



**WESTCOUNTRY**  
SCHOOLS TRUST



Hele's School



## Attendance Manager Candidate Pack


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Principal: Emma Clapham

 @HelesSchool





## Attendance Manager

|                           |   |
|---------------------------|---|
| <b>Salary:</b>            | NJC Grade D (scp 8-14, £26,824 - £29,540 FTE) Actual salary £22,974 per annum |
| <b>Basis:</b>             | Permanent   |
| <b>Hours:</b>             | 37 hours per week x 39 weeks per year (38 weeks term time plus 1 week)        |
| <b>Location:</b>          | Across the Trust (based at Hele's School currently).                          |
| <b>Required to start:</b> | As soon as possible   |

This is an exciting opportunity to join Hele's School and Westcountry Schools Trust. Hele's is a supportive, friendly and oversubscribed learning community with a very good reputation. We wish to appoint an exceptional candidate, who possesses energy and creativity. If you are motivated by the prospect of being part of 'Team Hele's' and by working alongside others who share a passion and determination to provide the very best opportunities of our young people, then we would very much welcome your application.

If you would like to join us and feel you could thrive in a collegiate and positive atmosphere, then we'd love to hear from you!

Please click the link to submit your application form. Please note – we do not accept CVs. Completed applications should be submitted prior to the closing date.

The closing date for this application is **9.00am on Friday 22<sup>nd</sup> May 2026**

Shortlisting will take place **as soon as possible**.

Interview date is **Monday 8<sup>th</sup> June 2026**. If you have not heard from us by this date, you should assume that your application has been unsuccessful. Prospective candidates are welcome to telephone the school for additional clarification if they wish.

With 31- strong cross-phase MAT we are regularly looking for passionate people to join our teams. If there are no vacancies currently, but you would like to register your interest for future vacancies, please join our talent pool and we will be in touch as soon as we have a suitable position.

### Equality Statement

Hele's School affirms its opposition to unfair discrimination and commits itself to a comprehensive policy of equal opportunity. At Hele's we regard all members of our school as being of equal value and that each person has the right to equality of opportunity. We aim to create an atmosphere, which actively explores and counters myths, fears and prejudices that can work against equality of opportunity. No individual or group should be discriminated against on the grounds of their racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity or political affiliation. Bullying and harassment will not be tolerated. Sexual and racial harassment, including persecution on the grounds of sexual orientation (i.e. homophobic bullying), are disciplinary offences and relevant policies will be followed in such circumstances.

*Hele's School is committed to safeguarding and promoting welfare of children and young people and expect all staff and volunteers to share this commitment; therefore, all posts will be subject to a satisfactory DBS Enhanced Disclosure.*

## Welcome from the Westcountry Schools Trust



Welcome to Westcountry Schools Trust (WeST) and thank you for considering a career with **Westcountry Schools Trust (WeST)**. This is an exciting time to join us. Our Trust brings together **31 schools across South Devon, Plymouth and Cornwall**, with plans for further growth in the years ahead.

Each school proudly retains its local identity, yet we are united by one mission: **Empowering ALL children to make a positive impact on society**. Our vision is simple but powerful: **Every child achieving in a great school**.

### Why Work With Us?

At WeST, we strive for **academic excellence** because we know that great outcomes create life chances and opportunities for young people. High expectations are at the heart of our work, and inclusivity remains central to everything we do.

We are moving towards a **clustering model**, enabling schools to retain their autonomy and distinctiveness while benefiting from the collective strength and support of a wider family. This interconnectedness is the backbone of how we work: quietly providing essential support so schools can focus on what matters most—**enabling teachers to be excellent in the classroom**.

### Our Values

What binds us together is not uniformity, but a shared set of values:

**Collaboration, Aspiration, Integrity, Compassion, and Respect** — showing due consideration for the thoughts, feelings and beliefs of others.

### What We Offer

- A strong central school improvement team to support colleagues at the chalk face.
- Shared services that lift the heavy load of background activity, allowing schools to focus on teaching and learning.
- Opportunities for collaboration across teaching, curriculum design, staff development, finance, HR, estates, governance, and wider school improvement.
- Partnerships beyond our boundaries with the South West Regions Group Director, Teaching School Hub Council, Higher Education Institutions, Local Authorities, and employers.

