale House
- Owen House
- Rowntree House
- Tomlinson House
- Wilberforce House

Each member of teaching staff is either a vertical tutor or academic mentor in one of the five Houses, or a Sixth Form Tutor. Houses are led by a Head of House and a House Pastoral Manager. The Sixth Form Tutor Team is led by a Learning Manager for the Sixth Form, supported by the Sixth Form Student Services Manager.

## New Staff Induction and Newly Qualified Teachers

An induction programme for all new teaching staff is co-ordinated by an Assistant Headteacher and benefits from the active co-operation of Curriculum Area Leaders / Directors of Learning. A new staff induction day is held for new staff before the start of each term to enable new colleagues to become acquainted with many aspects of life at Wolfreton. Once term starts a comprehensive induction programme, including supported meetings, is available to ensure new colleagues' needs are met. There is also a high quality programme designed to suit the needs of NQTs who join the school, again this is co-ordinated by an Assistant Headteacher.

Induction of support staff is co-ordinated by their team leader.

## Staff Development

The development of all staff is a key feature of Wolfreton. The school has held the Investors in People Award since 1997 and was awarded the Gold Standard in our most recent assessment. This is a nationally recognised standard of good practice in staff development and training. This good practice includes a high quality CPD programme for all teachers. The programme includes a wide range of opportunities to meet individuals' differing and developing interest and needs.

*The information here provides a brief overview of the school, please refer to our website [www.wolfreton.co.uk](http://www.wolfreton.co.uk) for full information on all aspects of Wolfreton School and Sixth Form College*

# WOLFRETON SCHOOL and SIXTH FORM COLLEGE

## Job Description

**Name:**

**Job Title:** Assistant Headteacher Inclusion and Safeguarding

**Accountable to:** Headteacher

**Salary:** L11 - 15

**Last review:** May 2017

**Purpose of Job:**

To be responsible for the leadership and management of all aspects of inclusion and personal development, so that students can achieve by overcoming any social, emotional, mental health or economic barriers to learning.

To act as the school's Designated Safeguarding Lead.

To enable all students to be challenged and supported to excel by a staff who are equipped to convey the highest expectations in relation to attendance.

**Responsible for:**

- Acting as the school's Designated Safeguarding Lead, ensuring that cases are effectively managed and high quality partnership work is maintained with external agencies and parents / carers thus ensuring high quality support is provided to meet the young peoples' needs
- Providing leadership of the school systems for inclusion, including Looked After Children and Pupil Premium students
- Providing leadership and management of student attendance
- Providing strategic leadership of SMSC and line management of the Curriculum Area Leader of PSHEE, to ensure high quality personal development, and the SENCO, to ensure the standards and achievement of SEND students.

**Employment duties:**

**Leadership and Management**

- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the School and leading by example
- Be committed to working in a cohesive, supportive and forward-thinking team of colleagues, which shares an ambitious vision to continue to raise and transform standards and secure outstanding status for Wolfreton
- Contribute to the formulation, implementation and development of our Personal Development, Behaviour and Welfare section, and Safeguarding and Inclusion aspects of the School Development Plan designated by the Headteacher
- Account for the standards achieved in the key areas of Safeguarding, Inclusion, Personal Development and Welfare to the Governing Body, Ofsted and other external agencies
- Take the role of Appraiser for personnel within the school appraisal structure and Line Manager of a number of departments
- Be prepared to work flexibly and support colleagues in other senior leadership areas
- Take on-going responsibility for maintaining the 'Wolfreton Way' approach to standards of behaviour and expectations of relationships within the school
- Secure and sustain high standards of behaviour to support learning
- Promote the effective management of student behaviour and safeguard the welfare of children and young persons
- Work with all stakeholders to develop the school as a community – e.g. supporting school events and out of school hours activities

### **Leadership of Safeguarding and Inclusion**

- Provide strategic leadership for the school in the areas of Safeguarding, Inclusion and Personal Development provision
- Act as the Designated Safeguarding Lead for the school with oversight of all safeguarding issues, managing cases and working with external agencies to ensure the welfare of students.
- Ensure all staff (including new staff) gain and maintain an up-to-date knowledge and understanding of current Safeguarding issues through appropriate CPD and ensure appropriate support / training is provided for the Deputy Designated Safeguarding Lead(s).
- Oversee the Pupil Premium Group (PPG) and Looked After Children cohort (LAC); liaising with other professionals and monitoring the achievement and well-being of these students.
- Lead in all aspects of student welfare issues including anti-bullying work, collaborating with internal and external colleagues as appropriate and further developing provision as required to support all students and enable them to overcome any barriers to learning
- Provide a regular strategic overview of any students of concern to the Headteacher and Governors, as required.
- Work collaboratively with the AHT in charge of Behaviour to ensure a coherent approach to meeting the needs of our students.
- Act as line manager to Curriculum Area Leader for PSHEE to ensure high quality provision and to SENCO / Curriculum Area Leader of Learning Support, to account for the progress, welfare and support of vulnerable groups of students.

