



# HEADTEACHER

APPLICATION PACK



[www.thomastallischool.com](http://www.thomastallischool.com)

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## 4 A leading educator

Tallis Governors are looking for a leading educator who will thrive in our vibrant comprehensive school. We want an autonomous thinker, experienced and creative, with a commitment to high-quality learning, a genuinely broad and balanced curriculum and to environments in which all members of the community are known, valued and loved.

## 8 Tallis and surrounds

The Royal Borough of Greenwich, on the banks of the river Thames in south-east London, is vibrant and diverse, with over 90 languages spoken. It encompasses markets, world-famous parks, arts venues ranging from the O2 to Blackheath Halls, and multiple museums.

## 9 School vision and values

Tallis has a deliberately liberal, creative and inclusive ethos. We pride ourselves on the way we develop our young people to think for themselves, speak out and develop their social skills. We take seriously the notion that we are helping build adult citizens who must make a better job of looking after humanity and the planet. Because of that, we do not take shortcuts or adopt easy answers. What we say we do, we do with all our heart.

## 12 Job Advertisement

To apply for this post please visit the TES website. Closing date for applications is: **12 noon on Monday 22nd January**. Applicants selected for interview will be informed on **Monday 29th January**. Interviews will be held at the school on **6th and 7th February**.

## 14 Job Description

Thomas Tallis School is committed to providing *education to understand the world and change it for the better*. The Headteacher of Thomas Tallis therefore sets the vision, culture, ethos, systems and processes in place to achieve that, in collaboration with governors, staff and families.

## 18 Person Specification

The Selection Panel will use the criteria above to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the panel's satisfaction will be invited to interview.

## 21 Key Information



# A LEADING EDUCATOR

*A welcome from the  
Chair of Governors*

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Tallis Governors are looking for a leading educator who will thrive in our vibrant comprehensive school. We want an autonomous thinker, experienced and creative, with a commitment to high-quality learning, a genuinely broad and balanced curriculum and to environments in which all members of the community are known, valued and loved. We want a leader who will help us evolve and improve. Our motto acts as a compass: **education to understand the world and change it for the better.**

There is broad agreement across our community that the way we do things is valuable – and increasingly unusual. We want someone who will build on our school culture, which goes back fifty years. Our next leader will need to be strategic and empathetic, an effective communicator who'll relish the opportunity to lead this multi-faceted school community and who'll be present, visible and engaged.

Thomas Tallis has a long-standing commitment to high-quality arts education and a dedication to self- and system improvement. We hire subject specialists, value our teachers and support staff, and many of our people stay at Tallis for a long time. In a time of constrained finances, we'll need an imaginative leader who'll want to build good working relationships with governors, senior leaders and the broader school community to further strengthen our large, complex and diverse school.

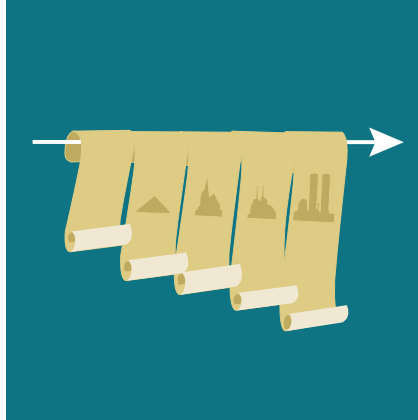
The next Tallis leader should be a thinker and a doer, working closely with the senior team who are strong, specialist and self-motivated. In-house pedagogical work - [Threshold Concepts](#) or [Tallis Praxis](#) for example – contribute to the smooth running of the school and are an example of the commitment to learning we expect from everyone. As a Local Authority school, we work closely with other maintained schools in the borough, and we like to share our thinking and play a part in the national picture too.

