



**Assistant Principal – Student Behaviour and Wellbeing  
Required January 2020**

Dear Sir / Madam,

Thank you for your interest in our Assistant Principal job vacancy. I do hope that the information within this pack provides you with the information required for your application.

The Market Bosworth School is very proud of its students and staff. We have excellent academic standards and work hard to create a safe and enjoyable learning environment for all. We have been rated as an “Outstanding” school by Ofsted 3 times in 2009, 2012 and most recently in 2018. In 2019, we were named as the best state-funded school in Leicestershire by the “Real Schools Guide”

This is an exciting time for The Market Bosworth School, as we build on our now established GCSE achievements of the last 4 years. Last year, the school achieved a progress 8 score of 0.80 and over 88% of students achieved 9 to 4 passes in both English and Maths. Provisional results for 2019 indicate similar outstanding success.

This post is crucial for The Market Bosworth School. As a smaller than average secondary school, the successful candidate will be integral to our continued success and development. As part of a strong and experienced Senior Leadership Team, they will have responsibility and influence at all levels and have significant impact on the lives of our students.

We are ideally placed for commuting from a wide area, being situated about twenty minutes from Leicester in the rural and picturesque village of Market Bosworth. Whilst the majority of our staff live within Leicestershire, we have a number who commute daily from Warwickshire, Derbyshire, and Staffordshire.

We encourage visitors to the school. Please feel free to contact Katie Constable on 01455 290251 for an informal tour, or more information should you wish.

The closing date for applications is Wednesday 2<sup>nd</sup> October (9am). Interviews will take place on Tuesday 8<sup>th</sup> October and Wednesday 9<sup>th</sup> October. Applications are preferred via email where possible. Please include a covering letter detailing your suitability and experience for the post, application form and completed equal opportunities form.

Thank you

Stuart Wilson  
Principal

*Thank you for your application; I do appreciate the time and effort taken.*

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



## **Pack Contents:**

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## **Job advert:**

### **Assistant Principal – Student Behaviour and Wellbeing**

#### **Salary: Leadership Scale L11 – L15**

The Market Bosworth School is seeking to appoint an inspirational Leader to join our experienced Senior Leadership Team. The successful candidate will play a vital role in the success of the school and will be integral to our future development.

The Market Bosworth School is very proud of its students and staff. We have excellent academic standards and work hard to create a safe and enjoyable learning environment for all. We have been rated as an “Outstanding” school by Ofsted 3 times in 2009, 2012 and most recently in 2018, where inspectors commented “*A sense of care and nurture permeates the school*”. Last year, the school achieved a progress 8 score of 0.80 and over 88% of students achieved 9 to 4 passes in both English and Maths. Provisional results for 2019 indicate similar outstanding success.

For further details please visit [www.tmbs.leics.sch.uk](http://www.tmbs.leics.sch.uk)

The Market Bosworth School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Criminal Records Bureau.

**Closing date:** Wednesday 2<sup>nd</sup> October (9am)

**Interviews to take place:** Tuesday 8<sup>th</sup> and Wednesday 9<sup>th</sup> October 2019.

**Contact:** Stuart Wilson, Principal, The Market Bosworth School, Station Road, Market Bosworth, Leicestershire. CV13 0JT, Telephone No. 01455 290251

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell

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***“Pupils are polite, well-mannered and respectful. Low-level disruption in lessons is extremely rare. Pupils’ behaviour around school is exemplary.” - Ofsted 2018***

### **School Overview**

The Market Bosworth School is a wonderful place for students to learn and an inspirational school to work within.

Our most recent Outstanding report was in March 2018, during an unexpected monitoring inspection where it was confirmed that *“You have maintained an outstanding quality of education in all aspects of the School”*

Academic GCSE achievement and progress has consistently been within the top 10% of all schools since we first converted from a 11-14 school to an 11-16 school in 2014. Our most recent results place us well within the top 5% of all schools nationally on all key government measures. Whilst our academic results have always been exceptional, it is our commitment to the wider curriculum and personal development that we are most proud of.

Currently, we have 830 students and approximately 105 staff. Our rural and pleasant village setting belies our mixed comprehensive intake. Only a very small proportion (59) of our students live in Market Bosworth, reflecting the older age demographic of the village itself. Other students travel up to 10 miles from a wide and diverse geographical area, including around 100 from Leicester City. In September 2019, we welcomed students from 29 different Primary Schools, with just 7 being our official “catchment” feeders.

