

MORPETH SCHOOL



Headteacher Application Pack

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Dear Applicant,

Thank you for your interest in the role of Headteacher at Morpeth School.

Morpeth Governors are looking for a leader who will enjoy and thrive in our vibrant inclusive school. We are seeking an autonomous thinker, one who is confident and reflective, unafraid of innovation, but whose values align with our own which are simple, longstanding and act as a compass for all we do.

There is a recognition across our school community and beyond, that we are an innovative school in terms of both our rich and ambitious curriculum, and in our inclusive pastoral systems, and that our choices are made always in the best interests of our students' learning, and personal development. We now want someone who will build on our school culture and help us to grow and evolve.

Our next headteacher will need to be strategic, empathetic and effective at delivering; an impressive teacher and leader who will have credibility with staff and students. They will need to lead us in the process of continual review and development of our systems and practice to ensure we are meeting needs and striving to be the best we can whilst being adept at managing within the school's budgetary constraints.

We also want someone who is outward-looking; a systems-leader who stays up-to-date with educational developments and who will proactively work with partners. We have a strong relationship with our local primaries but also, as part of the Tower Hamlets Education Partnership, with other schools across the borough in a genuine collaboration.

If you have the warmth, drive, energy and enthusiasm to make us even better, then we'd welcome your application. This is a fantastic opportunity to join a values-driven school at an exciting stage in our development.

Visits to the school would be warmly welcomed and strongly recommended, these can be accommodated on the morning of 31st January or the afternoon of 7th February, please contact Stacy Whitham, PA to Headteacher on swhitham@morpeth.towerhamlets.sch.uk to secure your slot.

We hope you will find the information in this pack useful, and we look forward to hearing from you.

Yours faithfully,

Dr Allen Zimbler
Chair of Governors



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration. We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focussing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed – understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.



"A supportive community for students and staff"

"A school with a human face, diversity is appreciated"

"High professional trust and autonomy"

"I feel respected and appreciated"

"Supportive colleagues and an opportunity to grow"

"Excellent facilities and amazing SEN provision"

"Relational practice"

"Sense of community felt within the school"

"We teach each other something every day"

"A school that thinks about all communities and promotes equality and inclusivity"

"There is always a smile waiting for you"



2023-24

As a school we are refining systems and developing practice to enhance the quality of teaching and learning, ensure progress, and to create an inclusive environment in which all members of the community feel safe and supported.

Teaching & Learning and Curriculum:

- Continue to improve pupils' reading through embedding in-class strategies
- Embed in-class strategies to support the progress of SEND / LPA learners
- Support the development of pupils' oracy skills through Coaching Circles and in-class expectations
- Review and embed systems to better support the consistent implementation of departmental and whole-school priorities
- Develop our support for independent learning through more explicit scaffolding of homework and independent learning across all key stages.

Ethos, Behaviour and Inclusion:

- Set and maintain high expectations for all through the development of an intentional 'Ethos & Behaviour Curriculum' including establishing and embedding a set of school 'Character Habits for Learning and Living'.
- Further develop our Relational and Restorative Practice to build, maintain and (where necessary) repair relationships.
- Refine systems for reporting and monitoring incidents to enable effective response and prevention
- Develop, review and refine our practice as Coaches.
- Ensure all pupils are accessing a wide and exciting flexible learning offer.
- Reduce levels of persistent absence.

