

THE GATEWAY WAY



Taking Pride in doing our best

Headteacher Candidate Pack



Taking pride in doing our best

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Westminster
London
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e: office@gateway-academy.co.uk

Dear Applicant,

On behalf of the Governing Board of Gateway Academy, I would like to thank you for your interest in applying for the post of Headteacher.

As you will see from this information pack and our website, the Academy serves and is right at the heart of a very diverse community where many of our families experience varying levels of deprivation. We are extremely proud that we achieve levels of progress for our children in the top 20% nationally, although our children often begin their Gateway journey at very low starting points.

Our Headteacher, Ms Lochner, is retiring after 15 years as Headteacher and more than 30 years teaching at our school. She has led our community with talent, professionalism and dedication. She has established the vision, ethos and values which are at the foundation of everything we do and she has shown a relentless determination to enable our children to achieve to the very best of their ability.

The Academy is fortunate to have a dedicated and professional staff, a committed and engaged governing board including five active parent governors who provide a vital and effective link with our parents, a supportive and engaged parent body and a delightful cohort of children.

We are looking for a talented and committed leader who relishes the prospect of leading our community into the future, maintaining our vision values and ethos and navigating the challenges of the ever-changing educational landscape.

We look forward to hearing from you,

Yours sincerely,

A handwritten signature in black ink that reads "Sarah Hacker". The signature is written in a cursive, flowing style.

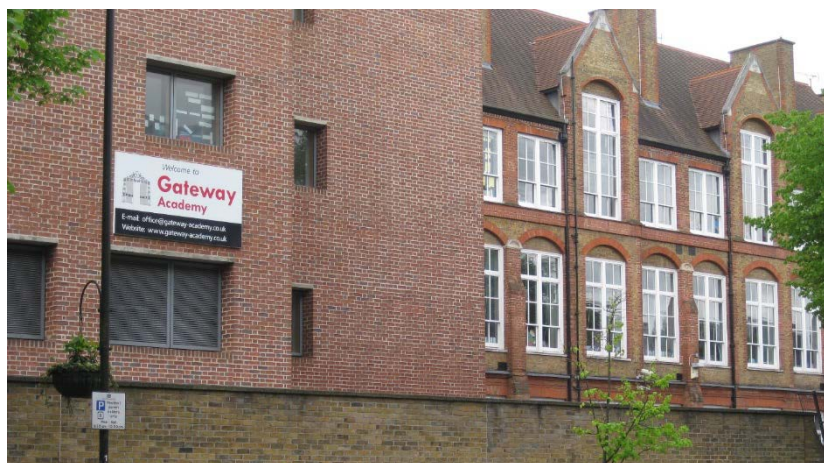
SARAH HACKER (Mrs)

Chair of Governors



Gateway Academy

A little historical context



The origins of the Academy stretch back to 1876 when the London School Board established the Capland Street School which moved into our current building in 1887. The school became Gateforth Street School in 1917 and then Gateforth Primary School in 1951. The school was renamed Gateway Primary School in 1963 and became Gateway Academy 50 years later in

2013.

During its 147 year history the school has served an area bounded by St John's Wood Road to the north, Regent's Park to the east, Edgware Road to the west and Marylebone Road to the south. The school lies within walking distance of Marble Arch, Oxford Street, the Regent's Canal, Lord's Cricket Ground, The London Central Mosque, Little Venice and Maida Vale.

The catchment area of the school is densely populated with many homes in flats overlooking the school. The immediate area has one of the highest concentrations of social housing in the borough. The community is ethnically diverse and the majority of our children speak English as an additional language. The number of first languages spoken varies between 40 and 50. The figure for the number of our children who qualify for free school meals is high (55%) and the percentage of our children with SEN (22%) is twice the national figure.

We are extremely proud that our school is at the very heart of the community it serves. We value this position and we work continually to strengthen and preserve it in order to achieve the best for our children. We know that close relationships with our families underpin our vision, values and ethos and have a direct impact upon the behaviour, attendance and learning of our children.



'The Gateway Way'

'The Gateway Way' underpins our curriculum. At the core of what we do is a relentless determination to enable each and every one of our children to achieve the best that they can and to have high aspirations. Our curriculum aim is to equip our children as independent learners, showing determination, resilience and a sense of purpose as they move on to secondary school. We set out to offer them the best possible start in education and to provide them with the tools they need to be successful and lead happy and rewarding lives, whatever their starting points. We focus on well-being, because we know that many of our children face challenges in their home environment.

At Gateway Academy we believe that structured academic learning alongside enrichment activities provide our children with life-enhancing and life-changing choices and opportunities. We have developed a very broad curriculum supplemented with a range of enriching experiences. Overall, the key to our success is a rich language based curriculum that provides children with the skills, knowledge and understanding they need later, to compete with others from different backgrounds and social standing.

Our core values have been developed and agreed by staff, pupils, parents and the Governing Board of the Academy. These values underpin all that we strive to achieve at the Academy and enable our pupils not only to make progress and flourish in the classroom, but also to promote their social and emotional development and well-being.

These values are:



What do Ofsted say?



The last Section 5 inspection was in October 2022. The report said the following:

'This is a school which is truly at the heart of its community. Pupils talk about the 'Gateway Way' and how this helps them to enjoy school, be happy and stay safe. Pupils display impeccable behaviour and rise to the very high expectations set by their teachers.'

'Leaders are ambitious for all pupils to achieve highly. They have developed a curriculum which is rich in opportunities to broaden pupils' horizons.'

What the school should do to improve further:

'Ensure that the foundation subjects are all planned coherently.'

What have been our successes?

It was always our aim in converting to stand alone academy status to secure and protect, in the long term, our ability to do the best for our children and their families and to maintain our position at the heart of our local community. We are pleased to have met the challenges of our change in status while continuing to maintain our focus on teaching and learning and embedding our core values and ethos.

The high quality of teaching and learning, along with the close co-operation with parents, remain the outstanding features of the Academy. Our children work hard, behave well and have a positive attitude to school life. By the time they leave us at the end of Year 6 they are equipped with all the skills they need to move on to the next stage of their education and to succeed in education and life.

- **Achievement at Gateway is outstanding.**

Our children make rapid progress throughout the school achieving outcomes that are well above national average from a below average base. This pattern of success has been maintained consistently for at least the last 24 years during which time the school and its community have faced many changes and challenges.

In the last seven years our families have faced a number of issues including: increasing deprivation through austerity; homelessness and relocation outside the borough; insecurity from a sometimes hostile environment created in part by media coverage of conflicts and terror attacks at home and abroad. At all times we have worked tirelessly to offer a safe and reliable place for our children and families where there is some respite from the turbulence and challenges of the wider world.

The Covid Pandemic presented the greatest of these challenges in recent years. We are extremely proud of the way our staff devoted themselves to ensuring that educational provision was disrupted as little as possible and contact with families was maintained. We know that in the months of fear, anxiety isolation and in many cases serious illness and bereavement our families looked to us for help, information, support, and guidance and our staff set aside their own fears and preoccupations in order to help them.

It is therefore a matter of great pride, and the clearest confirmation that our 'Gateway Way' succeeds, that our attainment and progress in 2022 remains high.

By the end of KS2, pupil achievement is higher than the national average in all subjects. Progress across KS2 is significantly higher than the national.

- We go the extra mile to ensure that our children have every opportunity to succeed.



In 2021-22 the Academy was extremely fortunate to benefit from generous financial donations from BNP Paribas, the Alan & Sheila Diamond Charitable Trust, the John Laing Charitable Trust and the Westminster Youth Foundation.

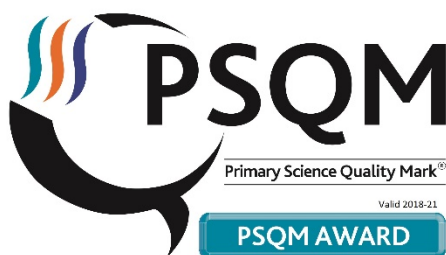
These donations enabled us to buy **630 digital devices** in order that every pupil could borrow one to support their home learning. Having access to these devices enabled a significant proportion of our pupils to access on-line learning

during lockdown when they would otherwise have had either none or very limited access. Use of the devices has been incorporated into all aspects of the curriculum adding significantly to the quality of teaching and learning and preparing our children for teaching, learning and living in a digital world.

- At Gateway we take pride in doing our best. Below is a list of some of the many awards and accreditations we have received.



Following an extensive external assessment, Gateway was awarded the prestigious **NAACE Mark**. The award recognizes the excellent ICT work that is taking place in school.



The Academy's excellent work in Science and our outstanding outcomes were recognised when we were awarded the **Primary Science Quality Award**.

STARS is TfL's accreditation scheme for London schools and nurseries. STARS inspires young Londoners to travel to school sustainably, actively, responsibly and safely by championing walking, scootering and cycling.



STARS supports pupils' well-being, helps to reduce congestion at the school gates and improve road safety and air quality. This award is presented to gold STARS schools where safe, sustainable travel has grown to be an integral part of their culture. In 2020, Gateway's work in this area was recognised when we were awarded **gold STAR accreditation**.

Games and PE have continued to thrive across the Academy. We have established a sporting culture that enables and encourages all children to play and enjoy sport. We have won the **ACTIVE Westminster School Award** 3 times. The introduction of early morning fitness routines and extra new after-school sports clubs contributed to this achievement.



The Healthy Schools Programme is endorsed by the Mayor of London and works with schools to improve children's wellbeing through an awards programme.

We have been awarded both the silver and gold awards.

We have also achieved the **Gold Healthy Living Award**. Healthy cooking classes for children and parents prove very popular whilst raising awareness of healthy living and building a closer relationship between the Academy and its families.



- **Our curriculum enriches children's lives. We are continually looking for ways to expand our programme of enrichment activities.** Our aim is to increase the breadth of learning and experience by offering children a wide variety of opportunities, both within and outside the curriculum, exposing them to experiences not usually encountered as part of the standard Primary curriculum.



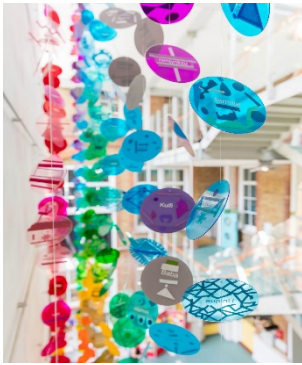
As part of this drive we expanded our Music provision to provide free music lessons, enabling all children in Years 4, 5 and 6 to learn the violin. The project has been a huge success. In recognition of all the wonderful music that happens at Gateway, we were awarded the **Music Mark** by ABRSM.

- **We work closely with London based institutions to offer our pupils experience and knowledge of the world beyond the sometimes limited scope of their current experience.**

Successful projects include collaborations with Rolls-Royce & Cirque du Soleil, the Royal Albert Hall and the Royal Academy of Arts.

One of our most successful projects was a collaboration with the Showroom Gallery. The aim of the project was to create a collaborative sculpture, with contributions from the whole school, to replace the existing display in the atrium.

The Showroom proposed working with Alicia Reyes McNamara who creates visual and tactile sculptures.



Tongue Ties is a collective celebration of knowledge, language and cultures. Pupils took part in workshops which promoted a positive approach to the development of bilingualism. Every child in the school was invited to choose and share a word which had some significance to them in either English or another language. Each child wrote their word on a coloured plaque which they decorated before it was incorporated into the sculpture. The final piece now hangs in pride of place in our atrium and represents in visual form our commitment to and celebration of diversity and difference.



- **Our expertise is recognised, and we now support other settings.** We are committed to the partnerships we have built with a range of providers, including universities (Roehampton and the Institute of Education) and other schools in the local authority and beyond.

How well do children achieve at Gateway Academy?

Pupils make excellent progress from their starting points to the end of Key Stage 1 where we have narrowed the gap considerably between their skills, knowledge and understanding when they join us, and what would be expected for their age.

Achievement by the end of Key Stage 2 is outstanding.

By the end of Key Stage 2 the percentage of our pupils achieving the expected standard is higher than the national average in all areas of learning. Attainment at greater depth is at least in line with the national and is significantly higher in maths and grammar, punctuation, vocabulary & spelling (GPVS).

Progress scores indicate that for all subjects, our pupil progress is higher than the national.

This level of achievement reflects the hard work of the children themselves, their parents, the Academy staff and Governors. It is very much a team effort.

What activities and after-school clubs are available to children?

Currently Gateway offers a wide range of free after-school clubs including:

KS1 Choir, KS2 Choir, Art Club, Homework Clubs, Breakfast Clubs, Coding Club, Violin Club, Guitar Club, Band Club, Table Tennis, Football Club, Dance Club, Bollywood Dancing Club, Cricket Club, and Cooking Club.

In addition, children have the opportunity to take part in a wide variety of school trips that take advantage of all London has to offer. We regularly visit many of the museums and art galleries to support children's work. Children attend concerts and dance productions at various theatres. The Lisson Green & Church Street Arabic Association organize Arabic supplementary classes at weekends. All school trips are free.

We have a close working partnership with the Royal Albert Hall. This involves the children attending productions and working with performers both in school and at the Royal Albert Hall.

How do we ensure that every child gets teaching to meet their individual needs?

The Academy is fully inclusive and lessons are differentiated to meet the needs of different learners. We employ more than 1 teacher per class; our teacher/child ratio is approximately 20:1. We regard this as key to improved outcomes. This is a significant investment but we know that it is through our **partnership teaching** that we secure access to the curriculum for all our children.

We offer a rich and varied curriculum that tries to ensure all children find suitable outlets for their interests.

We have invested heavily in ICT which allows children access to laptops, Ipads and other equipment to pursue individual study. All our classes are equipped with interactive whiteboards to allow a range of teaching techniques to be pursued.

Our SEN provision was deemed excellent during our last OfSTED inspection. Individual Education Plans are linked to short and medium term plans. Additional support staff are available to help deliver these.

Additional booster and homework clubs offer targeted support.

Over 20 reading volunteers work with targeted children on a weekly basis.

How are we working with parents and the community?

We regard our relationship with parents as central to what we do and pride ourselves on being open and approachable. We know that many of our families will come to us for advice about issues not directly related to their children's education because they can rely upon us to listen and direct them to the resources and advice they may need. Our position at the heart of our community is something of which we are extremely proud and we see it an essential component of our success.

Our parent liaison team organises weekly coffee mornings for parents which are well attended. The team often arranges for speakers from local organisations to come and talk about issues parents may have raised or matters which are of general interest to them.

We hold termly Parents' Meetings to discuss progress and explain the curriculum, although parents are welcome to come into school at all times to discuss their children's progress and well-being.

There is a well-established family learning programme for parents. We run a range of workshops: phonics, spelling, maths etc. The Academy, in conjunction with the Westminster Adult Education Service, offers a wide range of English and other vocational courses to help parents enhance their work prospects.

A weekly Newsletter is published describing the week's events, celebrating successes and keeping parents informed about the life of the school, forthcoming events and anything significant in the local area. The Newsletter is given to each child to take home and is published on our website. The Academy has a dynamic website showcasing children's work and progress.

The Academy hosts supplementary classes run by the local Arabic community. We pride ourselves on our close working relationship with these groups.

We regularly seek parental opinions both informally and more formally through the use of surveys.

What are we working to improve?

We have adopted the National Curriculum (2014) and schemes of work have been written to reflect raised outcomes and changes to programmes of study. In addition we supplement some programs of study with curriculum content that we have developed ourselves. We now need to ensure consistency in delivery. Our curriculum is ambitious.

The assessment systems are fully in place and link to the new curriculum. Expectations have been further raised. We have also reviewed procedures and systems to track pupil progress across the Academy. We are now further developing the Voice of Children and Assessment for Learning strategies.

We have an ongoing whole school focus on developing a Growth Mind-Set. This is linked to a 'toolbox for learning', which contains skills and strategies to support all children. We work with our children and teachers to create positive and nurturing relationships to enhance the Growth Mind-set.

The Academy has developed a new scheme of work for Computing. The scheme has Online Safety embedded throughout which is supplemented by discrete Online Safety units for each year group. We regularly review our whole school Online Safety strategy.

Standards in writing across the Academy have improved. This year we continue to focus on the process of editing. We are teaching pupils to edit their own work and make improvements as they write.

Improved outcomes in Reading are a result of a whole school improvement focus. Working with the teachers we have developed new teaching strategies. There is now clear evidence of the positive impact of the changes to the way we teach children to read.

We promote an enjoyment of reading by holding a whole school 'book week' with visiting authors playing a key role. Previously Michael Rosen visited us. We organize an annual poetry week that focuses on performance poetry.

The development of speaking and listening skills is a major area of focus. We have identified a number of strategies designed to raise standards in EYFS, KS1 and lower KS2.

In Maths, a focus on the application of skills in order to problem solve and reason has changed the way teachers plan for maths. The current achievement reflects the positive impact of school improvement work.

We know that aspiration is fundamental to success. We are committed to increasing awareness in our children of the importance of economic well-being and to encouraging them to have personal aspirations and to work hard to achieve them.

Attendance continues to be an area for concern. Whilst it is improving, it has still to reach the high levels we would expect. We have appointed a senior member of staff to co-ordinate a number of parental and community initiatives.

What have children told us about the Academy, and what have we done as a result?

The School Council and Eco Council meet on a regular basis. Each class nominates one child to bring forward issues and ideas the children want discussed.

