

EASTBURY COMMUNITY SCHOOL

APPOINTMENT OF HEAD OF PRIMARY PHASE

September 2019 Start

Date of advert: TES 28.01.19

School Visit: Friday 8th February (14:00 to 16:00)

Closing Date: 15.02.19 (Midday)

Short listing: 27.02.19

Interviews: 06.03.19

EASTBURY COMMUNITY SCHOOL
Barking, Essex IG11 9UW

Head of Primary Phase
Required for September 2019

Leadership Spine 19 – 23 (with Inner London Allowance & negotiable)
Primary Roll 260 (rising to 440 by 2022) / Secondary Roll 1800

This is an excellent opportunity for an inspirational and experienced leader, to develop their leadership experience as part of a forward thinking primary team in a recently opened all through 3-19 community school. The successful applicant will set the ethos of excellence for children and staff in the primary phase, and join our all through strategic leadership team playing a key role in providing outstanding education for all.

We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and the building of affordable homes. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school on a brand new campus. In July 2018, the school was judged by OFSTED as good with an outstanding Sixth form and Personal development.

The school is located less than 10 minutes' walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation. All our staff and pupils are highly valued.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school.

We have the highest expectations of everyone and can offer

- Highly aspirational pupils who are eager to learn, and very supportive parents
- A highly supportive school in which teaching, learning and care are the key priorities
- Career development and coaching (leadership training)
- Access to the LBBB affordable quality housing scheme
- Visit and tour of school prior to final application

Please contact Karen Dunnell kdunnell@eastbury.bardaglea.org.uk or telephone 0208 507 4518 for an appointment to visit the school on Friday 8th February at 14:00 and / or to discuss the role with the Executive Head teacher by phone at any time.

For full details of the school, post and an application form please visit the school website www.eastbury.bardaglea.org.uk and return the application form to the Executive Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 15th February 2019 at Midday. Shortlisting will take place on 27 February 2019 and interviews will be held on 5 & 6th March 2019.

Eastbury School 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. **CVs are not acceptable and will not be considered.**

January 2019

APPOINTMENT OF HEAD OF PRIMARY PROVISION

Thank you for requesting details about the Head of Primary post in our school. We are delighted that you are interested in working at Eastbury at such an exciting time. This is a key role in the continued development and success of Eastbury School as an all through 3-19 school. This is the ideal opportunity for an ambitious, experienced and innovative leader to grow our Primary provision from up to year 4 to full intake in September 2022.

In September 2015, we became Eastbury Community School, a 3-19 'All Through' school (we were formally known as Eastbury Comprehensive School). In the Primary Phase, Values Education' is integral to our learning and teaching. The successful applicant will help to lead and develop the school ethos of values-led behaviour with a focus on academic excellence in our young children from the very start. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school on a brand new campus.

We believe that for this goal to be realised for the pupils it has to start with the adults and so we are committed to ensuring that our staff has access to wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

We are pleased to receive applications from talented and adaptable practitioners from across the full spectrum of primary roles. You will be fully supported by the Executive Head teacher (David Dickson) and the Senior Leadership Team of the secondary school; and a local supportive family of primary schools and the LBBB School Improvement Service.

We are seeking a talented, inspirational leader who will ensure the highest standards of progress, attainment and care for our primary pupils.

We are looking for someone who is:

- Passionate about both academic success and personal development and wellbeing, and therefore able to make a real difference to the life chances of children.
- An exceptionally talented teacher and inspirational leader with a proven track record of success.
- Able to contribute to the development of our vision and have the drive and perseverance to deliver it.
- A team leader and player who is highly organised, yet flexible, with excellent interpersonal and communication skills, who remains visible and calm under pressure.
- Able to motivate and inspire teams of dedicated professionals and happy learners; and use a common sense approach to implementing current educational developments.

- Able to win the confidence of children, parents, staff, governors, Local authority and the wider community through an honest and caring approach.

Above all, we are seeking an inspirational educator with the potential to be an exceptional leader who is willing to take ownership, make things happen and prepared to be accountable.

Eastbury Community School – State of the Nation January 2019

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2016 our primary pupils moved into their own self-contained purpose built accommodation, we currently have pupils in our nursery, reception, year 1, 2 and 3. Our new secondary building opened in January 2017 providing 36 'state of the art' classrooms and 14 science laboratories. Our new buildings have been extremely well received by pupils, staff and the community. By September 2019 our extensive campus will be complete and provide a valuable resource for the community.