RIGHT:  
*Threshold  
Concepts for  
History. Each  
subject discipline  
has their own  
Threshold  
Concepts which  
inform planning  
and pedagogy.*



#1: Time does not organise itself

**THRESHOLD CONCEPTS FOR HISTORY**



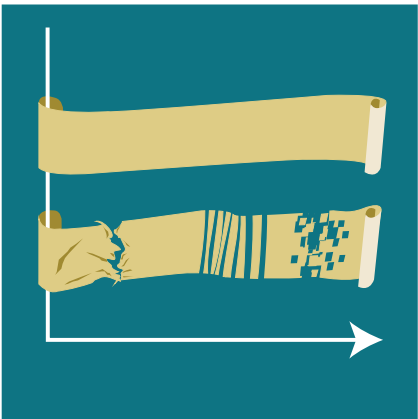
#2: Knowledge is unique to each time period, but is interconnected across time

**THRESHOLD CONCEPTS FOR HISTORY**



#3: Causes and consequences form a complex web

**THRESHOLD CONCEPTS FOR HISTORY**



#4: Whilst some things change, some things stay the same

**THRESHOLD CONCEPTS FOR HISTORY**



#5: Time periods can be both similar and different at the same time

**THRESHOLD CONCEPTS FOR HISTORY**



#6: Significance is the value that is given to a past event

**THRESHOLD CONCEPTS FOR HISTORY**



#7: Evidence rarely speaks until it is questioned

**THRESHOLD CONCEPTS FOR HISTORY**



#8: Historians often disagree

**THRESHOLD CONCEPTS FOR HISTORY**



**THRESHOLD CONCEPTS FOR HISTORY**





LEFT:  
*Tallis Habits and  
Tallis Character  
underpin all our  
work with young  
people.*

*“What can I say? Other than thank you to all the A-level team for all you do, so brilliantly. In the last two years, my child has really found a love of learning and understood the power and reason for education. This I am sure will live on, long after her time with you. You’ve been amazing.”*

-- YEAR 13 PARENT

Our commitment to collegiate relationships works across all aspects of school life. We want a leader who ensures this is a safe, happy and orderly community, and who does so with imagination, transparency and humanity. Our Headteacher must be committed to ethical decision-making and the *Nolan Principles*, even when no-one is looking. Our leader needs be able to listen, adapt, make great decisions, rethink where necessary and to constantly draw on the knowledge and expertise within our school system.

At Tallis, we try and avoid false binaries. We are as proud of sending students to top universities as we are of our BTEC provision, progression into employment and our SEND successes. We are an [Artsmark Platinum](#) school with a commitment to cultural entitlement. The arts (dance, drama, music and art) are a central part of the KS3 curriculum, and we are proud of the many awards and achievements gained by departments across the school. We are ambitious for better progress and to be an anti-racist school. We rely on thorough systems and good relationships for our calm and hard-working atmosphere, not blazers and ties. We want our new Headteacher to help us achieve better results, but we do not subscribe to easy fixes that come at too high a cost to our culture and community.

Inclusivity, consistency and liberal values are important to us. We strive to radiate positivity and a welcoming environment for everyone, regardless of background or ability. Fairness matters to us, as does the need for the Headteacher to provide encouragement, mentorship and to foster a positive and nurturing environment.

This school is dynamic and pioneering and we need a hands-on leader with the experience, intellect and heart to build on our stability and bring us success. We want a Headteacher who wants to learn and grow with us – a proper educator who is meaningful, serious and committed; a leader with vision who wants to be part of a model for a good society.

**Emma Warren**, Joint Chair of the Governing Board

*Vibrant and diverse*

# TALLIS & SURROUNDS

*BELOW:  
We are proud of our  
association with the great  
Thomas Tallis and students  
are taught about his cultural  
contributions along with  
aspects of local history.*



The Royal Borough of Greenwich, on the banks of the river Thames in south-east London, is vibrant and diverse, with over 90 languages spoken. It encompasses markets, world-famous parks, arts venues ranging from the O2 to Blackheath Halls, and multiple museums.

Within a few kilometres of Thomas Tallis, you'll find notable green space including Greenwich Park with the Observatory and the Prime Meridian Line, a UNESCO World Heritage Site. Blackheath is nearby, as is the ancient woodland of Oxleas Woods. There are a wide variety of places to eat, covering foods from across the world and many locally owned businesses.

The rest of London is easily accessible with great transport links and the Kent countryside sits just on the other side of the M25. There are good transport links to Thomas Tallis school itself. There are regular buses and Kidbrooke Station is a ten-minute walk away. Trains take 16 minutes to get to London Bridge.