**The
Morpeth
Community:
Developing
Inclusive
Practice**

SLT Roles and Responsibilities

	Business Manager	Deputy Head	Deputy Head	Assistant Headteacher	Assistant Headteacher
Strategic responsibilities	Budget Finance Facilities Administration HR procedures	Curriculum Teaching & Learning Progress Sixth Form	Ethos, Behaviour and Inclusion	Ethos and Behaviour (with CG) 'Operating Systems / Duties'	Assistant Headteacher Staff wellbeing Parental engagement Student voice Teaching & Learning (with JP) Professional Development
Line management	IT Facilities Communications and Reprographics (with TS) Lunchtime supervisors	Heads of House AH: Progress AH: Sixth Form English Sociology & H&SC CPSHE Data manager	AH: Behaviour AH: Safeguarding & Transition Inclusion (SEND, SDS, The House) Maths	PST Behaviour Leads IER Computing & ICT DT School Police Officer	Art & Photography Music Drama Library (with CM) ITT Co-ordinator
Additional responsibilities	Health & Safety IT strategy	Timetable	Admissions Exclusions FAPs Medical needs	Off-site provision	Student Leadership External CPD Professional Development Review
Meetings / Agendas		Heads of House Core HODs Governors (att)	Inclusion Governors (att)	HOYs & PST / 'Duty team' Inclusion (att)	Student Leadership
Publications	Calendar Website: compliance	Break duty rota Door posters Updating website: - Curriculum - T&L	Updating website: - EBI policies - SEND	SLT Detention rota Duty rota	Updating website: - For parents - Student Leadership - For staff
Policies	Staffing & HR Finance	Teaching & Learning policies	Behaviour RSHE Equalities statement Anti-bullying SEND Safeguarding & CP		Wellbeing CPD
Events	Governors – Finance Committee		Governors' warnings		Parents' Evenings & events

	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher	Assistant Headteacher
Strategic responsibilities	Attendance Flexible Learning (EVC)	Transition Safeguarding	Sixth Form	Progress (with JP) Interventions Assessment & Reporting	Coaching Lead Teaching & Learning (with JP) Digital learning strategy
Line management	Exams DofE History Economics & BIS	Safeguarding team Careers Psychology PE	Heads of Year Wessex staff CRO (with CM) Media & Film Government & Politics EPQ	Academic Coaches Alumni Tutors Science Geography BTEC / Digital Learning Co-ordinator	ECT Co-ordinator Academic writing coach RS MFL
Additional responsibilities	EduLink	Primary transfer Choices	Wessex Supervised Study Year 12 recruitment Year 7 recruitment	BTEC SFAG	ECTs New staff
Meetings / Agendas	Attendance			Progress	ECTs New staff
Publications	Updating website: - Exams information - Flexible Learning Yearbook	Choices booklet Updating website: - Careers - Transition Safeguarding audit	Website: overview; Sixth Form Primary transfer booklet Prospectuses Sixth form bulletin	Intervention timetables Intervention evaluation	Teaching & Learning Bulletin New staff handbook ECT handbook
Policies		CEIAG Safeguarding	Sixth Form Admissions	Assessment Data Collection & Reporting	
Events	Exams	Choices Day Year 6 transition events End of year events Primary interviews	Year 7 recruitment Post-18 days Sixth form events	Parents' Information Evenings	



Salary:	L37-43 Inner London (£123,168 to £139,891)
Required for:	September 2024
Closing date for all applications:	10am, Monday 19th February 2024

Morpeth School is a successful and popular 11-18 mixed comprehensive school in the London Borough of Tower Hamlets. The school is oversubscribed and has an excellent reputation in the local area and more widely. It benefits from having a thriving sixth form of over 350 students and we are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

Following 11 years of successful leadership, our current Headteacher is moving on in September 2024.

We are now looking for an exceptional Headteacher with clear vision, well-developed, inspirational leadership qualities and a firm commitment to build upon our strengths and successes. An absolute belief in inclusion and in the importance of fostering a diverse, thriving school community are essential for this role. We offer a rich and broad curriculum, with a built-in enrichment programme supplemented by an extensive extra-curricular offer. We prioritise teacher and leader development to support excellent teaching and supporting all learners to achieve their potential. This is a fantastic opportunity to lead this successful 11-18 secondary school at an important stage of our journey.

The role is suitable for an experienced leader who is looking for a second headship or an experienced deputy capable of meeting the challenges of the post. Governors have high expectations and are positive and supportive.

