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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**CURRICULUM
LEADER:
Creative Arts**

**Pay Range:
MPR/UPR +
TLR 2C £7017**

February 2021

Dear Applicant,

Thank you for requesting details for the position of Curriculum Leader: Creative Arts at Ilkley Grammar School. The post offers an exciting opportunity to teach Creative Arts and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will have high expectations for all, and will join a very popular and ambitious curriculum area where standards and levels of student engagement are very high. They will have a clear passion for the Arts, expert subject knowledge in at least one area, and have the willingness to teach across all disciplines at least at Key Stage 3. They will have a strong and positive work ethic and an unwavering commitment to all students achieving their full potential through consistently excellent teaching and participation in a wide variety of extra-curricular opportunities. Working collaboratively as part of a dedicated and talented team, alongside Heads of Art, Music and Drama, they will be inspirational to both students and colleagues, play a key part in drawing these disciplines together and in ensuring that the reputation of the Creative Arts continues to thrive and grow both within school and beyond. They will be committed to sharing best practice, working as a key member of the Curriculum Leader Group and contributing to enrichment, intervention and the development and representation of the Creative Arts across the whole community.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Designated Specialist Provision (DSP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.74. This is in line with the upward trajectory of improvement we have maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is a crucial role in our middle leadership structure and we are looking for a talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in creative arts
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is: Tuesday 2 March at 8am
Interviews will be held: TBC

If you do not receive an invitation to interview by 8am 8th March 2021, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

CURRICULUM LEADER

Post Title: Curriculum Leader: Creative Arts

Salary Grade: MPR/UPR + TLR 2C (£7017)

Responsible to: Deputy Headteacher

Responsible For: Curriculum team: Creative Arts

A Curriculum Leader provides strategic leadership and direction for the subject/s within the Curriculum Area. They ensure that subjects are managed and organised to meet the aims and objectives of the school and the subjects. While the Headteacher and governors carry overall responsibility for school improvement, a Curriculum Leader has responsibility for securing high standards of teaching and learning in their subject/s as well as playing a major role in the development of school and curriculum area policy and practice. Throughout their work, a Curriculum Leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

The key areas of leadership are:

- Strategic direction and development of the curriculum area
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

A. STRATEGIC POLICY AND PLANNING

Within the context of the school's aims and policies, Curriculum Leaders support the development and implementation of subject policies, plans, targets and practices.

1. To lead the strategic development of the Curriculum Area.
2. To establish a clear and ambitious curriculum vision and draw up an Improvement Plan for the Curriculum Area, consistent with the Academy Development Plan, which sets out improvement strategies on developing teaching and learning and enhancing achievement. This will be reviewed regularly and revised annually.
3. To evaluate the Curriculum Area strengths and areas for development, produce a SEF using criteria from the Ofsted framework to forward plan key strategic priorities
4. To lead the design of a clear, coherent, ambitious and carefully sequenced curriculum intent across all key stages.
5. To use the Ofsted framework as one of the drivers for improvement.
6. To develop, regularly review and update a Curriculum Area handbook, oversee Department/Key Stage handbooks and any other documentation as appropriate.
7. To determine Curriculum Area policy statements that translate whole-school policies into effective practice.
8. To represent the Area at Curriculum Leadership meetings and any other relevant meetings inside and outside of school, and feedback policy and practice.

9. To convene regular Curriculum Area meetings with agendas and minutes circulated to team members and the Leadership Team line manager.
10. To promote the Curriculum and the subject areas within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
11. To promote high standards across the Curriculum Area and lead by example.
12. To keep abreast of current educational thinking, academic research and curriculum developments.
13. To promote a positive image of the school in the community.
14. To meet with the Leadership Team link to regularly review the progress and needs of the Curriculum Area and to forward plan.
15. To consult data, evidence and research rigorously and critically to deploy the most transformative, high impact strategies to improve the quality of education in the Curriculum Area.
16. To contribute to the development of the Academy Development Plan and attend relevant Leadership Team Meetings to provide strategic updates on the Curriculum Area.

B. TEACHING AND LEARNING

Curriculum Leaders secure and sustain effective teaching of the subjects, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. Curriculum Leaders lead the design and implementation of the curriculum and ensure it is constructed well and taught well, so that students know more, remember more and can do more.

1. To lead the effective implementation of the planned curriculum ensuring there is a 'connectedness' between curriculum, teaching, assessment and standards.
2. To lead the delivery of well-structured, challenging and engaging lessons in line with the curriculum sequence, ensuring excellent progress is promoted.
3. To oversee and monitor the quality, impact and delivery of the curriculum across the Curriculum Area, evaluate its success and set targets for improvement.
4. To ensure consistency of practice across the Curriculum Area, with regard to lesson planning, the standard of teaching and learning, marking, feedback and assessment, homework etc.
5. To lead on eLearning and the consistent use of iPads to promote student progress and engagement.
6. To have high expectations of all students and communicate an unwavering belief in the potential of all.
7. To lead the review, development and implementation of effective schemes of work and teaching materials in supporting the curriculum intent.