# SCHOOL VISION & VALUES

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Thomas Tallis is a large community comprehensive school in the Royal Borough of Greenwich. Founded in 1971 and always oversubscribed, we currently have nearly 2100 students including about 740 in our post-16 provision. We inhabit a beautiful building opened in 2012 on the border between Kidbrooke and Blackheath in south-east London. We therefore serve children and families from the widest range of backgrounds as a true comprehensive school. Tallis has two designated special provisions: a Deaf Support Centre for 20 students (currently 24) and SCALI, our support centre for autism and language impairment.

Tallis has a deliberately liberal, creative and inclusive ethos. We pride ourselves on the way we develop our young people to think for themselves, speak out and develop their social skills. We take seriously the notion that we are helping build adult citizens who must make a better job of looking after humanity and the planet. Because of that, we do not take shortcuts or adopt easy answers. What we say we do, we do with all our heart.

## **Current priorities**

The priorities we have adopted in our school plan for the past four years have been straightforward, and a few words about each of them should give a flavour of the school.

## **A powerful curriculum**

We are committed to high quality deep-rooted subject development for teachers and young people. We have a stable, creative, flexible and very broad curriculum at all key stages which is built on powerful knowledge. By that we mean knowledge that will enable young people to understand, to predict and to envision alternatives. We expect our teachers to maintain exceptional subject and pedagogical knowledge and learning to include our commitment to changing the world for the better, advocacy for global justice and the climate emergency. Reading is central to Tallis.

## **The best teaching and learning**

We try to treat teachers well and support their commitment to teaching for the long term. We recruit, develop and retain high quality colleagues and have a very low turnover – about 12%: people who like it stay here for years. Teaching and learning - our [Tallis Praxis](#) - is rooted in an established culture, the result of years of engaging with both theory and practice. We expect teachers to be creative, and encourage confidence in creativity in all students.

## **Great achievement and progress**

Our Post 16 (A Level and BTEC) achievement is strong. Pre-Covid we were habitually top 10% for progress. During Covid we kept faith with all applicants with the necessary grades, so we are gradually returning to that higher progress score. GCSE P8 is habitually below 0: this is because we have a very large number of students with SEND (144 EHCPs at the time of writing with 374 SEND K). 2022 was an historic high, and attainment has improved on 2019 in most areas. We have about 36% (47% in year 7) Pupil Premium and our students speak every language on the census - though white British is our largest ethnic group. We have many more boys than girls - 60% vs 40% in year 7, for example.

## **Excellent personal development**

[Tallis Character](#) is central to our community life so we expect it in all interactions. We are redeveloping exciting work on the importance of the co-curriculum to encourage a wider group of students to take up opportunities. We fulfil the *Gatsby Benchmarks*. Likewise, it is important to us to include as many local, London and international community perspectives to help our young people see their place in the world: we have a lot of trips and visits. Our approach to student voice is innovative, based on jury service. We encourage and teach safe digital choices.

## **Behaviour for a strong community**

We want every child in this big school to be seen, known and loved and we engage with every single family in one way or another. Our clear behaviour expectations are rooted in the relationship between teacher and learner. We model equity and safety in our big community, offer outstanding mental health support and are committed to trauma-informed practice. Like all schools, pre-Covid good attendance has taken a knock. Suspensions likewise rose a little last year, but behaviour is habitually good. Tallis is a lively and happy community.

## **A model for a better world**

Our open and accountable communication and relationships at all levels in school are informed by the *Framework for Ethical Leadership in Education*, and we are committed to fulfilling the *Public Sector Equality Duty*. These inform our actions when, for example, we are planning the budget, seeking an affordable ICT strategy and working with the LA on our disproportionate SEND numbers. An LA school by conviction, we keep a close eye on government policy in this regard.

Our PFI building is very well equipped. We have an Olympic legacy gymnastics hall and dojo, professional standard recording and broadcast studios, specialist dance facilities and well-equipped performance spaces.

We have 143 teachers and 168 support staff. Our governors are active and committed. It's a great place to work. Do look at [our website](#) to find out more.



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*“Tallis gives us a sense of individuality and identity. School becomes a place where students not only strive academically but mentally too.”*

-- STUDENT MEMBER OF THE TALLIS JURY

*A fantastic opportunity*

# JOB ADVERTISEMENT

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Governors are looking to appoint an exceptional Headteacher with clear vision, well-developed, inspirational leadership qualities and a firm commitment to build on our success and take the school forward into the years ahead. An absolute commitment to inclusion and to fostering a diverse, thriving school community are essential for this role.