Deprivation factors that influence our students are mixed due to that wide geographical intake, but many face issues that would not be expected given our school’s location. For example, nearly a quarter of our students live in the worst national category (out of 10) for the “housing and services” deprivation measure. This is 6 times the Leicestershire average. The villages that feed into the school range from larger villages such as Newbold Verdon, Ibstock and Desford, to smaller communities such as Witherley and Sheepy Magna.



***“Teachers have excellent subject knowledge and use this to plan activities which inspire and motivate pupils. As one pupil commented, ‘We just enjoy feeding off our teacher’s energy.’” - Ofsted 2018***

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### Our Mission

“Educating with care to encourage success for all.”

### Our Vision

- The Market Bosworth School is committed to providing the skills and knowledge that will allow learning to be part of a lifelong process, ensuring our students grow into ambitious young adults who are excited about the world around them.
- We are committed to raising standards for all our students, promoting the highest possible achievements, regardless of background or ability.
- We strive to educate with care to enable all students to realise their full potential, both academically and socially.
- We aim to work with students, staff, parents and the community to provide a safe and happy learning environment.

We set Strategic Aims each year that support our Mission and Vision. They form the basis of our annual School Improvement Plan and the SEF where necessary.

We place great emphasis upon developing the whole person through the breadth, balance, and range of our curricular and extra-curricular experiences. Extra-curricular activities include residential trips to Le Touquet, Normandy, Sicily and Bormio (Skiing).

Curriculum enrichment has included debating competitions, sports festivals, STEM Visits and theatre visits, alongside day trips to The Skills Show, Oxford University and The Big Bang Science Fair.



***“The curriculum provides ample opportunities for pupils to develop their understanding of fundamental British values. They understand diversity and recognise that others may hold values that differ from their own. Pupils are provided with opportunities to develop leadership skills, for example as peer mentors. Pupils enjoy and appreciate these roles. The curriculum ensures that pupils understand how to keep themselves safe in a variety of situations.” Ofsted 2018***

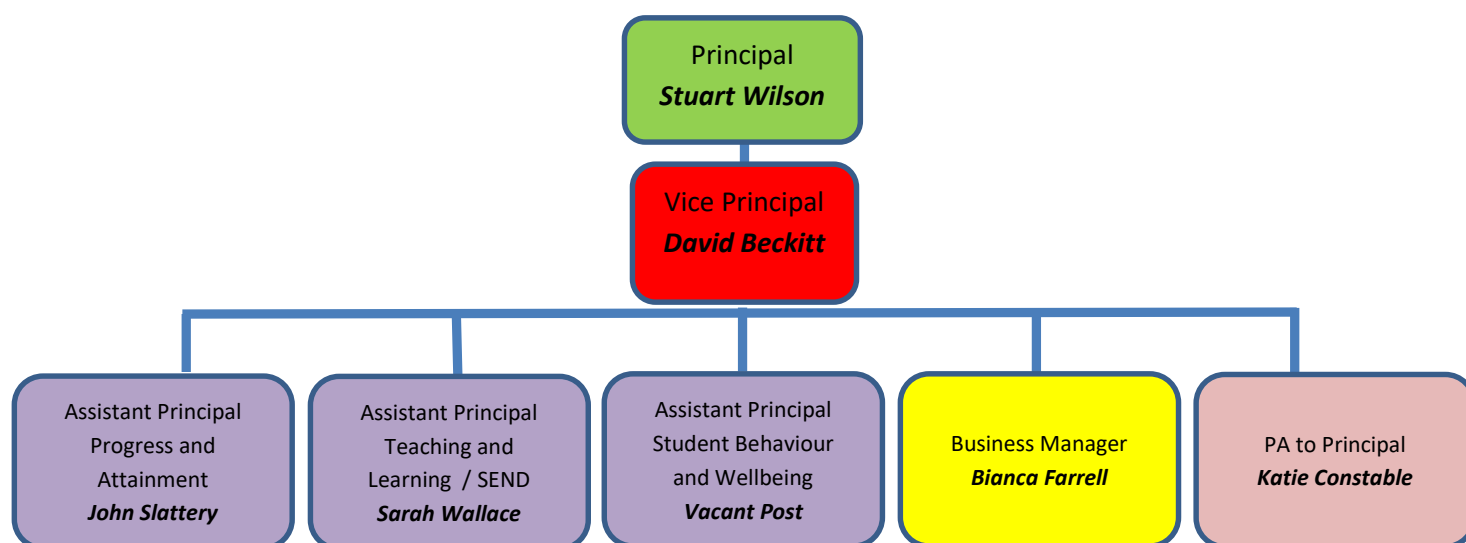
**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



## Background to Post

The Assistant Principals are an essential element within the Senior Leadership Team at The Market Bosworth School. They have a huge impact on the day to day running of the school and are integral to its success. Each Assistant Principal has a whole school focus as well as line management for 2 or 3 academic departments. This vacancy arises as a result of a promotion for the current postholder.