### Join Our Community

As part of WeST, you will help shape the Trust's future direction, work alongside expert colleagues, and join a cross-phase family committed to giving children the very best start in life. There can be no greater privilege than working with such wonderful pupils and dedicated staff, whose passion drives everything we do.

This post presents a fantastic opportunity to work at Hele's School; a dynamic, ambitious school and a tight-knit team of dedicated staff, governors and trustees committed to providing the very best experiences and support for the young people in our care. The Pupil Admission Number at Hele's increased from 210 to 240 students in September 2019, and each intake since has been over-subscribed at that number with a waiting list, such is the popularity of the school.

Nat Parnell

Chief Executive Officer, WeST



## A message from Emma Clapham, Principal



I take great pleasure in welcoming you to Hele's School! We are a school with a tradition of academic excellence, high aspirations and a big heart. A school that students and staff are proud to attend. A school where we never compromise our insistence that everyone is valued, learns, enjoys and achieves. Expectations for staff and students are unapologetically high, and very simple; be kind and work hard, both to do things right and to do the right thing...*even when no one is looking!*

Our mission is to support and challenge everyone, adult or child, to continually get better. We have a 'no excuses' philosophy which reinforces our belief that all of us can improve, and nothing is impossible. Quite simply, it isn't about being 'the best' at something, as being 'the best' is temporary. Instead, we seek to ensure we get better each day – that's permanent growth and ensures we never stop aspiring. It is for this reason that recognising and celebrating endeavour, as well as achievement, is something we hold dear, for staff and students alike.

We work hard at providing an inclusive, calm, and purposeful learning environment, with students committed to excellence, and aim to ensure all students have opportunities to enrich their learning and discover new skills and interests through a breadth of curricular and extra-curricular opportunities to excite and engage young people. In short, we are what we believe school should be.

Having been a Senior Leader at Hele's for the past decade, I am extremely proud to now lead the dedicated and enthusiastic team of staff who are passionate about working with young people and are committed to ensuring that those entrusted in our care get the best life chances possible. Everything we do is shaped by our determination to ensure that each and every child has a positive and memorable experience of school and leaves with every opportunity open to them to ensure they can choose their path through life. We look to shape young people who thrive, flourish and, crucially, are happy.

In terms of curriculum, we offer a traditional and broad offer across Key Stages 3, 4 and 5. We focus on opportunities to develop teaching and learning at every turn and, importantly, teachers at Hele's have a resolve to be the best they can be in the classroom. Our extended pastoral team ensure our core purpose to keep children safe and remove barriers to learning is fulfilled so that young people can be inspired, can aspire and can achieve. In return we expect a buy in to our belief that we all have an active role to play in making our school a great place to be, which manifests itself in every child displaying the highest standards of commitment to learning, pride and care.

Hele's is a community committed to personal and professional growth of all, with dedicated staff, supportive families and committed students. I have no doubt that the right candidate will be happy, supported and fulfilled being part of Team Hele's and will take great pride in what we can achieve together for our community and for each other. I do hope you are inspired to apply for this post, and I look forward to reading your application.

Thank you in advance for the time and emotional investment that I know you will commit to this process.

With very best wishes,

Emma Clapham  
Principal

## About Hele's School

Hele's School is a larger than average 11-18 comprehensive school in Plympton, Plymouth. Plympton sits at the northeastern edge of the city, bordering the South Hams area of outstanding natural beauty.

The school makes use of the closeness of Devon's countryside and moors and Plymouth's waterfront with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF), incorporating Army, Royal Navy and Royal Air Force corps, is one of our unique selling points, providing a visible presence both in the school and the wider community and opening countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

In recent years, the Pupil Admission Number has increased to 240 in each year group and a period of capital investment to meet this growth is being planned. There are 1350 students in the school, which includes a thriving Sixth Form of 210, based in specialist accommodation.

Hele's has a proud and long history as a caring school with a strong reputation for excellence and providing opportunity. It enjoys the support of an active parent body, who share our determination to provide the highest quality of education and pastoral care for their children. Students' attitudes to learning are good; they are well behaved, and attendance and punctuality are excellent. In short, the young people entrusted to our care want to learn and are delightful to teach.

