

THE CHALK  
HILLS ACADEMY

# WHY WORK FOR THE CHALK HILLS ACADEMY?

## ABOUT US

- £35 million state of the art building with well-equipped classrooms, in an Ofsted rated 'Good' school.
- You'll be working alongside a collaborative, forward thinking Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- An academy 'Social and Wellbeing' team.

## SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

## WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: [www.advantageschools.co.uk/join-us/work-for-us](http://www.advantageschools.co.uk/join-us/work-for-us)

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or [jpowell@advantageschools.co.uk](mailto:jpowell@advantageschools.co.uk)

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



## WHAT OUR STAFF SAY

### LEARNING SUPPORT ASSISTANT

My favourite part of the job is working with such a very diverse, motivated and responsive group of learners. Seeing the pupils progress both in their learning and personal development, giving them the confidence to transfer their newly acquired skills into further learning, is the most rewarding thing anyone can do.

### MIDDLE LEADER

At The Chalk Hills Academy, every single child matters and every single child's future matters. Working with such a fantastic team of teaching colleagues, prepared to step in and deliver outstanding teaching to every single child matters; to give every single child that chance of a future full of opportunities.

# INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

***"Educating children, serving the community, achieving exceptional outcomes."***

**Stuart Lock**  
Chief Executive



Dear Applicant,

I am delighted that you have shown an interest in working at The Chalk Hills Academy. The information in this booklet is designed to give you a flavour of the school and to inform your decision making. You can find out further information on our website at [thechalkhillsacademy.co.uk](http://thechalkhillsacademy.co.uk).

The Chalk Hills Academy is a thriving and unique 11–18 school in the west area of Luton. The ethos of our school is a clear one: To provide all children with the highest quality of teaching of an excellent academic curriculum, which enables them to become highly educated and to be full and active participants of society. We do not make exceptions in our high aspirations. At Chalk Hills, we pride ourselves on providing a nurturing environment that also challenges pupils to achieve the highest academic standards.

Ofsted recognises the school as being a 'good school and good in all areas', confirming something we already know. While such affirmation is important, it is the pupils' own attitudes alongside the high-quality teaching provided by our staff that leads to them doing so well. We also know that to achieve our aims, strong partnerships and effective collaboration are essential. The school is part of Advantage Schools, a trust of 10 schools across Bedfordshire and the surrounding areas. We share our practice and beliefs to enable young people to achieve the very highest standards. A strong and effective partnership with parents also underpins the work we do in school to support our pupils and we look forward to working with you to achieve this.

Candidates for this role must be committed to outstanding, inclusive education and this will be a focus throughout the recruitment process. We are a centre of academic excellence, with an ambitious curriculum and a determination to keep teaching and learning at the heart of everything we do. Pupils attain strong outcomes and many progress to prestigious universities and apprenticeships.

We are equally committed to the personal development of our pupils and have a strong pastoral structure and an extensive extra-curricular programme to ensure our pupils have opportunities to experience 'Above and Beyond'.

I extend a warm invitation to you to visit us and see what makes our Academy a very special educational establishment. If you would like to arrange a visit, please do make contact.

Best wishes,

Cathy Barr  
Deputy Chief Executive Officer



**Cathy Barr**  
**Deputy Chief Executive**



# VALUES



## INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, pupils and adults cultivate a strong self-belief so that they can flourish and develop into successful, well- rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

### INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

### AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

### EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.



# TEACHING & LEARNING AT THE CHALK HILLS ACADEMY

At The Chalk Hills Academy we have defined what excellence looks like and the behaviours required to achieve it. Our lessons consist of 5 parts, providing consistency and structure. A clearly thought-out lesson has set steps that need to be achieved, with parts in between to be filled with more knowledge through scaffolding and challenge. Engaging with pupils about expectations, content and outcomes also helps to boost pupil confidence in the current subject or topic.

At Chalk, we believe in teaching in bite-size chunks and checking for understanding throughout. We deploy various Assessment for Learning techniques to assess pupils' understanding of what has been taught. This includes question and answer and formative verbal and written feedback, including 'live marking'. We conduct regular re-cap quizzes to help pupils recall previously taught key objectives and memory content. This is done primarily during lesson starters.

We know that homework develops study habits and independent learning. At Chalk, pupils are expected to do homework in order to rehearse core knowledge. This can be tracked and monitored, not only by teachers, but also by parents and carers.