This is a fantastic opportunity to lead this successful 11-18 secondary school at an important stage of our journey. We were judged Good (Outstanding 16-19 provision) at our last Ofsted inspection (December 2018). A strong curriculum and creativity in learning are important to us and we have excellent facilities.

Our culture and values are as important to us as our achievements. We are an inclusive, diverse comprehensive school rooted in the local community. Our values, including hard work, creativity, open-mindedness and kindness, are embedded through a curriculum provision that develops a culture of respect for each other and a belief that outstanding achievement in all areas is an attainable goal for all our students.

At Thomas Tallis School you will find:

- highly motivated, well behaved, respectful students with a strong desire to learn
- a committed, hard-working, highly skilled and friendly staff
- a cohesive school community with strong relationships between students, staff and families
- a range of extracurricular activities which contributes to the personal development of every student
- a commitment to enable high quality continuing professional development for you
- a very supportive, highly committed Governing Body.

Salary range is L37 - L43 (Group 8 - Inner London) depending on experience. (Further recognition possible for an exceptional candidate).

You are very welcome, and encouraged, to visit the school before applying. If you are unable to visit, it is possible to discuss the vacancy through a phone call. Please email Tony Maggio, HR Manager at [TMaggio@thomastallis.org.uk](mailto:TMaggio@thomastallis.org.uk) to arrange a visit or call. This appointment is supported by ASCL's Leadership Appointment Service. If you would like further information or an informal discussion about the opportunity, please contact Theodora Nickson on 07957171075 or on [theodora.nickson@ascl.org.uk](mailto:theodora.nickson@ascl.org.uk).



*"I wanted to express how special the visit to your school was. A school is a community and yours works together like an efficient and friendly one. I felt the care that had been taken, and it was an incredibly memorable day, including of course, the lively and spirited interaction with around 300 of your enthusiastic students."*

-- VISITING AUTHOR

To apply for this post please visit the [TES website](#). Closing date for applications is: **12 noon on Monday 22nd January**. Applicants selected for interview will be informed on Monday 29th January. Interviews will be held at the school on 6th and 7th February.

Thomas Tallis School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce. All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Thomas Tallis School has adopted the Framework for Ethical Leadership in Education. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**. We are committed to ensuring that our school community practices anti-racist behaviours and has a culture that values equality and diversity.

For more information about our fantastic school visit [www.thomastallischool.com](http://www.thomastallischool.com)

# JOB DESCRIPTION

Post	Headteacher
Grade	Salary within Group 8 pay range (Inner London) depending on experience
Responsible to	Governing Board
Responsible for	Leading, managing and developing Thomas Tallis School

This job description is informed by the Headteachers' standards 2020

## 1. Preamble

Thomas Tallis School is committed to providing education to understand the world and change it for the better. The Headteacher of Thomas Tallis therefore sets the vision, culture, ethos, systems and processes in place to achieve that, in collaboration with governors, staff and families. Headteachers have specific wide responsibilities within and beyond the institution they serve. Together with governors, they are the custodians of the nation's schools. Headteachers are leading professionals and role models for the communities they serve. Their leadership is significant factor for high quality teaching and achievement in schools, and a positive, enriching experience of education for children and young people. Headteachers must demonstrate consistently high standards of principled and professional conduct. They must meet the teachers' standards themselves and be responsible for providing the conditions in which teachers can fulfil them. Headteachers conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling professional responsibilities and modelling the behaviour of a good citizen. Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education* so the Headteacher's conduct must fulfil that at all times.

## 2. The role of the Headteacher

- a. The Headteacher of Thomas Tallis will
  - i. work closely with the board of governors, reporting regularly and clearly
  - ii. build relationships of mutual respect with staff, students and parents and carers, which promote good order and high morale while observing the proper boundaries
  - iii. promote and respect the rights of all, recognising differences, respecting cultural diversity and energetically working towards equity
  - iv. uphold 'fundamental British values'
  - v. sustain an open, collaborative environment encouraging ideas and contributions from staff
  - vi. value the achievements of individuals and teams
- b. As leader of this school community, the Headteacher of Thomas Tallis will
  - i. serve in the best interests of the students
  - ii. meet and uphold their obligation to give account and accept responsibility
  - iii. know, understand, and act within the statutory frameworks setting out their professional duties and responsibilities
  - iv. take responsibility for their own continued professional development including critical engagement with educational research
  - v. make a positive contribution to the wider education system nationally and locally in ways to be agreed with the governing board