Our pastoral system is organised around year groups with an 8-form entry and leadership from a teaching Head of Year and a non-teaching Pastoral Support Manager for each year group. There is a 30-minute tutor period each morning with a Guided Reading Programme and a strong programme of Personal Development in this time, supported by weekly assemblies. The pastoral leadership team and tutors remain with the tutor group and take them through from Year 8 to Year 11 so that the relationship between tutor and students is deep and sustained, and family connections with school become trusted and embedded. Year 7 remains as a separate year team of specialist tutors and Head of Year so that we can ensure an exceptional start to secondary school for every child.

Post-16 has a mix of Year 12 and Year 13 students in each Tutor group. We use every opportunity to harness the expertise and interest of our Post-16 learners to act as leaders and mentors to younger students in all manner of ways, including having a visible Junior Leadership Team (JLT) to act as an important conduit for student voice and school improvement.

An excellent professional body of teachers and a hardworking and effective team of associate staff is a hallmark of the school and Hele's is fully staffed in all areas with specialist teachers. Middle Leaders form an active and effective Joint Leadership Group (JLG) with Senior Leaders, and the JLG is the driving force behind school improvement.

The curriculum structure is currently based around a 2-year KS4, with GCSE options ordinarily taken in the spring term of Year 9. We operate a 2-week timetable with 50 lessons a fortnight, each of 1-hour duration. The school day runs from 8.40am to 3.10pm, allowing plenty of time for the well-developed and rich extra-curricular provision, which includes a mix of academic, sporting, performance and personal development opportunities, as well as a newly-implemented Guided Reading Programme that runs for all year groups (except for Year 11 and Year, which have an intervention programme) in Tutor time.

Hele's plays its part fully in the Westcountry Schools Trust, in Plymouth and beyond; the Principal has a passion and commitment for Hele's to be outward-facing, and the school and trust regularly contribute to national, regional and city-wide initiatives on a range of fronts, maintaining a strong relationship with the Local Authority, the Regional Directors, and other organisations across the country.

## History of Hele's School

Elize Hele was born in Brixton in about 1560 and although he lived most of his life at Fardell, Cornwood, on the outskirts of Plympton, his final resting place is in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the South West were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake, President of the Royal Academy and the first Director of the National Gallery.

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903, before it was reconstituted by Devon County Council as a co-educational grammar school in 1921 called Plympton Grammar. The school grew and prospered and moved to its present site on Seymour Road in 1937.

New extensions were opened from 1970, and in 1983 refurbishment took place in preparation for reorganisation into an 11 – 18 mixed comprehensive school and it reverted to its old name of Hele's School.

In the decade from 2000, Hele's benefited from three specialisms - Languages, Maths & Computing and Applied Learning - and enjoyed national acclaim as a Language College. This strength continues, despite the change to national policy and the subsequent removal of funding, and international links and internationalism remain important.

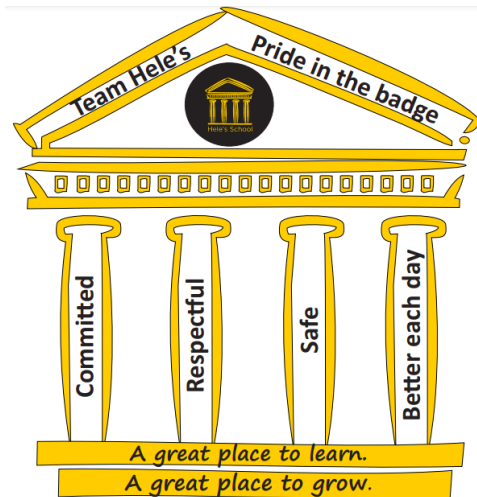
The school became a Converter Academy in April 2011 and operated as a Stand-Alone Academy Trust for the following 7 years. In September 2018, Hele's joined a Multi Academy Trust, the Westcountry Schools Trust (WeST), which it played a key part in co-constructing.

## Stronger Together

A now 31-strong cross-phase MAT of 23 Primaries, 8 Secondaries, plus an Adult Training Provider, the Westcountry Schools Trust is geographically tight but spans Devon, Plymouth and Cornwall. With the strength of collaboration and ambition, the capacity for shared school improvement, leadership development and collaboration is limitless. The WeST aspiration of *'Every child in a great school'* sits well with the Hele's vision (and vice-versa) and the strap line *'Stronger together'* articulates our shared ambition to ensure that this aspiration becomes a reality.

