



# Garras Community Primary School and Godolphin Primary School

## Applicant Pack Executive Headteacher



## Contents:

Page 3:	Safeguarding Commitment and Position Overview
Page 4:	Welcome Letter from the Crofty MAT Chair of Trustees
Page 5:	How to Apply
Page 6:	The Schools
Page 7:	Garras Community Primary School
Page 8:	Godolphin Primary School
Pages 9 - 10:	Crofty MAT Culture and Working for Crofty MAT
Page 11:	Crofty MAT Employee Benefits
Page 12:	Working and Living in Cornwall
Page 13:	Where to Find Us
Page 14:	Job Description
Page 19:	Person Specification

## Safeguarding commitment:

Crofty Multi Academy Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff and volunteers will share this commitment. This post is subject to a successful Disclosure & Barring check and satisfactory references.

### Online Searches

As a part of our recruitment process, the Trust will carry out online searches on those who have been shortlisted for interview as part of our legal duty to meet the safeguarding duties set out in Keeping Children Safe in Education. These searches may include, but are not limited to search engines, news websites and social media pages, such as Facebook and LinkedIn. Any information discovered in the searches that the Trust deems relevant, and therefore processes and uses, will be stored in line with our Data Protection Policy and the UK General Data Protection Regulation.

The online searches will be carried out by a member of staff who does not sit on a selection panel and only information relevant to the recruitment process will be passed to the panel.

By applying for a vacancy within the Trust, you consent to online searches being carried out, and furthermore, understand that we have a legitimate interest in doing so. We may use any information uncovered to help identify incidents or issues that are available online and may discuss these with you at interview.

If you have any concerns or questions in relation to the online searches, please contact [human.resources@croftymat.org](mailto:human.resources@croftymat.org)

## Position Overview: Executive Headteacher of Garras CP School and Godolphin Primary School

### Salary:

L9 - 15

### Closing date and shortlisting:

Closing at midday on Tuesday 21<sup>st</sup> March with shortlisting to take place on Wednesday 22<sup>nd</sup> March 2023

### School visit:

Please contact the schools to arrange an appointment on 01209 311135 or email [human.resources@croftymat.org](mailto:human.resources@croftymat.org)

### Interview dates:

Wednesday 29<sup>th</sup> March and Thursday 30<sup>th</sup> March 2023

### Potential start date:

1<sup>st</sup> September 2023

## Welcome Letter from the Crofty MAT Chair of Trustees

Dear Colleague,

Thank you for your interest in the position of Executive Head Teacher of Garras and Godolphin Schools. I hope that all of the information that is contained in this Applicant Pack will encourage you to apply for this position and seek to become a member of the Crofty family.

Crofty Multi Academy Trust has very recently expanded from 9 to 16 schools, and Garras and Godolphin are two of the seven joining schools, the former Executive Head having been promoted within the MAT. Our 16 Crofty schools are all primary phase and are based in and around the three towns of Camborne, Helston and Redruth in West Cornwall, running from the north to the south coasts. Although located in a most beautiful area of the country, we face a number of significant challenges including social deprivation, the impact of excess numbers of second homes, and overall lack of aspiration and opportunity.

To seek to address these issues our key purpose as a MAT is to provide our children with the best possible start in life, to unlock possibilities and enable them to be able to make choices about their future. Our key strategy to achieve this is that by “working as one” we have created a culture of shared responsibility for all of our children in all of our schools. The Staff and Trustees are absolutely committed to this purpose and all of our resources are focussed on achieving that result.

This post is an exciting opportunity to play an important role in helping the newly expanded Crofty MAT continue to improve, and to develop even further in achieving our key objectives. In particular, as the Executive Head of two small schools you would be pivotal in shaping our school improvement strategy for these schools, and in addressing how they are best managed and operated.

If you have the enthusiasm, skills, and qualities to thrive in our expanding MAT, we would be delighted to hear from you. I hope that our pack provides you with a good insight into the schools and the Trust. Of course, we would also encourage you to pay a visit to both schools, and indeed any other part of the Trust, including our base here at Tolvaddon, Camborne.

Kind Regards

Mike Hosking

*Mike Hosking*

Chair of Trustees  
Crofty Board of Trustees

## How to apply:

Within this pack, you will find the Job Description and Person Specification, which list the key competencies we are looking for.

Please complete the Application Form in full. CVs will not be considered however, should you wish to include a covering letter, please ensure it is no more than two sides of A4.

Please make sure that you address the criteria outlined in the Job Description and Person Specification when writing your personal Supporting Statement.

We highly recommend that you visit our schools before applying for the position. To arrange a visit or for any further information, please contact Caroline Thomas at the Crofty Trust Head Office on 01209 311135 or email [human.resources@croftymat.org](mailto:human.resources@croftymat.org)



## The Schools:

Garras and Godolphin Primary Schools are small schools which both serve village communities. A significant proportion of pupils come from beyond the schools' traditional catchment areas.

Both schools have strong links with their local communities and are actively involved with community activities and projects.

Garras and Godolphin Primary Schools have previously shared an Executive Headteacher and have a history of working closely together, including teacher planning and staff training.

The schools share a similar ethos and set of values, and both fundamentally believe in providing the best learning opportunities and environment where pupils and staff thrive together.



# Garras Community Primary School

## Our Aims

### **At Garras Primary School we aim to:**

Enable children to develop their potential in all aspects of the curriculum;  
Provide children with an education appropriate to the world beyond the classroom;  
Develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their life;  
Help children to live together within a community, to develop a sensitivity to others and to become responsible, independent people;  
Develop in children a positive sense of moral responsibility and self-discipline;  
Develop in children spiritual awareness and awe of the universe.

### **What we believe:**

We believe that every child is entitled to a rich, stimulating curriculum where guidance and support is evidenced by good teaching and care.  
At Garras School children enjoy learning and working together in a purposeful, fun-loving environment. We provide a passport to the wider world of the natural environment, arts, and culture, through our many educational visits, workshops and activities, both in school and out.  
We ensure that children leave our school equipped with knowledge of the core subjects of English, maths and science, together with ICT, thus provided with the tools they will need at Secondary School and for their further development.

## Vision and Values

**Because we want to...** The 'people growing' business is about encouraging a desire to learn, an enquiring mind, good manners, honesty, and concern for the well-being of others. The children's approach to learning, the impressive displays and the calm atmosphere will make a lasting impression on you.

**Because we are curious...** Creating life-long learners is what we are about! Minds are continuously challenged and inspired as pupils investigate the past, make sense of today and create the future. Garras really is a playground for the mind but also a nest for the heart.

**Because we are inspired...** Staff make sure our 'learning friendly' space is safe and friendly and exciting. All they ask in return is that everyone works hard, does their best and shares responsibility for behaviour. People talk openly about achievement and ways to be even better. Our SATS results tell everyone that we are getting it right.

**Because we can...** Our living community recognises the important contribution everyone can make. We really understand how children think. Staff have knowledge and expertise to help children overcome difficulties as they arise or provide opportunity for deeper enquiry and challenge. We are really good at listening to each other.

**Because we enjoy...** Individuality is cherished at Garras. We believe an open door nurtures an open mind. The arts, sporting activities and life-skills rest comfortably alongside the more academic subjects, helping pupils discover the champion within. Unique strengths and personalities grow in an 'I can' school and it's OK to say, 'I can, but I need a little help right now.'

**Because we belong...** Everyone belongs to the school family, pulling together in an energetic, inspirational and caring way. Groups are encouraged to make connections with one another through the work they do, the problems they solve and the experiences they share; helping to nurture the citizens of the future. The school really is perceived as the soul for lifelong learning within the local community.

# Godolphin Primary School

## Our Philosophy

The philosophy of Godolphin Primary School is to provide a firm foundation on which all aspects of education will be built. It is our belief that education is an exciting journey towards spiritual, moral, social, cultural, physical and mental development and thus the well-being of the individual.

We believe in equal opportunities for all children in our school, irrespective of social background, culture, race, gender or ability. In order to ensure future progress and success, we aim to provide a curriculum that is broad and balanced.

We firmly believe that we provide a learning environment that is safe, secure, structured, motivating, exciting, caring, but above all happy, that enables all children to develop a sense of high self-esteem in order to meet the challenges, not only of attaining high academic achievement, but also of pursuing high personal aspirations in all they do.