### **3. Culture and ethos**

#### *a. School Culture*

The Headteacher of Thomas Tallis will

- i. work to fulfil the school's aim of education to understand the world and change it for the better
- ii. ensure that the ethos and strategic direction of Thomas Tallis is clearly articulated, shared, understood and acted on effectively by all
- iii. lead the school so that strategic planning supports and upholds Tallis's diversity and commitment to equity, reflecting the wider community
- iv. develop, establish, manage and maintain a leadership team fully committed to Tallis values and ethos
- v. create a positive and enriching culture for all Tallis students
- vi. uphold ambitious educational standards to prepare all students for their next phase
- vii. promote positive and respectful relationships in a safe, orderly, happy and inclusive environment
- viii. ensure learning experiences for students are integrated with the wider community
- ix. collaborate with other agencies to tackle barriers to the learning, health and happiness of every student, promoting positive strategies for challenging prejudice in any form
- x. ensure a culture of high staff professionalism, modelling good work-life balance so all may be able to sustain teaching as a career
- xi. maintain and develop effective, friendly and open partnerships with parents and carers to support student achievement and personal development

#### *b. Behaviour*

The Headteacher of Thomas Tallis will

- i. work energetically towards very high levels of student attendance and behaviour
- ii. implement consistent, fair and respectful approaches to managing behaviour, rooted in good relationships and reliable routines
- iii. ensure that adults within the school model and teach the behaviour of a good citizen
- iv. promote a culture that encourages every student to be courteous, self-confident and self-motivated

#### *c. Professional development*

The Headteacher of Thomas Tallis will

- i. arrange high-quality staff professional development through effective planning, delivery and evaluation
- ii. ensure staff also have access to high-quality, sustained professional development opportunities which balance Tallis priorities with individual needs, making partnerships with high quality external providers where they are useful or necessary
- iii. encourage the uptake of good quality national frameworks and programmes for teachers which build capacity, sustain the profession and support succession planning
- iv. ensure that Tallis staff are up-to-date with best practice in the wider system
- v. encourage Tallis staff to play their part in professional development in the wider system

### **4. Curriculum and teaching**

#### *a. Teaching*

The Headteacher of Thomas Tallis will

- i. sustain, improve and develop high-quality, expert, creative teaching across all subjects so students may become effective, enthusiastic and independent learners
- ii. seek to recruit the most effective and informed teachers
- iii. ensure teaching is underpinned by subject expertise and teacher enthusiasm
- iv. provide high quality support for new entrants, fulfilling the requirements of the Early Career Framework
- v. create and maintain a supportive and creative professional culture which tends to the retention of high quality staff

*b. Curriculum and assessment*

The Headteacher of Thomas Tallis will

- i. ensure a broad, balanced, diverse and flexible curriculum entitlement with opportunities for all students to be successful and engaged, regardless of background or perceived ability
- ii. make sure curriculum plans are clear, public, effective and interesting, setting out the knowledge, skills and values to be taught
- iii. maintain effective curriculum leadership by expert subject leaders with access to professional networks and communities
- iv. ensure that all students can read well
- v. ensure valid, reliable and proportionate methods of assessment, which set appropriate challenging targets for students, teachers and curriculum leaders
- vi. promote and celebrate all forms of achievement

*c. Additional and special educational needs*

The Headteacher of Thomas Tallis will

- i. ensure high expectations for students with additional and special educational needs and disabilities
- ii. establish and sustain culture and practices so students have access to the full curriculum and learn effectively
- iii. ensure the school works effectively in partnership with parents, carers and professionals, to identify students' additional and special educational needs and disabilities, providing support and adaptation where necessary
- iv. make sure the school fulfils its statutory duties with regard to the SEND code of practice, working with the LA to guarantee the required funding to do so.
- v. monitor trends and work in partnership to hold the LA and other schools to account where possible for the proportion of children with SEND at Tallis