There remains a strong commitment, professionalism and moral imperative amongst the Hele's staff and Local Governing Body to ensure we provide the young people in our care with an educational and pastoral support experience that is first class in every aspect. This is very much supported by the WeST Trust Board and strategic direction of the MAT. We have a burning ambition and determination to put Hele's firmly on the map locally, regionally and nationally and to be recognised as an outward-facing, aspirational and collegiate centre of excellence, which remains committed to continuous improvement.

# HELE'S SCHOOL AMBITION



## *Our school's purpose:*

*To warm hearts and to light fires in minds. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth. We hold dear the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring, inclusive environment.*

## *Vision:*

*We pride ourselves on being an outward-facing school community that delivers outstanding academic and personal outcomes for all.*

## *Mission:*

*We instil a passion for learning - for child and adult alike.*

*We allow everyone a chance to shine.*

*We provide a safe, happy community, where we are all supported and challenged to be the best we can be.*

*We believe there is no ceiling to aspiration.*

*We ensure a growth mindset culture pervades all we do.*

*We celebrate endeavour at every opportunity.*

*We grow 'future fit' young people.*

*We are a school in the heart of the community and with the community in our heart.*

*We develop and maintain a reputation for excellence - locally, regionally and nationally.*

*We remain restless for continuous improvement, always striving to be better.*

## *Values:*

*We dream big, aim high and work hard.*

*We have pride in all we do and all we are.*

*We respect each other, our environment, and ourselves.*

*We ensure outstanding learning is at the core of our provision.*

*We do things right, and we do the right things.*

*We have high expectations of and for every person.*

*We strive to be better each day – as adults and as young people.*

*There are no excuses – all can achieve no matter their starting point.*

*We 'walk the talk' and all play our part in ensuring Hele's is a great school to be part of.*



## **WESTCOUNTRY SCHOOLS TRUST**

### **JOB DESCRIPTION**

|                    |  |
|--------------------|--|
| Title of Post:     | <b>Attendance Manager</b>  |
| Location:          | Across the Trust (based at Hele's School currently)                    |
| Salary Scale:      | NJC Grade D (scp 8-14) £26,824 - £29,540 FTE                           |
| Hours:             | 37 hours per week x 39 weeks per year (38 weeks term time plus 1 week) |
| Key Relationships: | Senior Attendance Champion, SLT and Attendance Assistant               |

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#### **Job Purpose**

The Attendance Manager supports the effective operation of the School and works to uphold and promote its vision and values.

To lead on the effective implementation of the WeST Attendance Process. To monitor and track student attendance data across the whole School. To liaise with colleagues when students hit thresholds for attendance intervention including arranging for letters to be sent, Supportive Attendance Meetings (SAMs) to be held and liaising with colleagues and external agencies to address concerns related to student attendance. They will respond to matters relating to student's attendance and any related safeguarding concerns on a daily basis as directed by the Senior Attendance Champion.

#### **Duties and Responsibilities – Whole school**

- At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
- Positively contribute to the School and trust's mission, vision and values.
- Actively support and contribute to developing a culture of excellence.
- Create and maintain effective working relationships, promoting a creative and collaborative working environment.
- Undergo appropriate and regular training to develop and maintain the knowledge and skills required to carry out the role.
- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, including keeping children safe in education (KCSIE)

#### **Duties and Responsibilities – Attendance Management**

- 1) Contribute to attendance processes, proactively monitoring student attendance and ensuring that actions are promptly completed when absence triggers are hit. Hold high expectations for student attendance and communicate this to colleagues, parents and students.
- 2) Monitoring students who have hit an absence trigger for years 7-11, particularly following a SAM or other attendance meeting and reviewing any actions from the meeting to ensure these are promptly followed up on. Informing colleagues if attendance deteriorates further.
- 3) Oversee the recording of information relating to student absences accurately and using a range of systems. Following up absences and daily direct contact with parents/carers through a variety of communication methods. Frequent data input and maintenance of accurate records in the

Management of Information System (MIS) and CPOMS regarding communication with students, parents etc.