ECS is an exciting, challenging and rewarding place to work. We are growing in both number (two-form entry in our primary phase and ten- form entry in the secondary phase) and in reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

The school is a large, well-ordered and diverse community, which enjoys an excellent local and national reputation. We strive to be at the forefront of educational improvement and we have been featured in the Independent on Sunday www.independent.co.uk Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. A friendly, supportive, diverse and welcoming environment nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the fact that we won the accolade of Kindest School in the UK in 2015.

The school has worked imaginatively with the Education Funding Agency and local authority to provide a new school building that is genuinely amongst the best. We are looking for an experienced leader who can make the most of this fantastic opportunity. We need someone who will not only bring best practice and knowledge to the school but also passion, energy and resilience to help lead the whole school community to exploit the new classrooms to their full potential, whilst still maintaining the friendly and family school ethos that has continued as the school has expanded over the last few years.

Developing as a Leader at Eastbury Community School

We feel we are the ideal place to gain the valuable experience needed to develop your leadership career in both Primary and All-through 3-19 Education. Many of our staff gain promotion both internally and externally, which reflects the high expectations we have of all our staff, and the excellent standard of support that is offered to all. Eastbury Community School always seeks to employ talented and inspirational individuals who will ensure the highest standards of academic achievement and pastoral care for all our pupils. In return, we provide a rich experience and the professional development needed for further promotions.

This is a key role in the continued development and success of Eastbury Community School Primary Phase. The Sixth Form at Eastbury was judged as outstanding and overall good, by OFSTED in July 2018. We believe we have continued to improve and are on the cusp of becoming outstanding. Our exceptional trajectory of improvement and outstanding progress support this judgment.

The Primary Leadership Team in 2019/2020 will be made up of the Head of Primary Phase, Deputy Head of Primary Phase, Head of EYFS, Head of Key Stage 1, Head of Key Stage 2 and SENCO; more leadership roles will be added as the Primary Phase grows.

Highly ambitious leadership at all levels at Eastbury has become more established and effective, providing both support and rigorous challenge to all, in recent years. Leadership success at Eastbury has been brought about by a relentless focus on Teaching, Learning & Assessment and distributing leadership across the school. This is underpinned by improving quality assurance systems for key tasks, line and performance management and the meeting structure is driving up standards. Governors provide support and challenge, and ensure the school fulfills its statutory responsibilities. Together, leaders, managers and the governing body have an accurate understanding of our strengths and weaknesses, and use this picture to produce effective action plans. In short, this concerted action by all working as a team has had impact with both provision and achievement improving.

Successful leaders at Eastbury Community are:

- Driven and passionate about both academic success and personal development and well-being, and therefore able to make a real difference to the life chances of our pupils.
- Exceptionally talented teachers and leaders with proven track records of success.
- Able to contribute to the development of our vision and have the drive and perseverance to deliver it.
- Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills, who are visible and remain calm under pressure.
- Able to motivate and inspire teams of dedicated professionals and happy learners; and use a common sense approach to implementing current educational developments and statutory obligations.
- Able to evaluate and report data effectively
- Resilient, ambitious and dynamic with aspirations for Headship

Key Priorities for this role and the school over the next 12-24 months

- Moving the quality of education in the primary phase at ECS from good to outstanding.
- Review and further Development of the primary Curriculum as part of a coherent 3-19 Curriculum.
- Further development of teaching, learning and assessment as the primary phase grows into year 4, 5 and 6, with an emphasis on 'learn to learn' skills.
- Further improvement in pupil outcomes (particularly in Key Stage 1 and for the more able)
- Leadership and support of teachers, establishing good relationships and encouraging effective collaborative working practices.

Becoming a valuable part of our team

All members of the team are expected to be visible and have a strong presence around the school. All actively contribute to strategic leadership and the smooth day-to-day running of the school, ensuring:

- A positive ethos in the school continues to flourish, through the writing and implementation of the school development plan to enable further improvement in student learning and achievement.
- Appropriate policies, procedures and processes are further developed to secure a staff and student 'learning culture', keeping the curriculum, teaching, assessment and reporting under continuous review.
- Appraisal (Performance Management) and Quality Assurance procedures are used to secure improved learning and development for the school community.
- Efficient and effective use is made of staff, accommodation and resources to provide good value for money.
- Effective collaboration with primary and secondary schools, the local community and its agencies ensuring children and young people, aspire, learn, achieve and thrive.

National and Local Recognition for ECS

The outstanding work that our staff pride themselves on was recognised by the TES when we were shortlisted for TES School of the Year in 2014 and in a letter from David Laws MP congratulating us on being in the top 100 schools for sustained improvement. The school has won the prestigious TES English and Literacy Award for three consecutive years (2013, 2014 & 2015), was shortlisted for two awards, Mathematics and Science, in 2017 and won the 'Kindest School' of the year award in 2015.

In July 2018 OFSTED graded ECS to be a 'Good' school with our 6th form reaching an 'Outstanding' judgement, with progress at A level rating Eastbury Community amongst the top 10 in London. The summer saw our Phonics screening scores exceed National levels with a 91% pass rate. In 2018 our Sixth form achieved the best ECS results ever, becoming the most successful in the borough and progress scores placing ECS in the top 5% nationally. The GCSE results demonstrate the best progress score (P8) the school has ever seen and places ECS in the top 17%.

Why do parents and carers choose Eastbury?

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best.

If you feel you could contribute to this ethos and enhance it further, please apply.

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

A person specification and job description is provided for the role.

We invite you to visit our website www.eastburyschool.co.uk to find out more detailed information about our school.

For a confidential conversation with the Executive Head teacher David Dickson, regarding this key role and the application process please contact the school PA, Karen Dunnell on 0208 507 4518 kdunnell@eastbury.bardaglea.org.uk A visit for applicants is also scheduled for the afternoon of Friday 8th February. You will be able to find out why our mission statement is "Getting the best from and for all our learners" is fast becoming a reality.


The school is located within easy walking distance of Barking tube and mainline station and has good links to the A13, A127, A406 and M11.

We very much look forward to meeting you and receiving your application.

Please complete the relevant documentation clearly indicating how your knowledge, skills and recent experience with clear examples of impact (in the past two years) make you an ideal candidate to be successful Leader at Eastbury.

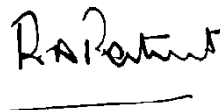
Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. **CVs are not acceptable and will not be considered.**

Yours sincerely



DAVID DICKSON
Headteacher

Yours sincerely



ROY PATIENT
Chair of Governors

EASTBURY COMMUNITY SCHOOL

Job Description

Post Title	Head Teacher of Primary Provision
Role	<p>Head of the Primary Phase (Leadership Scale 19-23 Inner London & negotiable)</p> <p>The Head of the Primary Phase will be part of the Senior Leadership Team of Eastbury Community School. Please note roles and duties rotate at ECS in order to promote succession planning and the development of future leaders of education.</p>
Context	<ul style="list-style-type: none"> • Eastbury Community School (ECS) is an All-through school for pupils aged 3 -19 in the London Borough of Barking & Dagenham (LBBD). • The Senior Leadership Team plays a key role in the strategic development of the school, and have operational responsibilities for the smooth day-to-day running of the school under the direction of the Executive Head Teacher (EHT) who has ultimate legal responsibility for the school. • The Head of Primary will be the leading professional in the senior team supporting the Executive Head teacher in ensuring that all pupils have the best possible care, have access to a broad and balanced curriculum and achieve the highest standards, in line with the ethos of Eastbury Community School (ECS) in the primary phase • The role provides many responsibilities, accountabilities, and expectations, which will rotate over time, thereby providing excellent experience and development in preparation for further promotion to a stand-alone primary Headship and / or eventually for Headship of an all-through school.
Job Purpose	<p>To carry out the duties of a Primary Head Teacher in accordance with the Teachers Pay and Conditions Act and other relevant statutory provisions.</p> <ol style="list-style-type: none"> a. To be the lead professional for the strategic development of the quality of education in the Primary Phase ensuring full coherence with the Secondary Phase. b. To provide strategic leadership which secures success and continuous improvement for the high quality education for all primary pupils and the highest standards of learning and achievement in accordance with statutory requirements. c. To ensure the smooth running of the primary phase on a daily basis, being visible and having a strong presence around the school supporting both pupils and staff. d. To act a key member of the Senior Leadership Team (SLT)