### **Leadership of Attendance**

- Be responsible for the monitoring and evaluation of attendance and punctuality data to identify groups of students with attendance concerns.
- Lead in the development of consistent systems for monitoring student attendance, recognising good attendance and identifying individual students with attendance concerns, including persistent absence.
- Lead relevant colleagues, including Pastoral Managers, the Sixth Form Student Services Manager and the School's Attendance Clerk, to ensure that appropriate responses are being taken for individual students with attendance concerns.
- Ensure effective liaison with the LA Education Welfare Service to support the School, where appropriate.
- Ensure that appropriate information concerning student attendance is available for all stakeholders, including students, parents, subject teachers and tutors.
- Ensure that appropriate strategic overviews of attendance matters are provided on a timely basis for SLT and Governors.

### **People and Community**

- Sustain effective, positive relationships with all staff, students, parents and governors and the local community
- Support Directors of Learning, Curriculum Area Leaders, other TLR post-holders and Support Staff Team Leaders within the context of school policies, in relation to working practices and relationships to be fostered with students
- Encourage social, moral, spiritual and cultural growth and civic and social responsibility amongst students
- Manage change and innovation
- Work collaboratively
- Manage and develop effective working relationships with all stakeholders
- To work with the Headteacher to develop community cohesion at all levels
- Develop greater links with communities and parents, which are creative and innovative, directly raising lifelong learning aspirations and involvement in their children's learning, in order to raise standards
- Develop greater links with other schools locally, nationally and internationally which impact on standards, ethos and culture

*Please note that this job description should be read in conjunction with the National Teacher Standards 2012*

*In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people and will also take part in any other reasonable duties which may be required by the Headteacher.*

**PERSONAL SPECIFICATION**  
**ASSISTANT HEADTEACHER – INCLUSION AND SAFEGUARDING**

	Essential	Desirable	Evidence
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Degree/Equivalent</li> <li>• PGCE/Equivalent</li> <li>• Commitment to further training</li> </ul>	<ul style="list-style-type: none"> <li>• Good Honours Degree</li> <li>• Evidence of further Leadership and Management Training</li> <li>• Further academic qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Application form</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Senior / Middle leadership role in education in a team which has successfully impacted on inclusion and safeguarding</li> <li>• Knowledge and experience of Safeguarding issues in a secondary school</li> <li>• Experience of monitoring and evaluation aspects of the work of a school / faculty eg attendance / learning and progress</li> <li>• Experience of securing professionally effective relationships with students, parents and a wide range of internal and external colleagues</li> <li>• Proven contribution to the promotion of an ethos that supports high quality teaching and learning and the effective use of data</li> <li>• Evidence of commitment to self-improvement as a professional</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding training</li> <li>• Experience of working with external agencies e.g. CAMHS, EWO</li> <li>• Contribution to whole school initiatives</li> <li>• Experience of working in more than one school</li> <li>• Experience of involvement in LA, TSA or similar collaborative initiatives</li> <li>• Experience or awareness of the work of PiXL</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Skills, knowledge and aptitude</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of what constitutes quality in educational provision, the characteristics of highly effective schools, and strategies for securing high standards in inclusion, safeguarding, personal development and attendance.</li> <li>• Understand how to seek and use national, local and school data, Ofsted evidence and research findings in professional and school development</li> <li>• Understand the need to monitor, evaluate and how to respond to ensure the highest standards in the inclusion, safeguarding, personal development and attendance of students, including those with special educational needs, or those in disadvantaged or other groups, in order to support and to set and meet challenging, realistic targets for improvement</li> <li>• Ability to communicate effectively and appropriately in a variety of situations</li> <li>• Thorough understanding of current educational issues</li> <li>• High level of ICT competence</li> <li>• Up-to-date knowledge of Health and Safety requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of securing effective SMSC and PSHEE provision</li> <li>• Experience of whole school development planning</li> <li>• Knowledge of a wide range of national initiatives</li> <li>• Knowledge or experience of the work of PiXL</li> <li>• Understanding of the role of schools in removing barriers to learning and raising aspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview day</li> <li>• References</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Commitment to comprehensive education.</li> <li>• Belief that all students can achieve.</li> <li>• Ability to work under pressure and to meet deadlines.</li> <li>• Excellent organisational skills.</li> <li>• Ability to sustain own motivation and that of other staff.</li> <li>• Energy, ambition, enthusiasm and resilience.</li> <li>• Ability to prioritise and manage own time effectively.</li> <li>• Good interpersonal skills</li> <li>• Good health record</li> <li>• Ability to establish good relationships with colleagues</li> <li>• Sense of humour</li> </ul>		<ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> <li>• References</li> </ul>