8. To ensure that SEND and inclusion policies are enacted within the classroom and the overall Curriculum Area, and support for students with SEND is in line with their student passports/EHCP.
9. To review, and have a clear rationale for, course choices and examination syllabi.
10. Lead the accurate and productive use of assessment, including embedded formative assessment practice so that students know their strengths and areas for improvement and make progress.
11. To monitor and track student performance and progress, ensuring that assessment data is used effectively, and that targets are set.
12. To use internal assessment data and published performance data to draw conclusions, determine lines of enquiry and to continually improve the curriculum and teaching.
13. To implement intervention and support strategies for students.
14. To monitor and evaluate the quality of education in the Curriculum Area, and implement robust Quality Assurance that evidences best practice, consults first-hand evidence of how pupils are doing and brings about sustainable improvement.
15. To oversee Curriculum Area discipline and guidance.
16. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residential or other opportunities.
17. To ensure the sustained development of literacy and numeracy skills across the curriculum.

C. LEADING AND MANAGING STAFF

Curriculum Leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and personal development necessary to sustain and secure improvement in teaching.

1. To determine job descriptions which are reviewed annually.
2. To promote a sense of unity across the Curriculum Area so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. To monitor staff performance and develop staff by supporting, challenging and setting targets.
4. To advise the Headteacher on appointment of staff to the Curriculum Area, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team, deploy staff to teaching groups.

8. To engage critically with research and lead the professional development of colleagues to strengthen their subject, pedagogical and pedagogical content knowledge which consistently translates into improvements in the teaching of the curriculum.
9. To oversee and monitor the professional development of Curriculum Area colleagues and manage appraisal as Team Leader of relevant staff.
10. To set a professional example in terms of teaching, attendance, energy and effectiveness.
11. To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
12. To support staff wellbeing and consider workload within the Curriculum Area.

D. PARENTS/OTHER COMMUNICATION

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of homework, attendance or other concerns.
2. To liaise with governors as appropriate.
3. To liaise with Form Tutors, Heads of Year, pastoral and inclusion personnel and the Leadership Team as required.
4. To liaise with primary schools, outside agencies, industry and others as necessary.
5. To lead/attend meetings to inform parents of new developments, intervention strategies etc.

E. RESOURCES MANAGEMENT

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. To manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To determine a safe, stimulating and attractive Curriculum Area environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of the Curriculum Area accommodation.

This is a generic job description and is subject to review. Curriculum Leaders may have other specific responsibilities associated with their particular curriculum role.

It must be noted that whilst the Curriculum Leader has overall accountability and responsibility, the Curriculum Leader role is supported by a number of TLR holders, including colleagues with responsibility for each subject: Art, Music and Drama; tasks and responsibilities should be delegated in line with the TLR and in accordance to the time allocated for their leadership and management responsibilities.

CREATIVE ARTS SUBJECT INFORMATION

ART SUBJECT PROFILE

Art and Photography are an integrated part of the Creative Arts Curriculum Area together with Music and Drama. Art is taught across all key stages and Photography is taught from Year 9 upwards as an option subject.

The department currently comprises 2 full-time members of staff and 2 part-time. In addition, the department has a part-time technician (0.6).

In 2018 the department moved into a newly refurbished and expanded area, consisting of four teaching rooms; two large art studios, a dedicated photography studio, and a dual-purpose studio resourced to teach both art and photography. In addition, we have a darkroom and a dedicated 6th form studio for use out of lesson time. The department is well resourced for both 2D and 3D work including a printing press and kiln. Photography is also well resourced, having a mixture of laptops and PCs, DSLR cameras, backdrops and lighting.

Art is a compulsory subject for all students in Years 7 and 8. All groups are of mixed ability and vary in size from 26-30. Staff teach a wide range of skills emphasising art, craft and design activities (painting, printing, drawing, clay work, photography, computer-based art), working to shared schemes developed by the department team. Schemes have been designed to prepare art students for AQA GCSE, they also reflect the strengths and interests of the department.

In Year 9 students may opt to take Art and / or Photography for a year, prior to making their GCSE subject choices to commence in Year 10. Currently in year 9, we have 6 Photography groups and 6 Art groups.

Art and Photography are both popular options at GCSE and A level; all students follow the AQA syllabus. We currently have 3 Art and 1 Photography groups, in Year 10 and 2 Art and 2 Photography groups in Year 11. Students are allocated 6 periods of teaching time across a fortnight.