	<p>supporting the EHT in inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct.</p> <p>e. To make a significant contribution to the development and implementation of the Eastbury vision and ethos.</p> <p>f. To make a significant contribution to the overall running of the school efficiently, effectively and in compliance with statutory and regulatory frameworks (establishing, developing and ensuring implementation of delegated policies through which our aims and objectives will be achieved)</p>
Accountable to:	Executive Head Teacher & Governing Body of Eastbury Community School
Responsible for:	Supervision and development of primary phase staff and buildings as directed by EHT
<u>1. Shaping the Future</u>	<p>The Head of Primary will work with the Executive Head Teacher of ECS and Governing Body and others to create a shared vision and strategic plan which inspires and motivate pupils, staff and all other members of the school community.</p> <p>The Head of Primary will:</p> <ol style="list-style-type: none"> a. Ensure the vision for the primary provision is coherent with the secondary school, and is clearly articulated, shared, understood and acted upon effectively by all. b. Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. c. Demonstrate the ECS vision and values in everyday work and practice. d. Motivate and work with others to create a shared culture and a positive climate. e. Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence. f. Ensure that strategic planning, the school culture and curriculum take account of the needs of all pupils, diversity, values and experience of the school and community at large. g. Be visible and have a strong presence around the school supporting both pupils and staff
<u>Managing the Organisation</u>	<p>The Head of Primary will provide effective management of the school and continuously seek to improve organisational structures based on self-evaluation.</p> <p>The Head of Primary will:</p> <ol style="list-style-type: none"> a. Take responsibility for safeguarding and promoting the welfare of children. b. Create an organisational structure for the primary provision which

	<p>reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements, and is affordable.</p> <ul style="list-style-type: none"> c. Produce and implement clear, evidence-based improvement plans and policies for the development of the primary provision of the School and its facilities. d. Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives. e. Manage the primary provision's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities. f. Recruit, retain and deploy primary staff appropriately and manage their workload to achieve the vision and goals of the school through the Primary Phase timetable in order to ensure efficient use of human resources. g. Manage and organise the primary school environment efficiently and effectively to ensure that it meets the needs of the children, curriculum, and health and safety regulations. h. Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all primary pupils and provide value for money. i. Use and integrate a range of technologies effectively and efficiently to manage the primary school.
<p><u>Leading Quality of Education</u></p>	<p>The Head of Primary has a central responsibility for raising the quality of education in the primary phase. This involves high expectations, establishing a successful curriculum which meets the needs of all pupils, ensuring high quality teaching, learning and assessment, improving outcomes and developing learning culture which all impact on pupils' achievement. The Head of Primary will:</p> <ul style="list-style-type: none"> a. Undertake any other duty as specified by Statutory Teacher's Pay and Conditions document not previously identified b. Be the lead professional for Curriculum development in the primary phase, to ensure that all pupils have access to an exciting, innovative and relevant age/phase curriculum, (which meets the needs and aspirations of all pupils). c. Ensure that staff are kept abreast of primary curriculum developments d. Be the lead professional in establishing creative and effective approaches to teaching, learning and assessment. e. Model excellent practice in the classroom (with a teaching

	<p>commitment of approximately 20%)</p> <ul style="list-style-type: none"> f. Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning. g. Ensure all statutory requirements for assessment in the primary phase are met. h. Ensure that learning is at the centre of strategic planning and resource management. i. Establish creative, responsive and effective approaches to learning and teaching. j. Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. k. Demonstrate and articulate high expectations and set stretching targets for the whole school community. l. Track pupil progress and report to the Executive Head Teacher of ECS and Governing Body on a termly basis. m. Implement strategies which secure high standards of behaviour and attendance and report to the Executive Head Teacher of ECS and Governing Body on a termly basis. n. Ensure classroom based and school wide intervention strategies are implemented where primary pupils are failing to meet challenging targets. o. Determine, organise and implement a diverse, flexible curriculum and implement Assessment for Learning. p. Monitor, evaluate and review classroom practice and promote improvement strategies. q. Take a strategic role in the development of emerging technologies to enhance and extend the learning experience of pupils. r. Challenge under-performance at all levels and ensure action is taken to secure improvement. s. Undertake an appropriate programme of teaching in accordance with the duties of this position.
<p><u>Developing Self and Working with Others</u></p>	<p>Effective communication and relationships are key to effective leadership. The Head of Primary will need to build a professional learning community which enables others to achieve.</p> <p>The Head of Primary will:</p> <ul style="list-style-type: none"> a. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. b. Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

	<ul style="list-style-type: none"> c. Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal (performance management). d. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. e. Acknowledge the responsibilities and celebrate the achievements of individuals and teams. f. Develop and maintain a culture of high expectations for self and for others. g. Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others. h. Manage own workload and that of others to allow an appropriate work/life balance. i. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation. j. Work with the Executive Head Teacher and governing body (providing information, objective advice and support) to enable them to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money. k. Reflect on personal contribution to overall all through school achievements and take account of feedback from others. l. Develop and present a coherent, understandable and accurate account of the primary provision of the school's performance to a range of audiences including governors, parents and carers.
<p><u>Securing Accountability</u></p>	<p>With values at the heart of leadership, the Head of Primary has a responsibility to the whole school community and is accountable to a range of groups particularly pupils, parents, carers, Executive Head teacher, Governors and the LA.</p> <p>The Head of Primary will:</p> <ul style="list-style-type: none"> a. Take responsibility for establishing and monitoring the education, systems and culture of the primary school to promote achievement and safeguard the welfare of young people. b. Fulfil commitments arising from contractual accountability to the Executive Head teacher and governing body. c. Contribute to and develop an all through school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for

	outcomes.
<u>Strengthening Community</u>	<p>The Head of Primary should engage with the internal and external school community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.</p> <p>The Head of Primary will:</p> <ol style="list-style-type: none"> a. Build a school culture and curriculum which takes account of the richness and diversity of the school’s communities. b. Ensure learning experiences for pupils are linked into and integrated with the wider community. c. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. d. Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development. e. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. f. Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives. g. Co-operate and work with relevant agencies to protect children. h. Create and promote positive strategies for challenging racial and other prejudice and dealing with harassment.
General requirements	<p>All school staff are expected to:</p> <ol style="list-style-type: none"> a. Be courteous to other members of staff and provide a welcoming environment to visitors and telephone callers b. Be an integral and effective part of the whole school duty system c. Engage actively in the performance review / Appraisal process. d. Adhere and contribute to the development of and actively promote ECS policies. e. Undertake other reasonable duties related to the job purpose required from time to time. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job</p>

	<p>description</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>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.</p>
<p>Review and Amendment</p>	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

January 2019

Person Specification

We are seeking to appoint a colleague who:	Assessment: A = Application IT = Interview task I = Interview R = Reference
1. Is a highly effective leader and classroom teacher (QTS essential), with an excellent knowledge and understanding of outstanding teaching, learning and assessment strategies across the age and ability range, and a track record of success in a primary school, who can inspire others to achieve the same high standards leading by example.	A,IT,I,R
2. Has a clear vision, for and understanding of child development and primary education in a diverse inner city school; with the imagination, drive and perseverance to improve standards across the school for all children.	A,I,R
3. Has the ability to inspire, motivate staff, children and the wider community and engage their active commitment to our vision.	A,I,R
4. Has an extensive knowledge of and understanding of primary curriculum development across the age and ability range, and a track record of success in delivering an effective curriculum in a primary school.	A, I,R
5. Has a genuine enthusiasm for, and commitment to, the development of children, colleagues and members of the wider school community.	I,R
6. Has the ability to project the primary provision in the school in a positive way and establish it at the heart of the school and local community.	IT,R
7. Has the ability to recruit, induct and train a first rate primary team.	A,I,R
8. Can provide evidence and demonstrate successful senior leadership experience and management of whole school initiatives that have resulted in raising achievement for all children.	A,IT,I,R
9. Has a clear knowledge, understanding and commitment to the welfare and safeguarding of young children and primary age pupils (with the ability to form and maintain appropriate relationships and personal boundaries with all young people).	A,I,R
10. Has clarity of thought, a common sense approach to implementing initiatives and can demonstrate evidence of a creative and pro-active approach to continuous self and school improvement.	A,I,R
11. Has a collegiate approach and can both work in a team and lead teams, acting as a positive role model who promotes productive relationships with all stakeholders.	A,I,R
12. Has excellent interpersonal and communication skills (written and oral) with an ability to work collaboratively with, and present to a variety of	A,IT,I,R

<p>audiences within and beyond the school resulting in a sustained learning community.</p>	
<p>13. Has high expectations of behaviour and can support colleagues to establish the same high standards of discipline in young children and primary age pupils.</p>	<p>A,I,R</p>
<p>14. Has proven analytical skills with the ability to evaluate and report data effectively and to use it to both support and challenge leaders at all levels.</p>	<p>A,IT,I,R</p>
<p>15. Shows the capacity to manage a substantial budget and resources to support improvements in learning and teaching and raising achievement.</p>	<p>A,I,IT,R</p>
<p>16. Has optimism and resilience with a good sense of humour.</p>	<p>A,I</p>