- 4) Oversee the administration of letters and the completion of relevant information for these correspondences.
- 5) Produce paperwork and gather evidence for penalty notice fines. Keep efficient records and collection of evidence for court hearings relating to this.
- 6) Monitoring and tracking of students at Alternative Provisions and accurately completing the Alternative provision tracker for the School and notifying the Trust.
- 7) Produce and accurately record all written correspondence as per the WeST attendance policy.
- 8) Notify the Senior Attendance Champion, SLT, HoY, Inclusion team and Tutors of any relevant information derived from the calls, emails etc.
- 9) Oversee communication to parents/carers via School comms of absent students with no reason provided as early as possible (by 10:00am) and deal with all queries received from stakeholders.
- 10) Regularly contact parents on the telephone with empathy and professionalism on all attendance matters. This includes Day 1 Absence phone calls and will involve challenging parents on their child's attendance in a professional and sensitive manner.
- 11) Liaise with HOY/On Call regarding any students found to be truanting.
- 12) Complete Child Missing Education (CME) and Child Missing Out On Education (CMOOE) forms and submit to the Local Authority (LA).
- 13) Monitor Reduced timetables (RTTs) half-termly and ensure that all relevant paperwork has been completed and sent to the Local Authority and Trust alongside updating the Reduced timetable/AP tracker.
- 14) Monitor lesson monitor throughout the day particularly Tutor time and lesson 4 which are the statutory registration periods and liaise with reception staff who monitor "red buttons" to identify missing students and notify On Call.
- 15) Daily communication with staff at all levels and parents on aspects related to attendance and punctuality keeping an up-to-date record as appropriate.
- 16) Provide attendance data as required to key stakeholders e.g. HoY - references for students who have left School. When requested to do so, obtain reports from both SIMS and CPOMS for the appropriate member of the staff.
- 17) Provide attendance certificates and upload Supportive Attendance Meeting paperwork as requested by the attendance team. Attend SAM meetings to take minutes where required.
- 18) Liaise with safeguarding staff- HoY/Inclusion team to hand over relevant information for their action such as reintegration meetings, PEPS, strategy meetings.
- 19) Strive to continue to improve current systems in place by forming good working relationships with Attendance Officers in the MAT.
- 20) Work with the Attendance Manager, Senior Attendance Champion, HOY and SEND team to identify students at risk of persistence absence. Assist in investigating potential safeguarding issues and support families to improve student attendance.
- 21) Good knowledge of the attendance, inclusion and welfare policies from Plymouth City Council. Under the guidance of the appropriate Colleagues, ensure effective links and communication with external agencies are in place.
- 22) Ensure comprehensive administrative and clerical support to the Attendance Team is provided, including the production of written correspondence and other documents. This includes, but is not

limited to, Attendance letters, penalty notices and CPOMS entries with regard attendance from a variety of sources.

- 23) Provide proactive support within the Attendance team on a daily basis.
- 24) When requested to do so, prepare and collate data for the School self-evaluation process.
- 25) Produce daily absence data reports for the Senior Leadership and Inclusion teams.
- 26) Accompany members of the Pastoral and SEND team on home visits where required.
- 27) Attend Students of Concern meetings to share attendance information on key students and liaise with colleagues to put effective support in place.
- 28) Liaise with the Trust EWO team and colleagues to share good practice and develop our attendance processes by learning from others.
- 29) Transport students at external placements and monitor those in offsite education.
- 30) Complete Level 3 Safeguarding and Safeguarding Training if required.

### **General**

1. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
2. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
3. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
4. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