At A level we currently have 1 Art and 1 Photography group in both Years 12 and Year 13 (4 groups in total), following the Edexcel syllabus. Students are allocated 11 periods per cycle, groups are shared between two members of staff.

Staff in the department regularly run extra-curricular sessions for pupils of all ages but within their bubbles at this restrictive time, helped out by our 6th form Arts Ambassadors when possible. We seek to be involved in our local art scene, our students recently judging a photography competition for Ilkley Camera Club, and also hosting visiting guest speakers who are local practising artists, designers and photographers. Sixth form lessons involve working in and around the Ilkley area, taking advantage of the magnificent scenery and architecture on our doorstep. We have links with Ilkley Art School; many of our sixth formers attending life drawing classes on an evening.

Student work is celebrated in our end of year exhibition, as well as taking part in the Red Kite Alliance Art exhibition held at Harewood House. We take students out on visits which recently have included a day trip to London Galleries, "Articulation" at Bolton Abbey, a visit to Relton and Marine art studio in Otley and a photoshoot at Leeds Markets and Ilkley Tarn. We also invite artists in residence wherever possible.

Claire Harris, Head of Art

MUSIC SUBJECT PROFILE

Aims, Ethos and Facilities of the department

The ethos of the Music Department is to make a wide variety of music accessible and enjoyable for as many students as possible, through developing the skills of composing, performing and listening.

Music of some kind appeals to every student and our aim is to increase that enjoyment by the teaching of performing and composing skills and also by teaching students how to listen to, and appreciate, unfamiliar music.

Music Lessons

Within lessons, students have the opportunity to try out a range of different instruments such as guitars, keyboards, ukuleles, and GarageBand. A wide range of topics are taught, from playing Blues on guitars, keyboards and ukuleles to creating an A Capella mash-up to creating a film soundtrack using ICT.

There is also an extensive extra-curricular calendar which includes ensembles, bands, orchestras and vocal groups.

Facilities and staffing

Two music rooms equipped with computers, running Sibelius 6 and Cubase; class sets of guitars and keyboards; four peripatetic rooms with pianos and keyboards as well as drums and guitars. The department is building resources in terms of classroom percussion and ukuleles. There are two full time music teachers, and one part-time teacher who is a music specialist. Uptake for GCSE music is always very healthy and numbers at A Level are strong and often into double figures!

Teaching and Learning

The Department is never empty or quiet! There is always something going on in Music at lunchtime and after school, whether that is a calendared ensemble rehearsal, a band rehearsal or individuals practising away. Within lessons, students regularly try totally new instruments or styles of music. The best thing for many is that we can be loud!

What do students enjoy most about learning in this department?

Students enjoy learning new things, and having a go at a number of different instruments as well as creating their own music. The emphasis on practical music-making is a feature at IGS.

What teaching styles do you use in the department?

Teaching styles vary a lot in Music. There is a range of visual, auditory and kinaesthetic teaching, with support being given in the form of informational videos, resources on the iPads as well as book extracts.

The Curriculum

Key Stage 3

After a baseline assessment, we work to get Year 7 enthused about music with a rich and varied curriculum:

- ☐ The Elements of Music- Rhythm and Pulse
- ☐ Vocal Soundscapes
- ☐ Keyboard/piano skills
- ☐ Composing a descriptive rondo based on a film script
- ☐ Music and advertising

Year 8 then develop these skills through the following topics:

- ☐ Film music
- ☐ Hip-Hop
- ☐ Blues- composition project
- ☐ Song-writing
- ☐ Classband

Year 9 students have opted to continue with music as many will transition to GCSE in Year 10. Currently we have 6 classes who have opted. The curriculum reflects this musical maturity:

- ☐ Class Band- Chasing Cars
- ☐ Underscore task- The Frozen Planet
- ☐ Live Lounge- Rock and Pop unit
- ☐ Minimalism
- ☐ Reggae
- ☐ Film music
- ☐ Pachelbel's canon

Key Stage 4

We follow the AQA GCSE course. This is split up into four units

- ☐ Unit 1: Listening (40%). Students have to listen to a range of music, describing details of it. Students also study set pieces, specified by the exam board.
- ☐ Unit 2: Composing and Appraising (30%). Students have to compose two pieces of music, and then appraise them.
- ☐ Unit 3: Performing (30%). Students have to perform one solo and one ensemble piece. These pieces are recorded and sent to the exam board.

Key Stage 5

The AQA course is followed. This moves on nicely from the GCSE course, as students must compose, perform a range of ensemble and solo performances and also complete a listening exam. In addition to the Western Classical Tradition unit (specified by AQA) we study musical theatre and music for media.

Extra-Curricular Clubs & Support

We're busy at extra-curricular times! We offer:

- ☐ Junior Orchestra
- ☐ Senior Orchestra
- ☐ Rock Club
- ☐ Classical Guitar Group
- ☐ Soul Band
- ☐ Showstoppers Choir
- ☐ Senior choir

- ☐ Sax group
- ☐ Samba Band
- ☐ GCSE help sessions

We offer students the opportunity to take lessons in the following instruments:

- ☐ Strings: violin / viola/ cello
- ☐ Woodwind: flute / clarinet / oboe / bassoon / saxophones
- ☐ Brass: trumpet / trombone / tuba / French horn / tenor horn
- ☐ Drum kit
- ☐ Guitars: classical / electric / bass
- ☐ Keyboard / piano
- ☐ Voice: Classical/Musical Theatre or Pop

There are also a range of performance opportunities for soloists and members of ensembles during the year. These include:

- ☐ Arts Evening
- ☐ Two school concerts (Christmas and Summer)
- ☐ Music Festivals
- ☐ Local venue concerts and Charity events
- ☐ School Production

Vic Chapman, Head of Music

DRAMA SUBJECT PROFILE

Drama is taught as a discrete subject within the faculty of Creative Arts. The philosophy of Drama at IGS is that every student has an entitlement to learn through, and about, Drama.

Drama is inclusive. By its very nature Drama is about respecting others' views and working as a team. Students constantly have to listen to each other, solve problems together, peer assess and set themselves targets.

The KS3 curriculum has been designed to equip students with the discipline, skills, techniques, styles and evaluation tools to support and foster creativity. Students learn in and through the art form. At KS4, students focus on developing their approaches as: Directors, Performers, Designers and Devisers. The A Level Theatre Studies course extends students' ability to analyse and work within the art form. We have healthy uptake for GCSE and A Level courses and currently have two full time Drama Specialists and a part-time allocation.

Drama staff work closely with the other Creative Arts to develop student's skills and talents through involvement in school productions, arts evenings and a range of clubs and groups. These include KS3 Drama groups, KS4 workshops and the 'Backstagers' group (who organise and operate the technical elements for events and productions, i.e. sound, lighting, stage management and costume).

The department has been involved in workshops with The West Yorkshire Playhouse and with practitioners such as 'Told by an Idiot'; 'Splendid Theatre'; 'Frantic Assembly'; 'Kneehigh Theatre Company' and 'Slunglow Theatre Company'.

Students have performed both here at the school and also at: The King's Hall, Ilkley; The West Yorkshire Playhouse, The Carriageworks Theatre and at the opening of 'Culture Fusion' – a derelict mill converted into a YMCA in Bradford.

We aim to involve as many students as possible in our extra-curricular activities. We collaborate with the rest of the Creative Arts team to produce the school production. Our production for 2019/20 was 'Joseph' and involved over 100 students in the cast, orchestra and working backstage.

To support students' achievement, particularly in the examined courses, a number of theatre trips are made during the year.

Lara Ramrattan, Head of Drama

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Curriculum Leader: Creative Arts
(Any specialism – Art, Music or Drama)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Good Honours Degree in the subject	E	
<input type="checkbox"/> Good A levels	E	
<input type="checkbox"/> Recent appropriate CPD	E	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified

<input type="checkbox"/> Experience of current, full-time responsibility within Creative Arts and ability to demonstrate impact and improvement	E	Application form and selection process
<input type="checkbox"/> Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	E	
<input type="checkbox"/> Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
<input type="checkbox"/> Successful experience of delivering a responsive curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Excellent understanding of data and how it can be used to raise standards	E	
<input type="checkbox"/> Experience of contributing to development planning and self-evaluation	E	
<input type="checkbox"/> Proven impact on results at GCSE and Advanced level	E	
<input type="checkbox"/> Experience of leading relevant CPD	E	
<input type="checkbox"/> Experience of working with the wider school community including feeder schools and local business	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	E	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Experience of more than one school	D	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Excellent knowledge and understanding of current curriculum developments and how students learn	E	Application and selection process
<input type="checkbox"/> Ability to demonstrate sound judgement and decision making skills	E	
<input type="checkbox"/> Clear and up to date knowledge of the Ofsted framework	E	
<input type="checkbox"/> Ability to think and plan strategically	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate colleagues and students	E	
<input type="checkbox"/> Ability to support, challenge and hold colleagues to account others	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Ability to think analytically to produce and draw conclusions from data	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Personal impact and presence	E	
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified

<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name

..... **Signature**.....

Line Manager:

Print name

..... **Signature**

Date: