



WESTCOUNTRY
SCHOOLS TRUST



Hele's School



Deputy Principal Candidate Pack

Seymour Road, Plympton, Plymouth, Devon PL7 4LT

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Principal: Emma Clapham

 @HelesSchool





Deputy Principal

Salary:	Leadership L20-L23 (£82,654 - £88,951 FTE)
Basis:	Permanent
Hours:	Full Time
Location:	Across the Trust (based at Hele's School currently).
Required to start on:	1 st September 2026

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 and can provide effective and efficient cover to support colleagues. 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 Wednesday 13th May 2026**

Shortlisting will take place on **Wednesday 13th and Thursday 14th May 2026**

Interview date is **Wednesday 20th May 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.

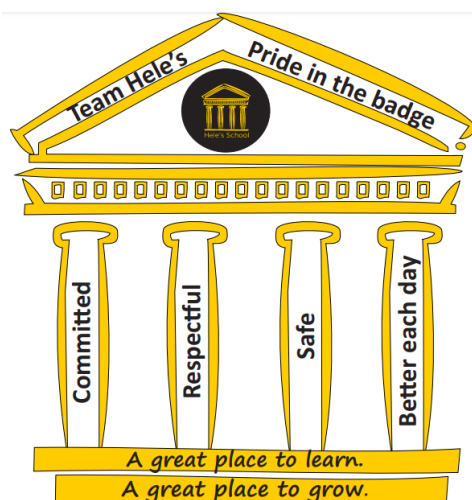
The school became a Converter Academy in April 2011 and operated as a Stand-Alone Academy Trust for the following 7 years. In September 2018, Hele's joined a Multi Academy Trust, the Westcountry Schools Trust (WeST), which it played a key part in co-constructing.

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

Job Title:	Deputy Principal (Support & Inclusion)
Location:	Across the Trust (based at Hele's School currently)
Grade/Salary:	Leadership L20 – L23
Reports to:	Principal

Job Purpose

All members of the school's Leadership Team will assist the Principal in ensuring the highest possible educational standards in the school and in creating an ethos and culture based on positive thinking, where professional expectations are high and where students and staff feel valued.

All members of the Leadership Team play a key role in the strategic development of the school, supporting the Principal in creating a long-term vision and in implementing policies and Standard Operating Procedures on a day-to-day basis.

Together, the Leadership Team promotes the school as a highly effective learning community, understanding that students achieve best from being in school, in their lessons and learning from the expertise of excellent teachers. The core business of the school is learning and teaching and all members of the Leadership Team are expected to act as role models for classroom practice and undertake their teaching duties to the highest standard. They work collectively to remove barriers for young people and ensure school-readiness to enable learning to be optimal.

The Leadership Team will explicitly model the behaviours expected of all young people and adults associated with Hele's School, and ensure high visibility around the school, both throughout the school day and at school events, both in and out of school time.

The role of the Deputy Principal (Support & Inclusion) is to:

- develop an outstanding climate for learning where SEND and pastoral support, inclusion, behaviour management and safeguarding is outstanding, high attendance is promoted and maintained and students display positive attitudes to learning.
- develop a sense of belonging for all students, ensuring the highest outcomes for all students, but especially those classed as vulnerable students.

Undertake the roles of:

- Leader of Support & Inclusion Team
- Pastoral Improvement Partner (oversight of year group/s)
- CPOMs Lead
- Chair of Joint Leadership Group (Pastoral)
- Chair of Student of Concern (SOC) Meetings
- Line Manager to Assistant Principal/s and Associate Assistant Principal/s
- Line Manager to Designated Safeguarding Lead
- Line Manager to Attendance Manager

Key aspects of the post are to:

- Work in close association with the Principal and Deputy Principal (Curriculum) to ensure excellent practice in respect of teaching and inclusion throughout the school.
- Support optimal teaching and learning by implementing systems and processes which ensure school readiness for all students through the removal of barriers and strategic use of assessment and intervention.
- As an integral member of the SLT, provide strategic leadership of the school, with particular reference to the Education Inspection Framework (EIF) areas of: Safeguarding, Inclusion, Attendance and Behaviour, Leadership & Governance.
- Line manage the non-teaching Designated Safeguarding Lead. Ensure all aspects of Keeping Children Safe in Education are upheld and the highest possible standards of safeguarding, including staff training and awareness, are adhered to at all times
- Line manage the SENCO to ensure robust assessment of student need and appropriate interventions are in place to meet the needs of individuals and groups of students, adhering to the SEND Code of Practice.
- Lead the Attendance Team to ensure high student attendance
- Oversee an effective behaviour management system/policy that is endorsed by staff, students and parents / carers and results in outstanding student behaviour across the School
- Develop policies that manage student conduct in a way that focuses on building strong, mutually respectful relationships between all staff and students
- Liaise proactively and tenaciously with external agencies, such as Alternative Provision providers and other Trust schools to ensure students' needs are met
- Champion the needs of Disadvantaged Students (DS) and other vulnerable students (LAC, PLAC, CP, CIN, SEND)
- Oversee admission arrangements and appeals processes
- Ensure transition between Key Stages is smooth and well-managed, notably from Key Stage 2-3 through robust primary liaison.
- Be a positive role model in all aspects of leadership, management, teaching and learning to students and staff

Outcomes of this role:

- All aspects of the EIF for Safeguarding, Inclusion, Attendance and Behaviour, Leadership & