



Deputy Headteacher  
Desborough College, Maidenhead, Berkshire  
Candidate Application Pack



# Contents

Thank you for your interest in our Deputy Headteacher position at Desborough College within Pioneer Educational Trust.

This pack contains:

- An introduction to Desborough College
- An introduction from Pioneer's CEO
- The job description and person specification
- Benefits of working at Pioneer

We hope that you find the pack informative and useful. If you do have any further questions, then please contact Mrs Bhamini Lynn, HR Manager:

[blynn@pioneereducationaltrust.org.uk](mailto:blynn@pioneereducationaltrust.org.uk)

You can also visit our school's website at:

<https://www.desborough.org.uk/>

or the Trust's website at:

[www.pioneereducationaltrust.org.uk](http://www.pioneereducationaltrust.org.uk)

## An introduction to Desborough College



### DESBOROUGH COLLEGE

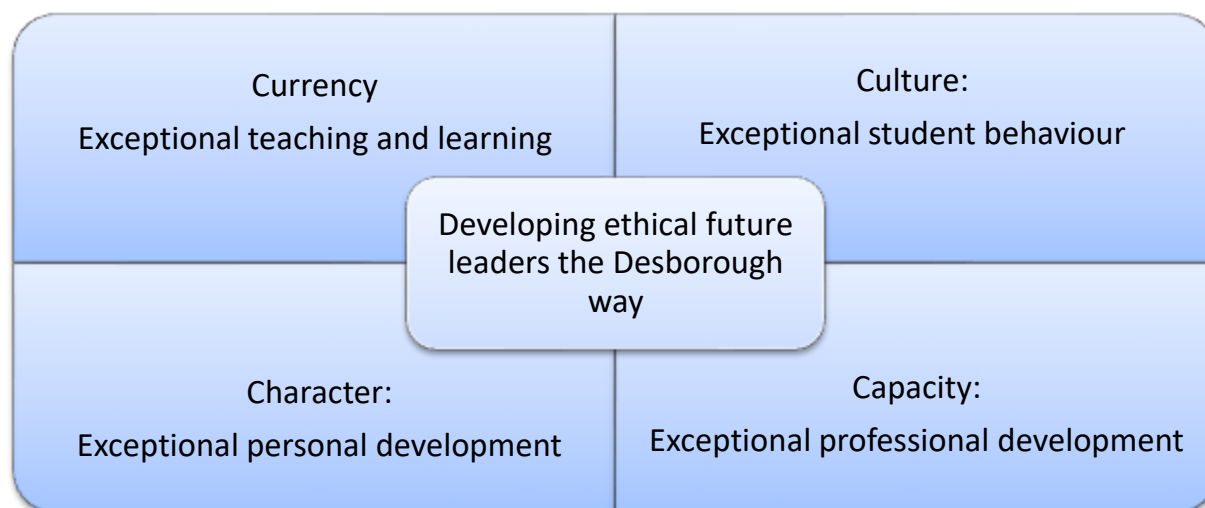
#### Developing ethical future leaders the Desborough way

Welcome to Desborough College and our thriving school community. Whilst we have a mixed sixth form, we are proud that ours is an all-boys comprehensive school from 11-18 years of age.

We believe that every single student is capable of achieving and exceeding their potential and that this will be achieved through a broad and ambitious curriculum. We understand that children have different needs and different start points but we know that, through high-quality teaching and support, barriers to learning can be overcome. Desborough is an inclusive community where all students, staff and stakeholders are valued. We believe that in forming positive relationships, based on kindness and respect, we will create a climate for learning where staff and students will excel.

Our vision is to 'develop ethical future leaders the Desborough Way'. We aim to prepare our students for life and equip them with the knowledge, skills and personal attributes that will enable them to thrive in their futures.

The way we do it here, the Desborough way, is as follows.



#### Currency:

High quality first teaching is at the heart of what we do. We know that through this, pupils will meet and exceed their academic potential and develop knowledge and skills across a broad range of subjects.

#### Culture:

We have high expectations when it comes to student behaviour as we know that anything less will prevent them and others from fulfilling their academic and personal aspirations. We follow three simple rules which contribute to the positive student culture we have here at Desborough. We encourage our students to demonstrate and reflect on these rules daily by asking themselves; am I **ready** to learn; am I **respectful** to peers and staff; am I keeping myself and others **safe** both physically and emotionally?

Character:

We know that academic knowledge alone will not be enough for students to thrive in a future that will likely be complex, ambiguous and uncertain. We explicitly prepare students for this with a carefully planned personal development curriculum which develops attributes such as leadership, organisation, resilience, initiative and communication. This is achieved through our form time programme, timetabled PSHE, student leadership opportunities and a vast range of extra-curricular clubs and educational visits.

Capacity:

We believe that to achieve the above and provide the best possible education to our students, the professional development of our staff is crucial. We have a unique CPD offer that dedicates a large amount of time for professional development for all staff. This training is provided both internally by Desborough staff, through external partners and through time dedicated to self-directed learning.

As part of our CPD calendar we dedicate a significant amount of time for staff to meet in department teams. We know that time to work collaboratively with colleagues supports planning and teaching in a work-load conscious way which is of the utmost importance to us

We are an outward facing school and work closely with a number of local and national schools and educational organisations such as the PiXL network. Most notably, in April 2023, we joined the Pioneer Educational Trust family of schools which includes Foxborough Primary School, Trevelyan Middle school and Upton Court Grammar School. We are a local trust who collaborate regularly to improve the education we provide students both at Desborough and across the trust.

Above all we are ambitious. We are ambitious for our school, our students and our staff. We want to build upon our success as we move forward in partnership with Pioneer Educational Trust. We want to be the destination school for boys in Maidenhead and locally offering excellence in education, opportunities and aspirations, building character virtues, strong personal values and inspiring our ethical future leaders the Desborough Way.

# An introduction to Pioneer Educational Trust

Welcome to Pioneer Educational Trust. As CEO, I am proud to lead our family of schools and would like here to provide you with a short history of our organisation, our school improvement model and our ambitions for the future.

## Our journey

Pioneer Educational Trust is a small multi-academy trust in Berkshire serving children and young people aged 3 to 18.

Pioneer Educational Trust (then Upton Court Educational Trust) was first established in January 2014 when Upton Court Grammar School in Slough sponsored Foxborough Primary School. Foxborough Primary School had, in June 2013, been put in special measures by Ofsted. In November 2016, Trevelyan Middle School joined our MAT. Following a school improvement journey in both schools Foxborough Primary School was judged as a Good school by Ofsted in May 2019 and Trevelyan Middle School judged Good with Outstanding for Behaviour and Attitudes and Personal Development in October 2019 following twenty years of Requires Improvement judgements. Upton Court Grammar School continues to be an 'outstanding' school delivering an education that places its outcomes in the top schools in the country. In April 2023, Desborough College, a boys' school in Maidenhead, joined our family of schools.

We are incredibly proud of our schools' achievements and the strong relationships that exist between them.

*"Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained." (Ofsted report, Nov 2019, Trevelyan Middle School)*

*"The MAT has played an instrumental role in supporting the school's improvement. The MAT has also wisely given the well-being and professional development of staff a high priority. This has helped to stabilise staffing after a period of some turbulence. Collaborative working with other schools within the MAT, and the provision of high quality professional training and support, have led to sustained improvement." (Ofsted report, May 2019, Foxborough Primary School)*

## Who are we?

We are a values-led, evidence-informed organisation that acts in line with our commitment to provide all pupils with equal access to an exceptional education. Consciously liberating through the power of education and celebrating diversity informs all that we do - our schools are diverse learning communities with their own unique contexts and needs, which we celebrate and draw strength from.

## Right mission, right vision, right values

### Mission

We invest intelligently, inspire collaboration and pioneer so that all learners in our family of schools have equal access to an exceptional education that consciously liberates.