The new Headteacher will benefit from:

- enthusiastic, well behaved, respectful students with a strong desire to learn, take part in all aspects of school life, and who value their teachers and school staff,
- supportive parents and a local community who want the school to succeed.
- skilled, talented, and exceptionally friendly staff who are committed to improving the education of all students.
- an experienced, cohesive and highly effective Senior Leadership Team
- Good OFSTED rating in January 2023 (Outstanding for sixth form provision)
- stable finances.
- a supportive and experienced governing body.
- an oversubscribed roll
- strong relationships with local primaries
- a long history of genuine collaboration with other secondaries in the borough
- support through Tower Hamlets Education Partnership including: new Headteacher Induction Programme, High Performance Leadership Programmes, an experienced headteacher mentor, a coach and a leadership consultant.

Visits to the school would be warmly welcomed and strongly recommended, these can be accommodated on the morning of 31st January or the afternoon of 7th February, please contact Stacy Whitham, PA to Headteacher on swhitham@morpeth.towerhamlets.sch.uk to secure your slot.

Closing date: Monday 19th February, 10am. We will be shortlisting on Tuesday 20th February and successful candidates will be informed the following day. We propose to interview on Monday 26th and Tuesday 27th February. It is essential that shortlisted candidates inform their referees of these dates.

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check and a social media search.

Completed applications should be returned by email to Stacy Whitham, PA to Headteacher, on swhitham@morpeth.towerhamlets.sch.uk and should also include a supporting statement addressing the person specification (in font 12 on 2 x A4 pages). Additionally, please include an A4 page (font 12) detailing why you would like to work at Morpeth.

If you would like an informal discussion prior to application, please contact Stacy Whitham on the email above.

Morpeth School is committed to providing education to understand the world and change it for the better. The Headteacher of Morpeth School 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. Morpeth School has adopted the Framework for Ethical Leadership in Education so the Headteacher's conduct must fulfil that at all times.

The role of the Headteacher

The Headteacher of Morpeth School will;

- work closely with the board of governors, reporting regularly and clearly build relationships of mutual respect with staff, students and parents and carers, which promote good order and high morale while observing the proper boundaries;
- promote and respect the rights of all, recognising differences, respecting cultural diversity and energetically working towards equity;
- uphold 'fundamental British values';
- sustain an open, collaborative environment encouraging ideas and contributions from staff;
- value the achievements of individuals and teams.

As leader of this school community, the Headteacher of Morpeth School will;

- serve in the best interests of the students;
- meet and uphold their obligation to give account and accept responsibility;
- know, understand, and act within the statutory frameworks setting out their professional duties and responsibilities;
- take responsibility for their own continued professional development including critical engagement with educational research;
- make a positive contribution to the wider education system nationally and locally in ways to be agreed with the governing board.

Culture and ethos

School Culture

The Headteacher of Morpeth School will;

- work to fulfil the school's aim of education to understand the world and change it for the better;
- ensure that the ethos and strategic direction of Morpeth School is clearly articulated, shared, understood and acted on effectively by all;
- lead the school so that strategic planning supports and upholds Morpeth's diversity and commitment to equity, reflecting the wider community;
- develop, establish, manage and maintain a leadership team fully committed to Morpeth values and ethos;
- create a positive and enriching culture for all Morpeth students;
- uphold ambitious educational standards to prepare all students for their next phase;
- promote positive and respectful relationships in a safe, orderly, happy and inclusive environment;
- ensure learning experiences for students are integrated with the wider community;
- 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;
- ensure a culture of high staff professionalism, modelling good work-life balance so all may be able to sustain teaching as a career;
- maintain and develop effective, friendly and open partnerships with parents and carers to support student achievement and personal development.