**5. Organisational effectiveness**

*a. Organisational management*

The Headteacher of Thomas Tallis will

- i. ensure that a high quality classroom experience is the heart and root of all Tallis management activities
- ii. provide effective approaches to safeguarding to make sure students are safe and protected
- iii. establish systems for induction, performance management and professional development leading to the maintenance of high standards and to a professional learning culture for all staff
- iv. provide advice and support to the governing body in developing policies, leading on the implementation of those policies to ensure that statutory requirements are met
- v. manage the formulation of the budget, prioritising and allocating financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- vi. seek to secure adequate resources for the school and to ensure these are effectively administered and controlled
- vii. monitor and review the use of premises and resources, foregrounding the school's aims and vision tenaciously in all negotiations with PFI fundholders, managers and the LA
- viii. ensure staff are deployed and managed well with due attention paid to workload
- ix. develop and use systems and styles of open communication which help fulfil the Tallis vision and ethos
- x. establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently ensuring rigorous approaches to identifying, managing and mitigating risk

*b. School improvement*

The Headteacher of Thomas Tallis will

- i. develop appropriate evidence-informed strategies for improvement as part of clear well-targeted plans suited to the Tallis context
- ii. ensure careful and effective implementation of improvement strategies, for sustained improvement over time

iii. make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems, identify priority areas for improvement and seek to resolve them

c. *Working in partnership*

The Headteacher of Thomas Tallis will

- i. work closely with governors in all strategic and statutory matters
- ii. forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- iii. sustain Tallis's successful work with other schools and organisations in a climate of mutual challenge and support
- iv. establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students
- v. seek opportunities to involve parents and carers, community figures, businesses and other organisations in the life and work of the school, bringing opportunities for students to contribute to the community



RIGHT:  
*The Tallis Habits support the development of key dispositions - inquisitive, collaborative, persistent, disciplined and imaginative.*

*"I just wanted to say thank you for the lovely postcards my daughter has been receiving. My daughter feels seen, she feels her hard work is being recognised and it's given her a massive boost of confidence. I really appreciate it."*

-- YEAR 7 PARENT

# PERSON SPECIFICATION

SELECTION CRITERIA		ESSENTIAL	DESIRABLE	HOW ASSESSED
<b>A</b>	<b>Education, Qualifications &amp; Professional Development</b>			
1	Qualified Teacher Status	E		A
2	Good Honours Degree or equivalent qualification	E		A
3	NPQH (or working towards) and / or further professional qualification		D	A
4	Evidence of recent and relevant continuing professional development at Headteacher, or senior leadership level in preparation for Headship	E		A
<b>B</b>	<b>Experience</b>			
5	Successful strategic leadership experience as a Headteacher, Acting Headteacher or Head of School	E		A, I, R
6	A proven track record of successful, effective, strategic school leadership and management	E		A, I, R
7	Leadership and teaching experience in a large, multi-cultural school context with an understanding of the issues in leading a diverse school community	E		A, I
8	Proven experience of delivering a broad, balanced, diverse and flexible curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs	E		A, I, R
9	Successful experience of leading outstanding teaching and learning with an understanding of the needs of the broadest range of pupils	E		A, I, R
10	Proven track record in leading, monitoring and managing staff including delegating effectively	E		A, I, R
11	Leadership of whole school improvement including self-evaluation and strategic planning	E		A, I, R
12	Experience of leading and maintaining successful collaborative partnerships with parents and carers, professional associations and the wider community		D	A, I, R
<b>C</b>	<b>Skills and Knowledge</b>			
13	Practical knowledge of the National Curriculum and experience of curriculum design at secondary level	E		A, I, R
14	Knowledge and understanding of schools' strategic financial management, overseeing the efficient and effective management of a large budget to accomplish the strategic objectives of the school	E		A, I, R
15	Skilled in the use of data sources to inform and identify weaknesses that need addressing to drive forward school improvement	E		A, I, R
16	Ability to think creatively to anticipate and solve complex problems; taking difficult decisions whilst exercising sound judgement and integrity	E		A, I, R
17	Resilient and self-aware with the ability to remain calm under pressure and prioritise effectively	E		A, I, R