### Vision



#### Exceptional education for all

Every school within Pioneer Educational Trust will provide an exceptional education to all children and young people. This means preparing children and young people to thrive at intrapersonal, interpersonal, societal and global levels. Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be relational, empowering and consciously liberating.



#### Employer of choice

Pioneer will continue to be the employer of choice as a result of its commitment to professional development for all colleagues, a positive and enriching working environment and outstanding leadership development opportunities underpinned by the dynamics of Pioneering Leadership. Coupled with a systematic approach to school improvement, the trust will provide an enabling environment that supports and challenges all to flourish and be fulfilled.



#### Leading ethically in service to others

Our community will be knowledgeable and empowered taking principled action in service to others. As such, we will continue to lead ethically demonstrating a commitment to outward-facing work with our local, national and international educational communities.

## Values

- pioneer
- inspire collaboration
- invest intelligently
- consciously liberate

Pioneer seeks to shape the educational landscape and is unapologetic in promoting its core aims widely.

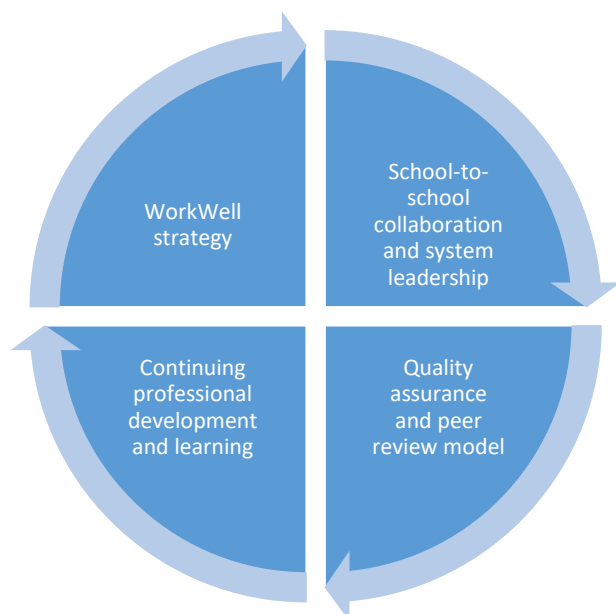
## Our 'three peaks'

Pioneer Educational Trust has three strategic priorities to deliver our commitment to Pioneer Quality (a high quality and inclusive education for all), Pioneer Community (cultural and structural integration of schools founded on a model of co-construction and evolution) and Pioneer Impact (growth and knowledge exchange within and beyond our family of schools).



## Investing intelligently

We invest in our workforce so that, in turn, the workforce invests in our learners. We seek to add value, not just act as another layer of monitoring and accountability. As such, our school improvement model is underpinned by a commitment to: inspire collaboration within, between and beyond its schools; provide exceptional system leadership; and, deliver wide-ranging, high-quality professional development opportunities that enable all colleagues to grow professionally and personally. Our systems for monitoring and accountability are both humane and robust; they ensure that high standards are set and maintained, and treat professionals as professionals. We adopt a coaching 'way of being' and apply the principles of vertical leadership development through our policies, procedures and practices.



#### Our school improvement model is based on four facets:

- Our **pioneering model for excellence in CPDL** is underpinned by the Trust's four values Providing excellent CPDL is at the heart of our school improvement model and we aim to provide personalised, meaningful, high-quality growth opportunities for all.
- Pioneer's **10 WorkWell Pledges** seek to reduce unnecessary workload and promote staff wellbeing. We believe in treating our colleagues as professional adults who are encouraged to make positive choices in identifying how to manage their workload, how to achieve work-life balance and how to support their own wellbeing.
- Pioneer believes firmly in the power of collaboration and partnership working enabling all colleagues to contribute meaningfully to school improvement. Our approach to school-to-school collaboration and system leadership enables engage to work constructively and productively in partnership with one another and drive school improvement in all its guises.
- Pioneer sees itself as providing more than just another layer of accountability. Our systems for quality assurance and peer review are both humane and robust, ensuring that high standards are set and maintained and that professionals are treated as professionals.

### Continuing professional development

Pioneer Educational Trust aims to be the employer of choice as a result of its commitment to professional development for all staff, a positive and enriching working environment and outstanding leadership development opportunities. We invest heavily in professional development for all colleagues and seek to provide the 'proper conditions' through which 'unimagined resources of creative human energy'<sup>1</sup> can be released strengthening the culture of self-responsibility<sup>2</sup>. Key components of our CPDL model include:

- Our **appraisal** policy that provides a lynchpin to other structures and systems, including our QA / QI model, programme of CPDL, etc. Through rebalancing appraisal on development rather than accountability and applying a coaching approach, we create a deliberately developmental organization in which all can thrive.
- **CPDL Wednesday**. From September 2019, the school day at all Pioneer schools was changed to finish one hour early each Wednesday providing departments and teams with increased opportunity for collaboration and professional development.
- **QI entitlement**. Our QA system is complemented by personalised and bespoke development opportunities for every member of staff including an 'entitlement' to Quality Improvement the purpose of which is to provide teachers, TAs and HLTAs with the opportunity to engage in coaching, reflect on and debate the ways they teach, and feel deeply involved in their own professional learning.

### What we offer

Pioneer Educational Trust provides a number of operational services to each of our academies. Managed centrally by our Central Team, these services are designed to help ensure the smooth running and operation of each of our academies. These services include Estates, Health & Safety, Finance, IT and HR. Centralising core operational functions allows the leaders in our academies to focus on the teaching and learning environment, all the while knowing that there is team of specialists on hand to support and lead with the 'back-office' functions. Sharing these services across our Trust provides financial security for our schools and while the CFO has the overview of all financial matters and is expected to provide savings through procurement, income generation and efficiency, at local level, schools still make decisions about how they spend their own budget.

### Where next?

This is an incredibly exciting time to be joining our trust! We know that there is unimagined resources of creative human energy in our schools and are, therefore, focused on creating the conditions for this to be released. This means embedding a culture which:

- creates opportunities for collaborative 'big conversations' that continually **evolve** our approach so as to change society;

<sup>1</sup> Douglas McGregor, 'The Human Side of Enterprise', Leadership and Motivation, Essays of Douglas McGregor, 2, no.1 (1966), pp.6-15

<sup>2</sup> John Campbell and Christian van Nieuwerburgh, The Leader's Guide to Coaching in Schools: Creating Conditions for Effective Learning, (London: SAGE Publications Ltd., 2018).



- is **cohesively diverse** – a culture in which all schools are equal partners and appreciates and celebrates diversity;
- is **strategically developmental** empowering the individual by creating the conditions for individuals to enact their personal agency unleashing their full potential ;
- **drives excellence** by trusting colleagues as professionals and effectively balances accountability and developmental .

As a trust, we have courage to question and organise for complexity. We are passionate, restless and innovative embracing heat experiences, colliding perspectives and opportunities for elevated sensemaking.

If you believe in driving equality, usualising diversity and championing inclusion, if you want to challenge socio-economic disadvantage and make a lasting difference to our community, if you believe in the power of collaboration and seek to invest in your own and other's continuing professional growth, then Pioneer Educational Trust may very well be the trust for you.



Antonia Spinks  
Chief Executive Officer  
Pioneer Educational Trust



## DESBOROUGH COLLEGE – Job description

<b>Job title</b>	Deputy Headteacher
<b>Line managed by</b>	Headteacher of School
<b>Leadership point</b>	L18-22

### JOB PURPOSE

- Support the Headteacher, to provide professional leadership which secures, in consultation with the Governing Body and Pioneer Educational Trust, the success and improvement of the school, ensuring high quality education for the pupils and continually improving standards of achievement
- Take responsibility for child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Play a lead role in formulating the aims & objectives of the school and establishing the policies through which they are to be achieved
- Provide professional leadership and management of the school, raising standards of learner attainment, achievement and well-being through monitoring and supporting learner progress across the curriculum and pastoral structures of the school in accordance with the strategic plan
- Assume responsibility for the discharge of the Headteacher's functions at Desborough College any time when they are absent from school
- To fulfil the school's mission: Developing ethical Future Leaders the Desborough Way.
- Contribute to the overall ethos, work and aims of the school and Trust.

### KEY AREAS OF IMPACT

The following key areas of impact are to be conducted in addition to those of the main scale teacher.

#### Strategic Direction:

- In partnership with the Headteacher and trustees establish and implement an ambitious vision and ethos for the future of the school;
- Play a leading role in the school improvement and school self-evaluation planning process;
- Devise, implement and monitor action plans and other policy developments;
- Lead by example to motivate and work with others;
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives;
- Promote a culture of inclusion within the school community where all views are valued and taken into account;
- Work with the Headteacher in developing the school's policies and practices, which promote inclusion, equity and the extended services that the school offers;
- Develop and work in partnership with all specialist support services as appropriate;
- Promote the positive involvement of parents/carers in school life;
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- Strengthen partnership and community working;
- Promote positive relationships and work with colleagues in other schools and external agencies;
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented;
- Be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school;
- Support the creation and implementation of the school's strategic plan and take responsibility for appropriately delegated aspects of it;

- Monitor and evaluate the performance of the school and its achievements, responding and reporting to the Headteacher as required;
- Support the Headteacher and staff in the review, implementation, development, and monitoring of whole school policies which promote the school's values, aims and objectives;
- Monitor standards and ensure effective systems are in place for Quality Assurance;
- Liaise with governors and trustees, when appropriate, to facilitate their overview of school management;
- Monitor and evaluate systems leading to the development of effective teaching and learning;
- Create, maintain and enhance effective relationships with all stakeholders including parents;
- Take responsibility for other aspects of whole school leadership as negotiated with the Headteacher.

## **Main Duties and Responsibilities:**

### **Student Culture**

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Teaching and learning**

- Contribute significantly to the analysis of a range of performance data for students within the school, using this to inform development planning;
- Work with key staff associated with the enrichment opportunities to plan the delivery of an appropriate enrichment curriculum for students within the school;
- Work with the Headteacher to raise standards through staff appraisal;
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all students;
- Lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including all quality assurance activities to ensure consistency and quality;
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards;
- Ensure, through leading by example, the active involvement of students and staff in their own learning;
- Support the development of collaborative approaches to learning within the school and beyond.
- Contribute to the completion of the SEF and the development of development plans;
- Ensure key learning skills and knowledge are developed throughout the school;
- Have an understanding and overview of Assessment and Reporting Procedures including data analysis and reporting to Governors;
- Work with the Headteacher in determining, organising and implementing in collaboration with other appropriate persons or bodies, a curriculum which:
  - Follows the curriculum policy of the governing body and meets statutory requirements
  - Is relevant to the needs, experience, interests, aptitudes and stages of development of all students, including those with special educational needs
  - Fulfils the statutory duties;
- Work with the Headteacher in developing means whereby:
  - School policies on curriculum, assessment, recording and reporting inform effective teaching and learning
  - The arrangements for teaching and learning form a co-ordinated, coherent curriculum entitlement for all students

- Information on student progress is used to improve teaching and learning, to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers and to aid governors in fulfilling their responsibilities for the school
- There is continuity of learning and of progression for all students
- Challenging targets are set for student attainment leading to whole school improvement;
- Work with the Headteacher in promoting a school ethos which extends opportunities for learning and encourages extra-curricular activities;
- Monitor the quality of teaching and learning, in line with the school policy. This includes learning walks, , monitoring of short and medium term planning and scrutiny of students' work;
- Review long term planning to ensure coverage, progression and a range of learning experiences throughout the school;
- Oversee all aspects of the school organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered;
- Support staff to meet personal and professional targets;
- Lead the analysis of a range of learner performance data, using this to inform target setting and development planning.