Of concern at present is:

- Expanding the range of play equipment and developing the use of our play space
- Establishing the school garden
- Promoting our school values



Completing your application

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the training you have completed, particularly those in recent years which have helped to prepare you for headship.

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

Returning the Application Form

Please ensure that the application is returned, preferably by email to **Jackie Cornelius**, email: office@gateway-academy.co.uk.

If you wish to hand deliver the application form please hand into the main reception desk which is open **Monday to Friday** 9:00 to 4:30. Please ensure you mark the envelope clearly **FAO Jackie Cornelius**.

If posting the application, please ensure sufficient postage on the envelope. Royal Mail charging takes into account size and weight.

Applications will not be acknowledged but, should you have any queries regarding receipt of your application, please do not hesitate to contact **Jackie Cornelius: Email: office@gateway-academy.co.uk or phone 02077234977**.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact.

Important dates and information

Pay Range	L21 – L27 (£80,862 - £91,416)
Start Date	September 2023
Closing Date	4.00pm Monday 16 January 2023
Shortlisting Date	Friday 20 January 2023
Interview Date: Day 1	Thursday 26 January 2023
Interview Date: Day 2	Friday 27 January 2023

Visits to the school	Please contact Jackie Cornelius , Email: office@gateway-academy.co.uk or phone 02077234977 .
Visit the school website	https://www.gateway-academy.co.uk/index.asp
Send your completed application to	Office@Gateway-academy.co.uk Or Gateway Academy, Capland Street, London, NW8 8LN

Gateway Academy is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service (DBS) check as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2022).



Recruitment and Selection Policy Statement

1. The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the Academy to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Academy recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The Academy is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The Academy will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

3. The Academy will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

4. The Academy will ensure that the terms of any contract with a contractor or agency require them to adopt and implement measures described in this procedure. The Academy will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the Academy.

5. The following pre-employment checks will be required:

- receipt of at least two satisfactory references*
- verification of the candidate's identity
- a satisfactory Disclosure and Barring Service (DBS) disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS (unless properly exempted)
- the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

* In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The Academy will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

6. The Academy will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.

7. The Academy requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

8. All posts within the Academy are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances.

The Academy is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The Academy's Recruitment (Pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Academy is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of the Academy's Recruitment Procedure is available from the school upon request



Gateway Academy

Headteacher Job Description

'Taking pride in doing our best'

Job details

Group size: Group 4

Role: Headteacher

Reporting to: The **Governing Board**

Contract type: Permanent and Full-time

Salary: L21 – L27 (£80,862 - £91,416)

Purpose

The Headteacher is accountable to the Governing Board for the effective organization, management and control of the Academy and for maintaining its culture and values. Working with the Governing Board, the Headteacher sets the overall vision, strategic direction and learning strategy for the Academy.

The Headteacher will provide professional and inspirational leadership, strengthening the foundation from which to further improve and achieve the highest standards in all areas of the Academy's work. The Headteacher will be committed to safeguarding the welfare of all pupils in a nurturing, inclusive environment where discipline and good behaviour underpin the Academy's vision for pupils to enjoy, learn and achieve.

The Headteacher will be an inspirational and dynamic leader with vision, passion and relentless drive who will employ those qualities to build on the Academy's many strengths and ensure the Academy continues to progress, develop and succeed for the benefit of all stakeholders.

In order to achieve this the Headteacher will:

- Fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteachers
- Meet the National Standards for Headteachers as published by the DfE 2020
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- Promote and safeguard the welfare of all children and young people within the Academy, by ensuring that the Academy's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; that resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that **concerns** are addressed sensitively and effectively.

The Governing Board wishes a particular emphasis to be placed on the following:

- Promoting a culture of aspiration throughout the Academy and the wider community
- Co-ordinating the provision of an ambitious and coherently planned curriculum that is designed to give all learners the knowledge and cultural capital they need to succeed in life

- Ensuring the highest standards of teaching to create a culture and learning environment that enables all pupils to fulfil their potential
- Continuing to develop partnerships with a variety of stakeholders and through such collaboration, improving personal, social, and academic outcomes for all pupils
- Encouraging and engaging in collaboration with other schools in order to bring positive benefits to the Academy and share its expertise more widely
- Being financially astute, making effective use of resources and budgets, ensuring that the Academy gives and receives best value and maintains a sustainable future, whilst improving outcomes for pupils
- Working closely with and reporting to the Academy's Governing Board to ensure it has accurate, timely and detailed information on which to base sound decisions on school priorities and progress towards these to secure the future development and success of the Academy
- Maintaining high expectations for the attendance, behaviour and conduct of children
- Working with the Governing Board and other stakeholders to develop a shared vision for the future of the Academy

Scope

The job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the professional qualities, responsibilities and duties of the post holder.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder and the Governing Board.