## Our Vision

Our school vision is 'living, learning and laughing together', which drives our desire that the school is a content, consistent and collaborative learning environment for all. To achieve a positive learning environment, we will insist on appropriate behaviour both in and out the classroom, and indeed, in and out of school. In 2021, Ofsted praised the behaviour of pupils and their positive attitudes towards learning, our partnership with parents and the local community and the school's strong family atmosphere. Ofsted said: "Pupils are polite, respectful, and caring towards one another. They behave well in class and around the school site."



## Crofty MAT Culture

Education is a basic human right and it is our chosen vocation because there is no greater reward than seeing children and young people thrive and succeed. It is a privilege to know that our work improves children's lives and the lives of future generations.

To do this, we have an amazing team of staff, committed to our core purpose, which is to give our learners the best possible start in life, to unlock possibilities and enable them to make choices about their future.

Crofty is a values led organisation, built on the three core values of Learning, Integrity and Community. Our values are the principles that underpin everything we do. We describe our values in terms of the behaviours and attitudes we most want to see in each other. This is important to us because it is our behaviours and attitudes that create the Crofty culture.

If this resonates with you, then please get in touch. Every school or person who joins us helps to shape and evolve the culture further, so we are always looking to attract like-minded colleagues who would like to be part of the journey.

## Professional Development

In order to deliver on our commitments, we have hard wired our values into our systems. For example, our systems for appraisal and professional development ensure that every staff member receives professional development, tailored to their individual circumstances and requirements. That might not sound so groundbreaking, but what makes us really different is that in Crofty we don't just link pay to exam or test results, we reward staff for the commitment they demonstrate to our values, and in particular to how they engage in their own development and the development of others. We do this because we know that the only way to improve outcomes for our children and young people is to improve how we teach. So, we reward staff whose commitment ensures everyone's teaching keeps getting better. At the heart of this is a coaching-based approach, specific to the individual. All these things make Crofty a 'deliberately developmental' organisation.

## School Improvement

When it comes to school improvement, we ensure each school within Crofty MAT receives the support it needs, bespoke to its unique context and priorities. This is in addition to the regular, timetabled challenge and support from trusted and experienced colleagues. To achieve this bespoke approach, we use our greatest resource; the staff in other trust schools. Of course, much of the school improvement work happens organically, a product of the many and varied network groups, sharing practice and motivating each other to ever better ways of working. If all this sounds idealistic then don't worry. We also employ external (Ofsted registered) partners to check what we're doing. We don't want to be accused of marking our own homework. In reality, we love the challenge that external scrutiny brings, it keeps us on the ball and helps us live our commitment to learning.

## Freedom to be Creative

We are particularly pleased with the way colleagues from across all schools redesigned the schools' broad and balanced curricula. Curriculum Leads from across the Trust co-created a solid foundation of 'small steps', and from this each school's leaders and staff designed a curriculum unique to their school. From our creation we have always believed in the principle of maintaining each school's individual character. Our Headteachers operate with the autonomy to set their school's vision and curriculum so that it meets the unique character and needs of the school's community.

## When Working for Crofty MAT you can expect:

- A culture that encourages and supports staff to be creative and innovative, making a difference to the lives of our communities' young people
- To be part of a supportive professional community with opportunities for career development within the Trust's schools
- Access to the teacher's pension scheme
- Appraisal and professional development, based in the Crofty values, that ensures that every staff member has personalised support to succeed
- Access to an incredible package of employee benefits, see overleaf



# CROFTY Multi Academy Trust

## Employee Benefits



Cyclescheme is an employee benefit that saves you 25-39% on a bike and

accessories (or even more with their offers). You pay nothing upfront and the payments are taken tax efficiently from your salary by your employer.  
<https://www.cyclescheme.co.uk>



Join Carn Brea and you're not just joining a Leisure Centre, or a gym, you're joining a community. With exclusive discounts across all levels of membership and flexible payment options, there is a package for everyone.  
<https://www.carnbrealeisurecentre.co.uk/membership>



Free access to Health and Wellbeing services through Education Mutual. Available to you\*;

- \* Mental Health Services
- \* Counselling
- \* Stress Coaching
- \* Physiotherapy/MSK Services
- \* Long COVID Support
- \* Nurse Support Services
- \* 24/7 GP Service

<https://www.educationmutual.co.uk>

\* Available to all of our newly assimilated schools from September 2023

**FREE Breakfast Club** for all staff children attending a CROFTY Breakfast Club\*, and discounted rates on CROFTY After School Club\* when you work in addition to your regular hours (TA's only).