18	Strong organisational skills with the ability to plan strategically and evaluate accurately	E		A, I, R
19	Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures and Prevent with a deep understanding of effective safeguarding practice for the school community	E		A, I, R
20	Knowledge and understanding of legal issues and statutory duties relating health and safety, discrimination law and employment legislation.	E		A, I, R
21	Understanding of the strategic role of Governors and enabling them to carry out their responsibility as part of the outstanding leadership of the school		D	A, I, R
22	Awareness and understanding of current issues and developments in education on a local, national and global level and of their impact upon the school	E		A, I
23	Ability to form excellent working relationships and build trust with staff, students, families, governors and outside agencies	E		A, I, R
24	Understanding of strategies for ensuring inclusion, diversity and equality to help strengthen our community and promote a positive culture of fairness and respect	E		A, I, R
<b>D</b>	<b>Leadership, Vision &amp; Values</b>			
25	A positive role model with high personal integrity and outstanding leadership skills capable of inspiring the school's senior leadership team, teaching and support staff	E		A, I, R
26	Ability to articulate and share a vision and evidence of having successfully translated vision into reality at whole-school level	E		A, I, R
27	Highly effective communication and interpersonal skills with an open, approachable manner when dealing with staff, students, parents and carers and the wider community	E		A, I, R
28	A commitment to uphold the Framework for Ethical Leadership in Education and the 7 principles of public life (the Nolan Principles) at all times	E		A, I, R
29	A commitment to serve in the best interests of the students and promoting the ethos and values of the school	E		I, R
30	A commitment to comprehensive, non-selective and inclusive education	E		I, R
31	A commitment to valuing creativity and the Arts	E		I, R
32	Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction	E		I, R
33	Approachable, tactful and emotionally intelligent, inspiring trust and confidence across the whole school and community	E		I, R
34	A commitment to equity and to leading an inclusive, culturally diverse school community with the ability to promote and respect the rights of all, recognising differences and respecting cultural diversity	E		A, I, R
35	A commitment to a student-centred inclusive approach in which every student is affirmed and valued, a passion for every child to achieve their best and for the removal of barriers to achievement	E		A, I, R
<b>E</b>	<b>Teaching, Curriculum and Assessment</b>			
36	Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students	E		A, I, R
37	Evidence of the application of strategies to monitor, evaluate, review, and improve teaching and learning	E		A, I, R
38	Experience of developing and implementing strategies to address inequality, reduce attainment gaps and create a safe and inclusive school culture in which all students can thrive	E		A, I, R

39	A passion for teaching with the ability to inspire and motivate young people and to create a positive and enriching culture for our students. Personally to be an outstanding teacher	E		I, R
<b>F</b>	<b>Accountability</b>			
40	Proven successful experience of systematic, rigorous school self-evaluation and an understanding of the requirements of the inspection framework for schools	E		A, I, R
41	Experience and evidence of highly developed skills to ensure robust appraisal and performance management of all staff, recognising high performance and tackling underperformance through to successful resolution	E		A, I, R
42	Experience of mentoring, coaching and nurturing talent		D	A, I, R
43	Understanding of the principles of human resource management to ensure the school is well resourced and maximise employee performance to meet the school's strategic objectives	E		A, I, R
44	Integrity to hold others to account, through clear communication and challenging conversation skills where required	E		A, I, R
45	Ability to work with political insight and financial astuteness, in translating changes in local and national policies into viable solutions relevant to Thomas Tallis	E		A, I, R

<b>A - Application Form/supporting statement</b>	<b>I - Interview</b>	<b>R - References</b>
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**PLEASE NOTE:** The Selection Panel will use the criteria above to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the panel's satisfaction will be invited to interview.



## KEY INFORMATION:

Status	Community School
Last Ofsted	December 2018
Ofsted Judgement	Good
Forms of Entry	Years 7-11, 9 tutor groups in each year group Year 12-13, 13 tutor groups in each year group
Type of School	Comprehensive
Local Authority	Royal Borough of Greenwich
Age Range	11-18
Number of Students on Roll	2102 Lower school - 1361 Post 16 - 741
% of SEND students	26.8% including two designated special provisions for Deaf students and those with ASD/Speech and Language impairments. 141 EHCPs (c. 10% of Years 7-11)
% of EAL students	18%
% FSM students	20.1%
% of Pupil Premium students	23.2%
School Website	<a href="http://www.thomastallisschool.com">www.thomastallisschool.com</a>



# THOMAS TALLIS SCHOOL