## PERSON SPECIFICATION

E = Essential, D = Desirable

| <b>Method of Assessment</b><br>The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.   | Essential or Desirable | Application Form | Interview (or other selection activity) |
|---|------------------------|------------------|---|
| <b>Qualifications:</b>  |                        |                  |   |
| GCSE (or equivalent) Grade C or above in Mathematics and English  | E                      | ✓                |   |
| Good standard of education (preferably to Degree Level)   | D                      | ✓                |   |
| Other relevant and related qualifications, for example, counselling, emotional logic, mental health, self-harm, suicide prevention, first aid   | D                      | ✓                |   |
| Level 3 Child Protection and safeguarding (training will be provided if qualification is not held)  | E                      | ✓                |   |
| <b>Experience:</b>  |                        |                  |   |
| Experience of working in an environment supporting children and young people (voluntary or paid)  | E                      | ✓                | ✓                                       |
| Experience of working in a school environment (primary or secondary)  | D                      | ✓                | ✓                                       |
| Experience of communicating effectively with parents/carers effectively and other stakeholders  | D                      | ✓                | ✓                                       |
| Experience of promoting high standards and expectations   | D                      | ✓                | ✓                                       |
| Experience of multi-agency meetings and outside agency liaisons   | D                      | ✓                | ✓                                       |
| <b>Knowledge, Skills and Abilities:</b>   |                        |                  |   |
| Excellent communications skills, both verbal and written, including the effective communication skills with stakeholders of all levels from students, parents/carers, through to the Senior Leadership Team | E                      | ✓                | ✓                                       |
| Excellent organisational skills to meet deadlines, prioritise and manage workload of self and others  | E                      | ✓                | ✓                                       |
| Able to maintain confidentiality and use discretion at all times  | E                      | ✓                | ✓                                       |
| Enthusiastic and committed to meeting the needs of students   | E                      | ✓                | ✓                                       |
| Ability to relate well to and be positive with children and young people.   | E                      | ✓                | ✓                                       |
| Excellent verbal and written communication skills   | E                      | ✓                | ✓                                       |
| Ability to use own initiative to work flexibly and respond positively to a range of situations  | E                      | ✓                | ✓                                       |
| Excellent ICT skills and the ability to apply these to educational management. Competent in the use of IT, including Microsoft Office   | E                      | ✓                | ✓                                       |
| Ability to work effectively as part of a team and to form positive professional relationships with colleagues.  | E                      | ✓                | ✓                                       |
| Ability to adhere to the school's policies and procedures relating to child protection, health and safety, security, confidentiality, and data protection.  | E                      | ✓                | ✓                                       |
| Ability to work under pressure and to demonstrate initiative and resilience to adapt and respond to changing circumstances.   | E                      | ✓                | ✓                                       |

|  |   |   |   |
|--|---|---|---|
| Ability to evaluate own performance and be self-reflective.  | D | ✓ | ✓ |
| Excellent practitioner   | E | ✓ | ✓ |
| <b>Personal Character (Qualities &amp; Abilities)</b>  |   |   |   |
| Is a champion for children, caring, child centred, approachable  | E | ✓ | ✓ |
| Excellent communication skills with the ability to be a confident and motivational public speaker  | E | ✓ | ✓ |
| Good sense of humour, resilient and flexible   | E | ✓ | ✓ |
| Creative and imaginative thinker, able to anticipate problems and find solutions   | E | ✓ | ✓ |
| Able to gain respect of students, parents, staff and governor. Has energy, enthusiasm and optimism   | E | ✓ | ✓ |
| <b>Further Requirements:</b>   |   |   |   |
| An awareness, understanding and commitment to the protection and safeguarding of children and young people                                     | D | ✓ | ✓ |
| Cares deeply about the success of every child and every member of staff  | E | ✓ | ✓ |
| Committed to continuous personal and school improvement  | E | ✓ | ✓ |
| Have high expectations of self and others and provide a role model for students and staff  | E | ✓ | ✓ |
| <b>VALUES-BASED BEHAVIOURS:</b>  |   |   |   |
| <b>Compassion:</b>   |   |   |   |
| Recognising needs in others and acting with positive intention to promote wellbeing and improve outcomes                                       | E |   | ✓ |
| <b>Aspiration:</b>   |   |   |   |
| Working to high expectations, modelling the delivery of high-quality outcomes  | E |   | ✓ |
| Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence                  | E |   | ✓ |
| <b>Integrity:</b>  |   |   |   |
| Acting always in the interests of children and young people  | E |   | ✓ |
| Acting with a consistent and uncompromising adherence to strong moral and ethical principles   | E |   | ✓ |
| Communicating with transparency and respect, creating a working environment based on trust and honesty   | E |   | ✓ |
| <b>Collaboration:</b>  |   |   |   |
| Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skillfully influence and engage others | E |   | ✓ |