Behaviour

The Headteacher of Morpeth School will;

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

Professional development

The Headteacher of Morpeth School will;

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

Curriculum and teaching

Teaching

The Headteacher of Morpeth School will;

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

Curriculum and assessment

The Headteacher of Morpeth School will;

- 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;
- make sure curriculum plans are clear, public, effective and interesting, setting out the knowledge, skills and values to be taught;
- maintain effective curriculum leadership by expert subject leaders with access to professional networks and communities;
- ensure that all students can read well;
- ensure valid, reliable and proportionate methods of assessment, which set appropriate challenging targets for students, teachers and curriculum leaders;
- promote and celebrate all forms of achievement.

Additional and special educational needs

The Headteacher of Morpeth School will;

- ensure high expectations for students with additional and special educational needs and disabilities;
- establish and sustain culture and practices so students have access to the full curriculum and learn effectively;
- 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;
- 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;
- 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 Morpeth.

Organisational effectiveness

Organisational management

The Headteacher of Morpeth School will;

- ensure that a high quality classroom experience is the heart and root of all Morpeth management activities;
- provide effective approaches to safeguarding to make sure students are safe and protected;
- 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;
- 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;
- manage the formulation of the budget, prioritising and allocating financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds;
- seek to secure adequate resources for the school and to ensure these are effectively administered and controlled;
- 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;
- ensure staff are deployed and managed well with due attention paid to workload;
- develop and use systems and styles of open communication which help fulfil the Morpeth vision and ethos;
- establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently ensuring rigorous approaches to identifying, managing and mitigating risk.

School improvement

The Headteacher of Morpeth School will;

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

Working in partnership

The Headteacher of Morpeth School will;

- work closely with governors in all strategic and statutory matters;
- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community;
- sustain Morpeth's successful work with other schools and organisations in a climate of mutual challenge and support;
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students;
- 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.

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

18.	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	✓	
19.	Knowledge and understanding of legal issues and statutory duties relating health and safety, discrimination law and employment legislation	✓	
20.	Understanding of the strategic role of Governors and enabling them to carry out their responsibility as part of the outstanding leadership of the school		✓
21.	Awareness and understanding of current issues and developments in education on a local, national and global level and of their impact upon the school	✓	
22.	Ability to form excellent working relationships and build trust with staff, students, families, governors and outside agencies	✓	
23.	Understanding of strategies for ensuring inclusion, diversity and equality to help strengthen our community and promote a positive culture of fairness and respect	✓	
D.	Leadership, Vision & Values		
24.	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	✓	
25.	Ability to articulate and share a vision and evidence of having successfully translated vision into reality at whole-school level	✓	
26.	Highly effective communication and interpersonal skills with an open, approachable manner when dealing with staff, students, parents and carers and the wider community	✓	
27.	A commitment to uphold the Framework for Ethical Leadership in Education and the 7 principles of public life (the Nolan Principles) at all times	✓	
28.	A commitment to serve in the best interests of the students and promoting the ethos and values of the school	✓	
29.	A commitment to comprehensive, non-selective and inclusive education	✓	
30.	A commitment to valuing creativity and the Arts	✓	
31.	Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
32.	Approachable, tactful and emotionally intelligent, inspiring trust and confidence across the whole school and community	✓	
33.	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	✓	
34.	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.	Teaching, Curriculum and Assessment		
35.	Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students	✓	
36.	Evidence of the application of strategies to monitor, evaluate, review, and improve teaching and learning	✓	
37.	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	✓	
38.	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	✓	
F.	Accountability		
39.	Proven successful experience of systematic, rigorous school self-evaluation and an understanding of the requirements of the inspection framework for schools	✓	
40.	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	✓	
41.	Experience of mentoring, coaching and nurturing talent		✓
42.	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	✓	
43.	Integrity to hold others to account, through clear communication and challenging conversation skills where required	✓	
44.	Ability to work with political insight and financial astuteness, in translating changes in local and national policies into viable solutions relevant to Morpeth	✓	