\*Clubs must be run by CROFTY staff, not external childcare providers



Look after your eyes with a free annual eye test at Specsavers. Simply book online and take your

voucher with you. <https://www.specsavers.co.uk>

For more information, or to request a voucher, email [human.resources@croftymat.org](mailto:human.resources@croftymat.org)



Welcome to A Great Place to Work, offering savings and benefits for members through SEE REWARD.

**SEE REWARD Drive** - lease a brand new electric vehicle and a fraction of the normal cost. All vehicles are supplied fully insured and maintained, with no deposit and no credit checks.

**SEE REWARD Community** - free access to expert articles and a full range of 'Total Wellbeing Tools', plus free support, guidance and advice from a panel of leading Industry Experts, covering all areas of Reward, Engagement and HR, including Company Pensions, Total Wellbeing, Employment Law, Contracts of Employment and general Employee Relations.

**SEE REWARD Shop and Vectis Card** - take advantage of discounts from thousands of retailers and service providers, from the big High Street Supermarkets to Holidays, Cinema Tickets and Theme Park, and Utility providers.

<https://www.agreatplacetowork.net>

For further information on any of the Crofty MAT employee benefits, contact [human.resources@croftymat.org](mailto:human.resources@croftymat.org)

## Working and Living in Cornwall



As a place to live, Cornwall offers everything you could need to enjoy an exceptional quality of life. From the beautiful beaches, breath taking landscapes, vast open spaces and the laidback lifestyle, there really is something for everyone.

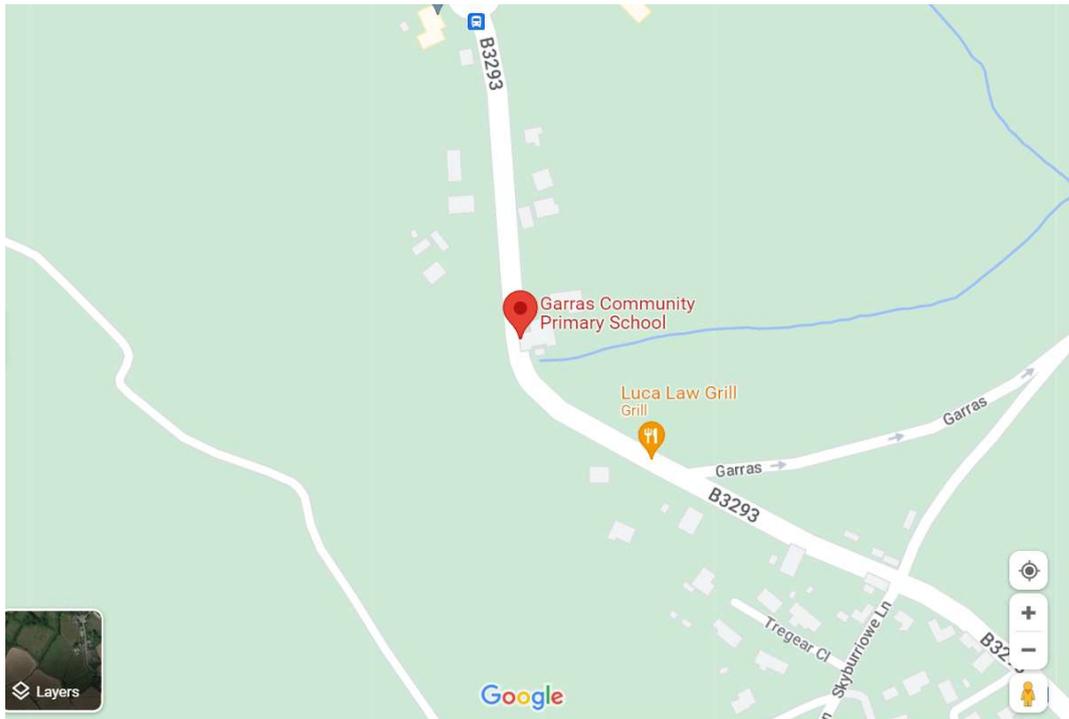
The Lizard Peninsula, for example, is one of the best places in England to spot wildlife where you are likely to catch sightings of seals, dolphins and even the occasional whale. Other popular attractions include the Eden Project, which is home to the world's largest indoor rainforest, you can enjoy a stroll across the causeway at Marazion (tide times permitting!) to visit St Michael's Mount, a rocky island complete with a castle and medieval church.

Aside from the many attractions, Cornwall is home to countless scenic and beautiful coastal walks; photographed above is Wheal Coates, St Agnes.

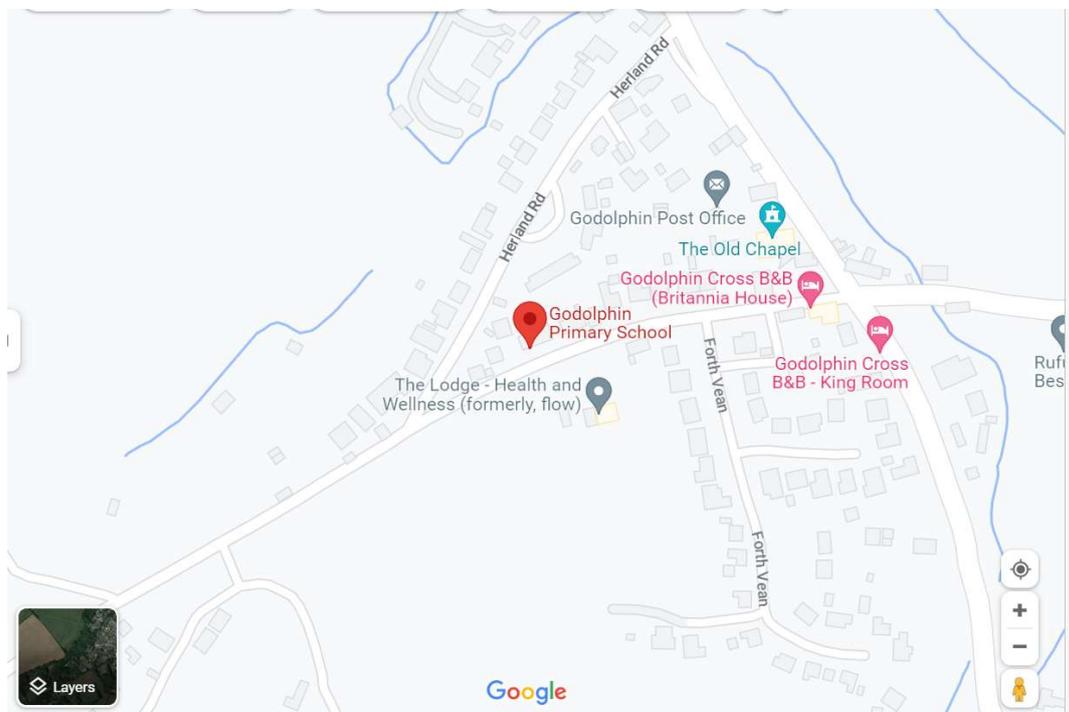
Venturing further afield, Cornwall has great road and rail links and an airport based in Newquay, offering direct flights across the UK and Europe, and connecting flights to the rest of the world.

Cornwall is a beautiful county with big opportunities for those who wish to make it their home.

## Where to find us:



Garras Community Primary School:  
St Keverne Road  
Mawgan, Helston  
Cornwall, TR12 6AY



Godolphin Primary School  
Breage  
Helston  
Cornwall, TR13 9RB



# Job Description

Executive Headteacher  
Garras Community Primary School  
Godolphin Primary School

## Job Title: Executive Headteacher



<b>Salary Range:</b>	L9 - 15
<b>Location:</b>	The Executive Headteacher will lead Garras Community Primary School and Godolphin Primary School within Crofty Multi Academy Trust
<b>Responsible to:</b>	The CEO, Director of Education, the Local Governing Committees of Garras and Godolphin Schools and the Board of Trustees of Crofty MAT
<b>Responsibility for:</b>	Leadership and management of both schools, including strategic development, school improvement and engaging with the community
<b>Supervisory Responsibility for:</b>	School Senior Leadership Teams, Teaching Staff, Support Staff

### Main Purpose of the Job

The core purpose of the Executive Headteacher is to work as part of Crofty Multi Academy Trust, providing professional leadership and management to the Trust.