The SLT structure is as indicated below:



As can be seen from the above structure, the successful candidate for this vacancy will have an overall responsibility for Student Behaviour and Wellbeing. Within this, they will line manage Heads of Year and our wider pastoral support systems.

Our current Pastoral structure includes an individual Head of Year for each of our 5 year groups, supported by the Behaviour Manager and an Assistant Behaviour Manager.

### Positive Discipline (PD)

The school run a system of “Positive Discipline” which encompasses our clear expectations for students, how we should reward students for their positive behaviour and the steps taken when our expectations are not met. There is a well-established centralised detention system which supports wider teaching staff and ensures consistency across the school.

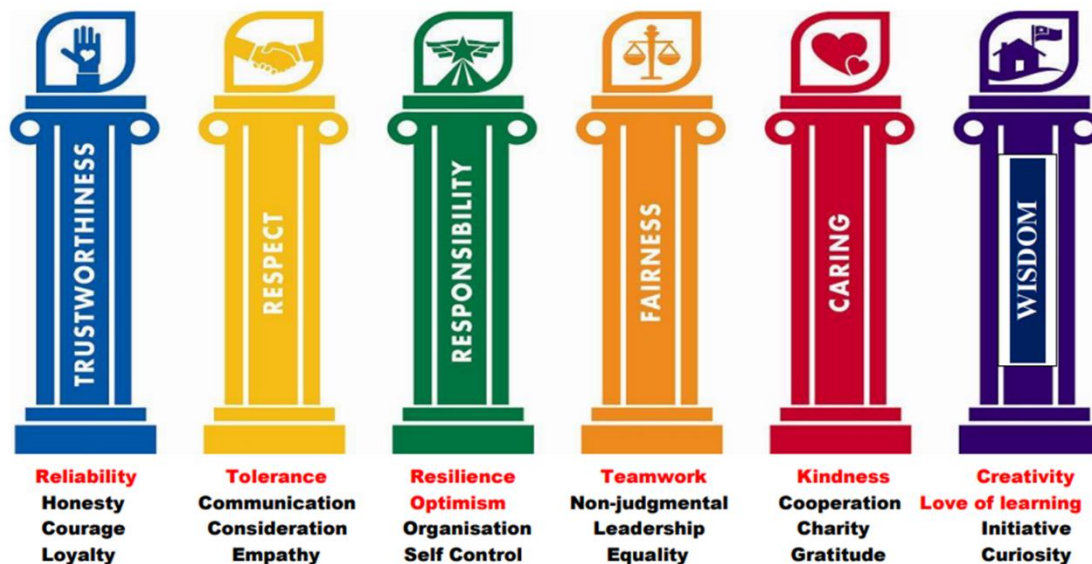
All Students have a school diary / planner. This forms their central log for our Positive Discipline system and forms the basis for home / school information about student’s daily behaviour and rewards achievement.

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



In the last two years we have focused on embedding soft skills and “Character Education” into our academic curriculum, extra-curricular activities and the Positive discipline system itself.

## TMBS Six Pillars of Character Education



As an experienced and stable Senior team, we aim to evolve and work creatively to best meet the needs of the whole school and most importantly the students. All members of the SLT are committed to the notion of team working and accountability.

It is vital that prospective candidates are able to work within our flexible approach and be willing to develop professionally and undertake new responsibilities where required. All three Assistant Principal posts are seen to have significant whole school, day to day responsibilities and are possibly very different to what may be found in a larger 11-18 School.

The school has a clear focus on the Student experience; the role of SLT is to achieve the balance between:

*Day to Day Management*

*Consolidation of Structures*

*Development and Innovation*

### Governor Links

Each member of the Senior Leadership team has a link to a Governing Board Subcommittee. The successful candidate would be the lead staff link for our Governor “Behaviour and Safety” committee, which has a wide ranging remit including Safeguarding, Student Behaviour, Exclusions, Building Safety and Uniform.