Our explicit teaching of effective study strategies prepares pupils for the requirements of independent study and revision as they progress higher up the school and beyond. Out of hours preparation sessions and the Homework Club allow pupils to study in focused environments with access to print and electronic resources. Assessment information is used to set challenging work and ambitious targets for pupils to track their progress over time, to report to parents, and to shape specific interventions for anyone who may fall behind.

We have a Teaching & Learning Team which includes Lead Practitioners who provide training and support to teachers at all levels, not because our teachers are not excellent already, but because we know we can always improve. We are research-informed and we prioritise sharing best practice and principles of high-quality teaching. Leaders at The Chalk Hills Academy are passionate about teaching and learning, teachers at The Chalk Hills Academy are passionate about their subject and pupils at The Chalk Hills Academy therefore develop the same passion for their subjects and for their journey of life-long learning.

# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



Refer a friend £500 bonus scheme



Support for all staff with an experienced licensed counsellor



Cycle to work scheme



We are in the process of a big benefit review. Watch this space!

## CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues. Additionally, we offer a wide range of CPD training through various platforms, including The National College, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!

The  
National  
College®



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.



## MEDICAL

Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

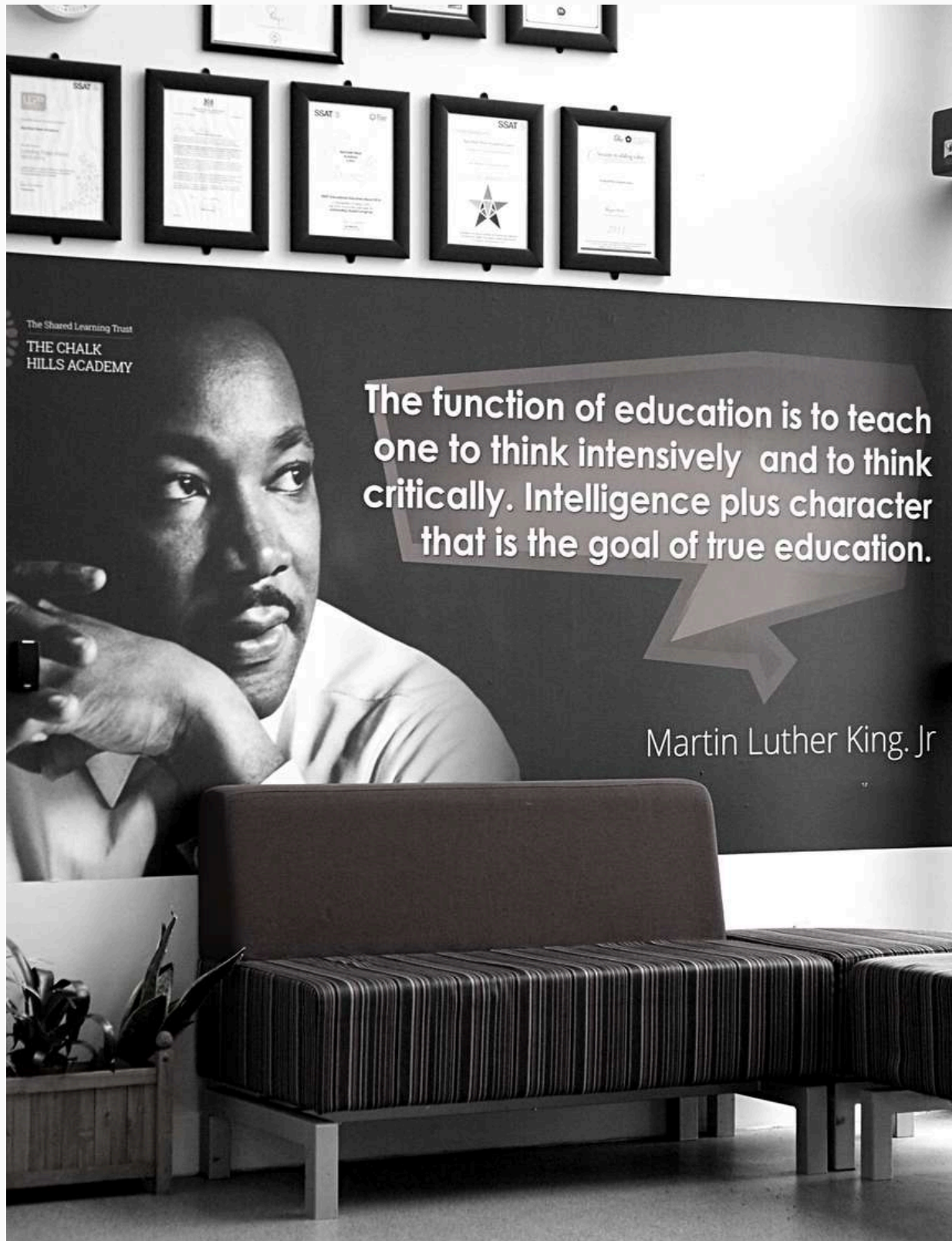
Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos



# RECRUITMENT BOOKLET



THE CHALK  
HILLS ACADEMY



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**SEE MORE AT**

[WWW.ADVANTAGESCHOOLS.CO.UK](http://WWW.ADVANTAGESCHOOLS.CO.UK)



## Curriculum Leader of Geography

The Chalk Hills Academy have a great opportunity for a Curriculum Leader of Geography to join our dynamic Humanities and Social Sciences department. The main purpose of the post is to develop, plan and deliver effective and high-quality learning experiences to all students, improving upon GCSE outcomes. In joining the Geography department at The Chalk Hills Academy, where colleagues are collaborative, imaginative and thrive in a team environment, you will help further advance curriculum changes and share excellent practice.

The successful candidate will be an experienced / aspirational professional, who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners. If you are highly motivated, respond well to a challenge and have excellent communication skills, this could be the job for you!

The Chalk Hills Academy are proud of the unrivalled education experience offered and you will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs. At The Chalk Hills Academy, we offer a school that will genuinely invest, support and develop you to become an outstanding practitioner and enable you to keep climbing the career ladder. If you are ambitious about excelling in your career and taking on additional responsibilities, we will give you the opportunities that you crave.

### Key Duties

- To play an active role in curriculum planning and delivery
- Be accountable for the learning and achievement of all students

### The successful candidate will

- Overview of curriculum at KS3 and KS4.
- Teacher of Geography who can teach at both KS3 KS4.
- Experience of AQA specification desirable but not essential
- Ability to teach other Humanities subjects at KS3, preferable, but not essential.
- To support colleagues to achieve targets set.
- To have responsibility for planning, delivery, and assessment of learning activities for identified groups of students at Key Stage 3 and 4.
- To ensure student achievement is at least in line with expectations.
- To be accountable for progress and achievement of students across Geography.
- To have responsibility for the pastoral care of an identified tutor group.
- To implement school policies and procedures as appropriate in day-to-day activities.

### Job specifics

<b>Start date</b>	asap
<b>Salary</b>	AST 1-12 (dependent on experience) plus Curriculum Lead allowance £5,873
<b>Job Role</b>	Full time, Permanent

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

## Job Description

<b>Job Title</b>	Curriculum Leader of Geography
<b>Salary</b>	AST 1-12 plus Curriculum Lead allowance
<b>Responsible to</b>	Head of Faculty

Curriculum Leaders are responsible to the Principal (through the Heads of Faculty) for the vision policy and culture of their department and for establishing these within the larger framework of the academy. They have a responsibility for the personal and professional welfare of their staff, for the efficient organisation of the department and for the quality of educational experience offered to pupils.

### VISION AND PURPOSE

1. To play an active role in curriculum planning and delivery, providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to the subject area of Geography.
2. Be accountable for the learning and achievement of all students following programmes within the subject area of Geography, within the general curriculum framework.
3. To liaise with Subject Team Leader colleagues across the Trust to support strategic development, share good practice and plan collaborative activities.
4. To ensure that Advantage Trust is always presented positively within and beyond the Academy.

### ACCOUNTABLE FOR

1. The vision for the subject teams and the high aspirations for the achievement of every student in our academy.
2. The Subjects' Action Plans, based upon the academy-wide quality assurance procedures and collated in the Departmental Improvement Plan.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
  - Track student overall progress and achievement on a regular basis;
  - Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
  - Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
  - Linking this data to performance management through whole-class value-added analyses.
5. Action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
6. Well-informed advice based on their knowledge of national developments to the Head of Faculty, Assistant Principal, Principal and the CEO regarding curriculum innovation, the learning environment and resources for learning and health and safety matters, including risk assessments.
7. High quality mentoring and coaching to the subject teams regarding learning and teaching and curriculum planning and delivery, particularly to those members new to teaching.
8. For good discipline and orderly conduct within the subject areas through departmental working with Curriculum Leaders and all members of the Learning Support Team.
9. Good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject develops within the broader context of lifelong learning.