This role will promote a secure foundation from which to achieve high standards in all areas of the school's work, develop, share, and communicate the Trust values and encourage a culture of excellence.

### Shaping the Future

The Executive Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff, and all other members of the school communities. This vision should include the trust's values, moral purpose and be inclusive of all stakeholders' beliefs and values.

### Strategic Direction and Development of the Schools

To work with the LGCs and Crofty Multi Academy Trust's Leadership Team to develop a strategic view for the schools in their communities and analyse and plan for the future needs and further development of the schools within the local, national, and international context:

- To formulate overall aims and objectives for the school policies for their implementation.
- To create an ethos and provide educational vision and direction which secures effective teaching, successful learning, and achievement by pupils.
- To develop with staff, pupils, parents, and governors' policies relevant to the needs of the schools.
- To implement Crofty MAT's and the LGC's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils.
- Secure the commitment of parents and the wider communities to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- To ensure that all those involved in the schools are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets which secure the educational success of the schools.
- To ensure that the management, finance, organisation, and administration of the schools support their vision and aims.
- To ensure that policies and practices take account of government legislation, national, local, and school data, and inspection research findings.
- To monitor, evaluate and review the effects of policies, priorities, and targets of the schools in practice and take action if necessary.
- To fulfil the Headteacher's standards.

## Leading and Teaching

To work with the LGCs and Crofty MAT's Leadership Team to secure and sustain effective teaching and learning throughout the schools and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

- To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment.
- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- To ensure that learning is at the centre of strategic planning and resource management.
- To establish creative, responsive, and effective approaches to learning and teaching.
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole community.
- To be able to implement strategies which secure high standards of behaviour and attendance
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To be able to take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken.

## Leading and Managing Staff

To lead, motivate, support, challenge and develop staff to secure improvement:

- To participate in the selection and appointment of teaching and non-teaching staff of the schools.
- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- To plan, allocate, support, and evaluate work undertaken by groups, teams, and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance.
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers and support staff, including targets relating to pupils' achievement.
- To assess whether a teacher at the school/s who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school.
- To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported, and assessed.

## Efficient and Effective Deployment of Staff and Resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the

- To allocate, control and account for those financial and material resources of the schools which are delegated to the Headteacher by effectively managing the school budgets and material resources.
- To work with governors and senior colleagues to recruit staff of the highest quality.

- To work with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided.
- To advise the LGCs and implement decisions in relation to staffing.
- To advise the LGCs on the adoption of effective procedures to deal with the competence and capacity of staff.
- To advise the LGCs on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control.
- To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- To make arrangements, if so required, for the security and effective supervision of the school buildings, contents, and grounds, ensuring that any lack of maintenance is reported to the MAT Estates Manager.
- To undertake responsibilities as defined in the MAT's Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity.
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency, and secure value for money.
- To ensure that staff attend training and development activities which increase their knowledge, understanding and effectiveness.

## Accountability

To be accountable for the efficiency and effectiveness of the schools to the Trust board, LGB, pupils, parents, staff, local employers, and the community:

- To liaise and co-operate with the MAT's Director of Education, Headteachers and senior leaders in the evaluation, monitoring and inspection of the school.
- To provide information, objective advice, and support to the LGCs to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- To report to the LGCs and Trust Board on the discharge of the Headteacher's functions and the affairs of the schools.
- To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the schools.
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the Trust board, the local community, Ofsted, and others, to enable them to play their part effectively.
- To ensure that parents and pupils are well-informed about the curriculum, attainment, and progress and about the contribution that they can make to achieving the school's targets for improvement.
- To report to the governors annually on the performance management of teachers in the schools in relation to the School Teachers Pay and Conditions Document.
- To provide information about the work and performance of staff where it is relevant to their future employment.