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



## Personal Specification Assistant Principal – Student Behaviour and Wellbeing

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>EXPERIENCE</b>	<p>Substantial experience of teaching in mainstream education.</p> <p>Outstanding teacher with recent secondary school experience.</p> <p>Excellent behaviour management skills with proven track record.</p> <p>Significant successful experience of middle leadership / management.</p> <p>Experience of successful safeguarding process and procedure.</p> <p>Experience of raising standards and performance.</p>	<p>Experience of aspects of senior leadership &amp; responsibility.</p> <p>Experience of leading Behaviour development at a whole school level.</p> <p>Experience of Safeguarding responsibility at a whole school level.</p> <p>Experience of more than one curriculum area.</p> <p>Whole school event management experience.</p> <p>Successful experience of working with governors and appreciation of their role.</p>
<b>QUALIFICATIONS</b>	<p>Qualified Teacher Status.</p> <p>Willingness to undertake NPQH or NPQSL.</p>	<p>Completed / Working towards NPQH or NPQSL.</p> <p>Higher level degree.</p> <p>Other qualification or study relevant to the secondary phase.</p>
<b>LEADING AND MANAGING STAFF</b>	<p>High expectations when managing, developing, inspiring, challenging and motivating staff.</p> <p>Experience of performance management and supporting the CPD of colleagues.</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities.</p> <p>The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school.</p>	<p>Evidence of applying safe recruitment practices and developing a safe culture within teams.</p>
<b>TRAINING</b>	<p>Evidence of training in aspects of leadership and management.</p> <p>Has undertaken sustained professional development in relation to teaching, learning and student wellbeing.</p>	<p>Evidence of further training/INSET in:</p> <p>Safeguarding</p> <p>Behaviour Management</p> <p>Pastoral Development</p> <p>Deliver training to whole school.</p>

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<b>KNOWLEDGE</b>	<p>Clear understanding of child centred DFE policies including:</p> <ul style="list-style-type: none"><li>• Keeping Children Safe in Education</li><li>• School Exclusions</li><li>• Promoting Education for looked after and previously looked after children</li></ul> <p>Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning/behaviour management.</p> <p>Evidence of raising the achievements of students across the ability range.</p> <p>Ability to analyse and interpret data and act accordingly.</p>	<p>Knowledge of process for:</p> <ul style="list-style-type: none"><li>• Admissions &amp; Fair Access</li><li>• Alternative Provision</li><li>• Children Missing in Education</li></ul>
<b>PERSONAL CIRCUMSTANCES</b>	<p>Able to attend meetings etc. beyond the normal school day.</p> <p>No contra-indicators in personal or criminal record to indicate unsuitability for the post applied for.</p>	<p>A willingness to participate in extra curricular activities eg educational trips/visits.</p>
<b>DISPOSITION AND ATTITUDE</b>	<p>Commitment to academic and personal excellence.</p> <p>Strong sense of duty and loyalty.</p> <p>Ability to work with and in a team. Leading by example, demonstrating a 'can do' approach.</p> <p>Ability to respond to change.</p> <p>Perseverance and resilience in the face of challenge.</p> <p>Ability to remain calm, positive and enthusiastic when working under pressure.</p>	
<b>PRACTICAL AND INTELLECTUAL SKILLS</b>	<p>Ability to recognise key whole school issues and to act upon them.</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively.</p> <p>Ability to communicate clearly and effectively with colleagues, students and parents.</p> <p>High level IT and presentational skills.</p>	

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## **Job Description Part 1: Assistant Principal**

**JOB TITLE:** Assistant Principal – Student Behaviour and Wellbeing

**LINE MANAGER:** Stuart Wilson - Principal

**Main Job Purpose:** In collaboration with colleagues on the Senior and Middle Leadership teams as well as the Governing Body, strategically lead on the development and implementation of the school pastoral, behaviour and safeguarding systems.

**Responsible for:** Heads of Year, Behaviour Team.

Staff Link to The Governing Board Behaviour and Safety Sub Committee.

**Salary range:** L11 – L15 (£51,234 to £56,434)

### **MAIN RESPONSIBILITIES:**

- ✓ To take responsibility for the implementation of and compliance with policies and procedures relating to the role.
- ✓ To teach the equivalent of between one and two days each week (curriculum subject to be negotiated).
- ✓ To maintain absolute confidentiality and professionalism at all times.
- ✓ Uphold the school SLT values.
- ✓ To be aware of and comply with all school policies and procedures.
- ✓ Deputise for the Principal / Vice Principal in their absence if required.