10. Leadership to ensure high quality subject teaching schemes are based on personalised learning principles and are in place for the start of each academic year, having been revised to reflect new developments/requirements of examining boards and new developments in information learning technologies such as Show My Homework & Go 4 Schools.
11. Effective liaison with other Curriculum Leaders to ensure coherence between the subject programmes and the academy's priorities.
12. Ensure that work is always set for classes when a member of the subject teams is absent.
13. Collaboration with the Head of Faculty regarding:
  - The arrangements for the performance management and professional development of all members of their subject teams; and
  - The academy's arrangements for quality assurance and internal verification.
14. Leading on exhibitions and display of students' work from within the subject areas and supporting with academy events across the curriculum for the benefit of our wider community.
15. Their teaching and personal tutoring.
16. Undertaking any other professional duties which are reasonably delegated to her/him by the Principal, CEO or Trust.

This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*



## Job Description

### Class Teacher for Secondary

#### PURPOSE OF POST

The appointed candidate will be qualified and experienced in Secondary teaching. We are looking for candidates with a passion for securing pupil success, and proven track record of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated pupils. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching and curriculum delivery	<ul style="list-style-type: none"> <li>Set goals that stretch and challenge pupils of all backgrounds and prior attainment.</li> <li>Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils.</li> <li>Plan and prepare lessons to meet the learning needs of all pupils.</li> <li>Teach lessons in alignment with The Stockwood Park Academy playbook and to ensure approaches to teaching are supported by robust research evidence and professional judgement.</li> <li>Use teaching time and resources effectively</li> <li>Set/mark appropriate, challenging work and monitor completion.</li> <li>Record and report on the progress and attainment of pupils.</li> <li>Set and monitor the completion of appropriate homework.</li> <li>Work with colleagues within the school and wider trust to develop, implement and review effective curriculum plans, schemes of work, course materials and assessments</li> <li>To work with other teachers and staff to identify, develop and if appropriate deliver staff training</li> <li>To remain up to date with national trends in education and in RE teaching and to implement developments in curriculum design and delivery to reflect these, promoting the value of disciplinary scholarship</li> <li>Promote and contribute to high standards of literacy and to proactively teach disciplinary literacy as appropriate to RE</li> <li>Where appropriate, to mentor staff new to teaching, staff undertaking teacher training programmes and other staff as appropriate</li> <li>To target and monitor individual pupil progress and use data proactively to identify and drive individual and group improvement to maximise achievement</li> <li>To propose actions based on data related to pupil learning to the Senior Leadership Team</li> </ul>	<p>Planning file. Lesson observations.</p> <p>Work sampling.</p> <p>Tracking data and pupil report</p>



Pastoral Care and Supervision	<ul style="list-style-type: none"> <li>• Form Tutoring</li> <li>• Contribute and uphold the school culture to ensure a safe and purposeful environment for pupils, rooted in mutual respect</li> <li>• Have high expectations of pupil behaviour, working within the school behaviour policy to use praise, sanctions and rewards consistently and fairly</li> <li>• Provide guidance to pupils on social and behavioural issues.</li> <li>• Supervise pupils in lessons, transitions, breaks, moving around the school and off-site.</li> </ul>	<p>Lesson observations.</p> <p>Planning file and behaviour logs</p>
Communication and Liaison	<ul style="list-style-type: none"> <li>• Inform parents of half-termly curriculum plans.</li> <li>• Plan and lead parent consultation sessions at parent evenings, with a focus on curriculum issues and pupil progress.</li> <li>• Liaise with parents and outside agencies to support pupils.</li> <li>• Provide relevant information to other schools as necessary.</li> <li>• Provide information for trustees if necessary</li> <li>• Attend staff meetings and professional development sessions and to work collaboratively with colleagues.</li> <li>• Work in partnership with support staff and provide clear guidance for additional adults in the classroom to support learning.</li> </ul>	<p>Parent meetings.</p> <p>Communication to parents.</p> <p>Liaison meetings/transfer forms.</p> <p>Committee/staff meeting minutes.</p> <p>Communication books.</p>
School culture	<ul style="list-style-type: none"> <li>• To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with School procedures</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Communicate effectively with parents with regards to pupils' achievements and well-being</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>• Attend agreed professional development courses/school and trust training</li> <li>• Participate in staff development conversations and reviews.</li> <li>• Adhere to GDPR, H&amp;S and EDI responsibilities</li> </ul>	<p>INSET/Training record.</p>