#### **Leading and Managing Staff:**

- Participate in the recruitment and selection of teaching and support staff as required and to organise and support the induction of staff new to the school and those being trained within the school;
- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate;
- Ensure the effective dissemination of information, the maintenance of and on-going improvements to agreed systems for internal communication;
- Support HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability;
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school;
- Be a proactive and effective member of the senior leadership team;
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate;
- Contribute to the development and delivery of an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school's strategic plan and appraisal;
- Promote and protect the health and safety welfare of students and staff;
- Support the Headteacher in the implementation of the school's appraisal policy.

#### **Quality Assurance:**

- Support subject leaders in working towards enhancing student achievement;
- Monitor the implementation of school policies and ensure nationally determined priorities are addressed as appropriate;
- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards;
- Support the Headteacher in reporting the school's performance to its community and partners;
- Take responsibility and accountability for identified areas of leadership;
- Monitor progress and ensure appropriate action plans are in place where issues are identified;
- Attend meetings of and report to the governing body as required;
- Lead the annual appraisal process for all identified support and teaching staff.

#### **Resource Management:**

- Support the establishment of priorities for expenditure across the whole school and within departments;
- Work with the Headteacher to ensure the security, maintenance and cleanliness of the school and its surroundings in accordance with regulations and governing body responsibilities under Health and Safety and other relevant legislation and as directed by the Headteacher;

- Work with the Headteacher to ensure that the external agencies and services contracted to the school operate efficiently and effectively;
- Support the Headteacher in the appointment and deployment of staff to make most effective use of their skills, expertise and to ensure that all staff have a clear understanding of their roles and responsibilities;
- Monitor and control the use of resources including financial.

#### **Professional competence and behaviour:**

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

#### **Ethical standards and integrity:**

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equity, equality of opportunity, diversity, belonging and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

### **KNOWLEDGE AND SKILLS**

#### **Deputy Headteachers should demonstrate knowledge and understanding of:**

- Statutory frameworks;
- School improvement and effectiveness strategies including the process of school self-evaluation (including appraisal and SEF);
- Principles and practices of effective curriculum design, and teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance;
- Principles and planning of effective leadership and management of change;
- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- Financial planning, resource planning and resource management;
- Digital skills and the use of ICT to ensure efficient working practices ICT;
- Health and safety issues.

### **SAFEGUARDING**

Desborough College and Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

### **ADDITIONAL DUTIES**

- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Sustain professional development in agreement with line manager;
- Actively engage in the staff review and development process;
- The conditions of employment for school teachers specify the general professional duties of all teachers; the professional standards for teachers at the relevant level are applicable;

- Undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

#### **ADDITIONAL NOTES**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.

## PERSON SPECIFICATION – Deputy Headteacher

Qualifications	Essential	Desirable	Tested
Degree and Qualified Teacher Status	✓		Application
Enhanced DBS	✓		Application
Leading CPD with other schools / agencies		✓	Application
Evidence of sustained participation in professional development, especially a school management programme or similar. Experience of leading effective professional development.	✓		Application
Experience, skills and knowledge	Essential	Desirable	
Classroom teaching experience across the secondary age range	✓		Application/Interview
Experience of leading a major school improvement programme which has had significant impact on improving teaching and achievement	✓		Application
Experience of school to school improvement initiatives		✓	Application/Interview
Taught in at least two schools for at least 3 years at each		✓	Application
Experience of a wider range of schools and other educational establishments		✓	Application
At least three years' experience as Senior Leader in Secondary school. Successful experience of: - strategic planning; - appraisal; - staff development		✓	Application/Interview
Successful experience of school / community development and work with outside agencies or partners		✓	Application/Interview
Experience of working with external partners to enhance educational opportunities		✓	Application/Interview
Knowledge and understanding of the statutory requirements for education and the OFSTED Framework. Familiarity with national policy and the implications of academy status	✓		Application/Interview
Understanding of effective strategies to improve teaching and manage performance. Knowledge of effective actions to improve progress of vulnerable groups and prepare pupils to live in a culturally diverse society. Understanding of Spiritual Moral Social and Cultural development	✓		Application/Interview
Experience of implementing strategies to promote respect and understanding. Experience of evaluating SMSC development		✓	Application/Interview
Know the characteristics of an effective school and strategies to raise pupil achievement, effectively manage behaviour and improve attitudes to learning. Knowledge of how to maximise progress for pupils with SEND. Understanding of how to set targets and measure value added, progress and attainment	✓		Application/Interview
Experience of working in a school to school context to raise standards and improve provision		✓	Application/Interview