### **To have lead responsibility for Student behaviour and wellbeing across the school**

- ✓ To lead on all school behaviour, rewards and pastoral systems.
- ✓ To ensure all staff understand their role in developing a day to day care system for all students.
- ✓ With the support of colleagues, to be responsible for the provision and implementation of student sanctions including detentions, internal isolation and exclusions, alongside effective and appropriate reintegration.
- ✓ Coordinate parent / carer communication and meetings to secure positive outcomes for student behaviour and wellbeing.
- ✓ Via Heads of Year, to be responsible for developing and reviewing year team based student rewards and enrichment initiatives focused on the wellbeing of all students.
- ✓ To oversee data collection and analysis regarding behaviour and rewards.
- ✓ To support Year Heads to interrogate data about progress, behaviour and rewards, evaluate the outcomes and take appropriate action with wider staff to remove barriers to positive welfare, learning and progress.
- ✓ To liaise closely with the Assistant Principal (Progress and Attainment) and the Attendance / Exam Officer to ensure that all students are able to maximise their attendance, jointly producing action plans for individual student improvement or intervention.
- ✓ To liaise closely with the Assistant Principal (Teaching and Learning / SEND) and the SEND team to ensure that all students are able to fully access mainstream education, jointly producing action plans for individual student improvement or EHCP intervention.
- ✓ To liaise with area schools and represent TMBS with regard to behaviour support systems and student fair access admissions.
- ✓ To ensure all policies relating to the role are regularly reviewed against national guidance and implemented consistently.

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



## **To have lead responsibility for child protection and safeguarding**

- ✓ To act as the Designated Safeguarding Lead (DSL).
- ✓ To take the lead in facilitating the development of safeguarding and child protection procedures, guidance, training and policies for the school.
- ✓ To be the designated lead teacher for looked after children.
- ✓ To act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies.
- ✓ To maintain and update documentation with respect to all cases of safeguarding and child protection.
- ✓ To coordinate referrals, arrange action points and review services for families and children.
- ✓ Plan and complete professional assessments of need and risk in respect of parents/carers and take the lead to coordinate multi-agency approaches to address child protection issues.
- ✓ To discuss any issues or ongoing investigations with the Principal wherever appropriate.

## **To lead the Behaviour and Year teams to ensure the school:**

- ✓ Liaises with children, families and external agencies in order to strengthen and develop links that prevent children suffering significant harm or becoming looked after.
- ✓ Supports the care of children where their living arrangements are at risk of breaking down.
- ✓ Ensures that all children who are victims of abuse are supported in an appropriate and sensible manner.
- ✓ Raises awareness of the Safeguarding to parents/carers, adults and children.



## **Job Description Part 2: Subject teacher – (all teaching staff)**

**CORE PURPOSE:** Planning, teaching and class management  
Monitoring assessments, recording and reporting  
Perform role of form tutor (Where required)

### **MAIN RESPONSIBILITIES:**

#### **Professional Standards:**

Uphold the following standards / guidance (or successive documents):

- Teachers' Standards 2013
- Keeping Children Safe in Education 2019
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2019

#### **Planning, Teaching and Class management**

To teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed in clear written lesson plans.
- Setting tasks which challenge students and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Identifying key student groups such as SEND, FSM or gifted and talented students.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensuring coverage of national curriculum programmes of study and KS4 courses.
- Ensuring effective teaching and best use of available time.
- Monitoring and intervention to ensure sound learning and discipline.
- Setting and assessing appropriate and challenging homework.
- Matching approach to content, structuring information, presenting a set of key ideas and using appropriate vocabulary.
- Using effective questioning, listening carefully to students, giving attention to errors and misconceptions.
- Selecting appropriate learning resources and developing study skills through the library, ICT facilities and other resources.
- Implementing the school's Rewards and Sanctions Policy.
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Mentoring students.
- Critically evaluating their own teaching to improve effectiveness by building on good practice.

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**Monitoring, Assessment, Recording, Reporting – To:**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor students' work and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the levels at which the student is achieving.
- Prepare and present informative verbal and written reports to parents according to school reporting procedures.