**Expectations of teachers paid on the Advantage Schools Pay Scale at points 7 to 12 (equivalent to Upper Pay Scale)**

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to accept additional responsibilities that make a substantial and sustained contribution to the success of the school. This includes:

Significant contribution to the implementation of work-based policies and practice.

- Consistently exemplifying high quality enactment of The Stockwood Park Academy Playbook within teaching
- Ensuring all pupils achieve in line with school expectations, with many exceeding them.
- Play a proactive role in the professional development of colleagues within the school and wider trust. This may take the form of coaching/mentoring colleagues, modelling practice to colleagues within and beyond the classroom, and/or contributing to or leading on structured professional development

sessions

- Taking full advantage of professional development opportunities and using the outcomes effectively to improve pupils' learning.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.*



## Person Specification – Curriculum Leader of Geography

The successful candidate will be an experienced professional, possessing Qualified Teacher Status. The required attributes are as follows but not extensive: energy, innovation, reliability and commitment. Additionally, strong leadership skills are essential with a management style which recognises the value of teamwork.

More specifically candidates should be able to demonstrate the following minimum requirements:

Essential	Desirable
<b>Qualifications and Experience:</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A good honours degree or equivalent</li> <li>• Successful middle leadership experience</li> <li>• Geography Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further subject-based professional development</li> <li>• A minimum of 3 - 6 years teaching experience</li> </ul>
<b>Teaching:</b> <ul style="list-style-type: none"> <li>• Experience of teaching the subject across the age range</li> <li>• An outstanding classroom practitioner</li> <li>• Has strategies for raising standards in Secondary Education</li> <li>• Experience of high-quality curriculum development in the subject area to maximise participation and strengthen progress and achievement for all students</li> <li>• The ability to engage, enthuse and motivate students</li> <li>• Experience of the use of ICT to enhance the teaching and learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach other Humanities based subjects at KS3 level.</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Can use monitoring strategies to inform intervention and lead to positive learning outcomes</li> <li>• Evidence of improved student outcomes</li> </ul>	
<b>Planning:</b> <ul style="list-style-type: none"> <li>• The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students</li> <li>• The ability to set consistently high expectations for all students through class work and homework</li> <li>• Monitoring the quality assurance procedures to ensure that learning and teaching are at least good</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of extended curriculum opportunities in Geography.</li> </ul>
<b>Management</b> <ul style="list-style-type: none"> <li>• Has successfully led a team</li> <li>• Experience of working with others to develop teaching skills</li> <li>• Shows awareness of whole school issues</li> <li>• Has the ability to translate vision into practice and be willing to inspire, challenge, motivate and empower a team of teachers to believe in a vision of excellence</li> <li>• Has the ability to lead the development of new ways of thinking about learning and teaching</li> <li>• Promote individual teachers and nurture a team that contributes to the improvement of the school and its development</li> <li>• Be willing to listen and reflect on feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of managing budgets</li> </ul>

<p><b>General and Personal Qualities:</b></p> <ul style="list-style-type: none"> <li>• Has the ability to work with a range of partners both within the school and beyond in the wider community</li> <li>• Demonstrates the ability to drive projects forward and successfully completes projects</li> <li>• Has the ability to think creatively to anticipate and solve problems</li> <li>• Maintain high professional standards</li> <li>• Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development</li> <li>• Is a team player.</li> <li>• Excellent written &amp; oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Has the potential for further advancement</li> </ul>
<p><b>Personal Characteristics</b></p> <ul style="list-style-type: none"> <li>• Commitment to excellence</li> <li>• Impact and influence</li> <li>• Transformational Leadership</li> <li>• Holds People accountable</li> <li>• Challenges and Supports</li> <li>• Develops potential in others</li> <li>• Sense of humour and perspective</li> </ul>	

This statement is an addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

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