## Strengthening Community

- To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- To ensure learning experiences for pupils are linked into and integrated with the wider community
- To ensure a range of community-based learning experiences.
- To work in partnership with other agencies
- To seek opportunities to invite parents and carers, community figures, business, or other organisations into the schools to enhance and enrich the schools and their value to the wider community.
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovation.
- To ensure that the schools promote effective links with the local communities and continues the development of close liaison with other local primary & secondary schools.
- To ensure that the schools offer appropriate extended services.

## Pupil Care

- To arrange for effective induction of pupils entering the schools and transferring to secondary school.
- To determine, organise and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance.
- To determine and arrange means to promote among pupils' self-discipline and a proper regard for authority; to encourage good behaviour and seek to always secure acceptable standards of conduct when pupils are on school premises or under school direction while out of school.
- To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation.

## General / other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Crofty MAT's pupils at all times.
- To act as a Crofty MAT team member and provide support and cover for other staff where needs arise, inclusive of occasional work at other sites within a reasonable travelling distance.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meeting as appropriate.
- To undertake duties appropriate to the post as required.

## Executive Headteacher Person Specification



FACTORS	KEY	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications/ Training	Honours Degree or equivalent and Qualified Teacher Status	<p>Knowledge/training in models for outstanding learning and teaching.</p> <p>Evidence of continuing professional development, at senior leadership level.</p> <p>If not already Designated Safeguarding Officer, a willingness to be the schools' trained DSO.</p>	<p>A higher qualification in leadership and/or education.</p> <p>Approved "Safer Recruitment" training.</p> <p>NPHQ (if not already a Headteacher prior to 1<sup>st</sup> April 2004).</p> <p>Safeguarding 'Train the Trainer' training.</p> <p>Experience of being a Designated Safeguarding Officer and recently trained to Tier 3.</p>	Application Form
Professional Experience	<p>Senior leader with a proven record in raising standards by setting challenging targets.</p> <p>Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour, and attendance.</p> <p>Successful senior leadership and management experience.</p>	<p>Ability in developing excellent working relationships with all staff and other stakeholders.</p> <p>Experience of effective systems for performance management of staff.</p> <p>Ability in using assessment data effectively to provide action plans to improve whole school performance.</p> <p>Show understanding of budgeting and financial control.</p> <p>Leadership experience across the primary age range.</p> <p>Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback.</p>	<p>Evidence of leading on curriculum design, development, implementation, and management.</p> <p>Sound knowledge of current educational thinking and educational developments.</p>	<p>Application Form, supported by a portfolio of evidence demonstrating success.</p> <p>Selection Procedure</p> <p>Interview</p>

FACTORS	KEY	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Professional Skills	<p>Successful management of change from inception to completion.</p> <p>An inspirational leader with drive, foresight, and energy.</p> <p>High quality classroom practitioner.</p> <p>Demonstrates experience of successful whole school improvement.</p>	<p>Outstanding all-round communication, advocacy, and presentation skills.</p> <p>Skills, experience, and ability to model and promote high-quality learning and teaching to meet the needs of all learners.</p> <p>Ability to forge positive relationships with pupils, staff, governors, parents, the local community, and other schools, particularly those within the multi academy trust.</p> <p>Ability to recruit, deploy, develop, and motivate staff.</p>	<p>Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning.</p> <p>Outstanding analytical skills</p>	Application Form
Personal Qualities	<p>A dynamic, committed leader</p> <p>Proven ability of developing successful teams, serving the needs of pupils and colleagues.</p>	<p>Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity.</p> <p>An inspirational role model with the ability to lead by example.</p> <p>Anticipates changing circumstances and acts proactively to meet the challenge.</p> <p>Personal integrity and honesty.</p>		Interview

FACTORS	KEY	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Specialist Knowledge and Skills		Coaching and mentoring skills Experience of Ofsted Preparation Partnership and community development Demonstrates and awareness, understanding and commitment to the protection of safeguarding of children and young people Demonstrates and awareness, understanding and commitment to equal opportunities	Leadership within a MAT	Application/ Interview/ Assessment
Behaviours and Values		Motivational leadership Promote a culture of high-performance Collaborative working Workforce resilience High level of emotional intelligence, trust and integrity		Application/ Interview/ Assessment

The 'Essential' criteria will be those that any shortlisted applicant will be expected to meet but the 'Key' criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time.