**As a Form Tutor (If required) To:**

- Carry out registration duties using SIMS and other school procedures.
- Ensure the school ethos and rules are supported on a day-to-day basis.
- Check and sign student diaries.
- Establish and maintain regular contact with home.
- Liaise with other staff about behaviour issues (Heads of Year, Behaviour Team, all staff via briefing etc).
- Support the whole school policy of rewards and sanctions.
- Discipline students at form tutor level, using the further support structures where necessary.
- Plan and deliver tutorial work during tutor time, where directed.
- Deal with attendance and punctuality issues on a day to day basis, referring to the further support structures where needed.
- Mentor and assist students in reviewing achievement and recognising ways to improve, preparing for yearly 1 to 1 meeting with students.
- Monitor student progress as part of a wider staff team.
- Check students' uniform and discipline or refer where appropriate.
- Communicate key school messages to students and parents.

**Other professional requirements – To:**

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school, promoting their use at all times.
- Establish effective working relationships with all school stakeholders and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Liaise effectively with support staff and governors.
- Take on any additional responsibilities which might from time to time be determined.

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- Contribute to the ethos of the school as a caring, supportive institution where an Outstanding education for all is the goal.
- Be aware of Health and Safety issues linked to their teaching area, including fire exit procedures.
- Liaise with HoD / Head of Year or other line manager if applicable to undertake reasonable duties/tasks allocated.

**Dignity at work:**

- To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, their age, gender, ethnicity, sexual orientation, disability or religion) and assist in ensuring equal access to education opportunities for everyone.

This position is subject to the current conditions of employment for class teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the National Teacher Standards 2013 and other current legislation.

Further to the detail in this job description, the post holder will undertake any further duties / tasks as directed by the Principal to ensure the school carries out its responsibility to all students.

In addition to all these specific responsibilities the post-holder may also hold additional responsibility within the TLR / Management structure of the school. Where this is the case a supplemental job description for those further / additional responsibilities will be used with the post holder where appropriate.

This Job Description may be amended at any time following discussion / review with the Principal.

SIGNED ..... Principal

SIGNED..... Post holder

DATE.....

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell



# The Market Bosworth School

An Outstanding Leicestershire Academy

**Principal:** Stuart Wilson

**Vice Principal:** David Beckitt

## Application details and Interview dates:

**Closing date:** Wednesday 2<sup>nd</sup> October

**Interviews to take place:** Tuesday 8<sup>th</sup> and Wednesday 9<sup>th</sup> October 2019

Please complete an application form and send this, ***together with a covering letter*** to:

**Stuart Wilson, Principal,  
The Market Bosworth School,  
Station Road,  
Market Bosworth,  
Leicestershire.  
CV13 0JT**

Applications are preferred via email to [office@tmbs.leics.sch.uk](mailto:office@tmbs.leics.sch.uk)

If posting via royal mail please ensure you add sufficient postage for your application.

For further information, please contact Katie Constable, PA to Principal, on 01455 290251

*Thank you for your interest in our post*

**Assistant Principals:** Sarah Wallace, John Slattery, Claire Flannery **School Business Manager:** Bianca Farrell

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# Senior Leadership Team – Values



**The Market Bosworth School**  
An Outstanding Leicestershire Academy

## Within our school the SLT:

- **Model** - Model best practice and lead by example in everything we do. Work within the agreed structures we have in place, expecting others to do the same.
- **Care** - Be seen as caring, professional and approachable.
- **Positive** - Always remain positive and motivated, even if we are feeling low. We are a fantastic school and staff and students need to know we are proud of them.
- **Excellence** - Be supportive and compassionate towards staff, students, parents, carers and stakeholders, but have the same high expectations of them as we have of ourselves.
- **Fair** - Show that we treat all staff fairly and consistently, regardless of our personal relationships or background.
- **Listen** - Listen to all stakeholders, empathising with their point of view even if we don't agree with it.
- **Responsibility** - Take responsibility for our actions, showing that we can learn from our mistakes and move forward positively as a whole school.

## Within our SLT we:

- **Team** - Be a strong team, who have the best interests of students at the heart of our decisions.
- **Dedicated** - Work hard to ensure we are an effective and happy team, avoiding conflict wherever possible.
- **Professional** - Treat everything that is discussed by the SLT in the strictest of confidence.
- **Trust** - Be supportive of our SLT colleagues, never criticising behind their backs and respecting the fact that we all have different and individual job roles.
- **Honesty** - Be honest and open during meetings.
- **Support** - Listen carefully to the views of other SLT members before making our own judgements or comments. Always support the collective or final decision, even if wasn't our individual preference.