Job Specification: Headteacher

Qualifications, training and experience			
Appointment Criteria	Essential	Desirable	Form of Assessment
<i>The successful candidate will have:</i>			
The ability to demonstrate effective leadership in a school in a similar community, facing similar challenges	E		Application Form Interview
At least 4 years of successful senior leadership and management experience as a Headteacher or Deputy Headteacher in a primary school, preferably a large school	E		Application Form
Qualified Teacher status	E		Application Form
National professional qualification for headship (NPQH) or successfully accepted onto the NPQH programme		D	Application Form
Successfully undertaken Designated Senior Person training	E		Application Form
Evidence of continuing professional development relevant to the post	E		Application Form
Experience of appointing and inducting staff		D	Application Form

Leadership and management skills			
Appointment Criteria	Essential	Desirable	Form of Assessment
<i>The successful candidate will be able to:</i>			
Create and secure commitment to a vision for the Academy demonstrating a clear understanding of current issues in education and possible implications for the Academy	E		Presentation
Demonstrate first-hand experience of developing an improvement plan where the strategies employed impacted positively on pupil outcomes	E		Application Form Interview
Lead by example to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education	E		Application Form Task Interview
Build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard to deliver school improvement	E		Application Form Presentation Interview

Challenge, influence and motivate others to attain high goals	E		Presentation Interview Task
Successfully implement performance management of teaching and support staff	E		Application Form
Manage financial resources effectively and efficiently to achieve educational goals and priorities		D	Application Form Interview
Demonstrate an understanding of the effective use of Pupil Premium	E		Interview

Leadership of teaching and learning			
Appointment Criteria	Essential	Desirable	Form of Assessment
<i>The successful candidate will be able to demonstrate:</i>			
The successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils	E		Application Form Interview
The successful implementation of the curriculum (National Curriculum)	E		Application Form Interview
An understanding of strategies that motivate and engage pupils to maximize learning opportunities and outcomes	E		Task Interview
A clear understanding of how to develop and sustain a learning culture that has high expectations and standards of achievement at its core	E		Presentation
Experience in evaluating and using data to plan and improve pupil performance	E		Application Task
A clear understanding of how to promote inclusion	E		Application Form Interview

A commitment to valuing, supporting and encouraging the professional development of all staff members	E		Task Interview
Evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning	E		Application Form
A knowledge and understanding of all 3 Key Stages in the primary phase	E		Application Form
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		Application Form Interview

Securing accountability			
Appointment Criteria <i>The successful candidate will be able to demonstrate:</i>	Essential	Desirable	Form of Assessment
Experience of working effectively and in partnership with Governors	E		Application Form Interview
An up to date knowledge and understanding of Ofsted, proposed changes to education outlined in the White Paper 2022 and the SEND green paper 2022	E		Presentation
An understanding of the need to be accountable to parents for the education of their child and experience of involving parents in their children's learning and the life of the school	E		Presentation Interview
Previous experience of challenging and supporting teaching staff in order to achieve specific outcomes	E		Application Form Interview
A good understanding of available data sets and the ability to interpret, present and use analysis to benchmark the school's performance as a tool for target-setting and raising standards	E		Task

Personal attributes and effectiveness			
Appointment Criteria	Essential	Desirable	Form of Assessment
<i>The successful candidate will be able to demonstrate:</i>			
Experience of implementing Child Protection, safer recruitment and safeguarding policies and procedures	E		Application Form Interview
The ability to work effectively under pressure and to deadlines	E		Task
Experience of promoting, implementing and monitoring inclusion and equal opportunities across all aspects of the school	E		Application Form Interview
Demonstrate personal attributes necessary to lead: effective communication skills, approachability, an ability to convey authority, confidence and decisiveness	E		Application Form Presentation Task Interview

Notes:

- This post is exempt from the Rehabilitation of Offenders Act (1974) and all applicants are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1973 (in 2013) and, therefore, not subject to disclosure.
- A comprehensive screening process will be undertaken on all successful applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service (DBS)
- Your supporting statement must be no more than two sides of A4. Please address each heading in the person specification in turn.