Understanding of how to develop a curriculum which is broad and balanced and meets the needs, aptitudes and interest of pupils. A good understanding of assessment, recording and reporting and how it is used to raise achievement	✓		Application/Interview
Experience of leading curriculum development across the age range of the school and working with external partners to support this process		✓	Application/Interview
Understanding of the role which can be played by parents and the community to improve learning and standards	✓		Application/Interview
Experience of working directly with parents to raise standards and involvement with the local community		✓	Application/Interview
Ability to lead, provide a clear vision, inspire and command respect. Understands and takes account of the longer term direction of education and learning. An incisive and clear strategic thinker. Ability to motivate pupils and staff, delegate responsibility, set high standards and provide a focus for improvement. An ability to make high quality decisions based on the analysis and interpretation of relevant data and information and reach logical and unbiased conclusions	✓		Interview
Personal impact and presence		✓	Interview
Ability to prioritise for self and others. A practical ability in coaching and developing others in order to improve performance and promote career development. The ability to establish and use monitoring systems, including Ofsted criteria to determine progress and measure the effectiveness of process and outcomes. Ability to manage underperformance. Resilience under pressure	✓		Interview
Able to establish and develop good relationships with all involved in the school. A keen awareness of the impact of own behaviour on others and the ability to respond appropriately to achieve results. Commitment to the school's wider community, other educational establishments and the LA	✓		Interview
Ability to express ideas clearly and concisely in writing and orally. Competent in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts			Application/Interview
Positive and energetic approach to work	✓		Interview
Commitment to the professional and career development of all staff, teaching and non-teaching.	✓		Interview
A commitment to actively promote an inclusive ethos for the school	✓		Interview
Commitment to equality of opportunity and meeting the needs of all pupils.	✓		Interview
Played leading role in establishing a staff development programme.		✓	Application/Interview
Evidence of effectively managing a fully inclusive system.		✓	Application/Interview
Understanding of the need to provide and promote positive role models.		✓	Application/Interview



## Why work with Pioneer Educational Trust?

Through our WorkWell Pledges, we place workload and wellbeing is at the centre of Pioneer Educational Trust.

We offer our staff the following benefits:

- Excellent ongoing CPDL
- Priority admission for children of staff
- Cross phase opportunities for career progression
- Free on-site car parking
- Interest free travel to work loans
- Free counselling and legal advice for all staff through an Employee Assistance Programme
- Enhanced employer pension contributions via excellent Defined Benefit Pension Schemes
- Enhanced leave of absence including maternity / paternity / adoption leave schemes and leave for religious observance
- Enhanced parental bereavement pay
- Corporate eye care scheme
- Lunch for staff at cost price
- Complementary tea, coffee, milk and sugar throughout the school day
- Free annual seasonal flu vaccination
- Reward gateway with access to savings and discounts across a number of retailers and services
- Long service recognition; first milestone being 3 years
- Additional time during the school day to facilitate professional development
- Pay policy for support staff which is linked to teaching staff to ensure all staff are treated equitably
- Annual calendar of events shared with all staff at the start of the year which includes calendared 'No Meeting Weeks' and two-week October half term
- No gradings of lessons or individuals
- Annual charity challenge providing staff with an opportunity to challenge themselves while raising money for charity
- Generous, flexible approach to family commitments such as children's assemblies, sports days etc
- Email protocol to protect time outside of the school day
- Early finish for teaching and non-teaching staff at the end of each long term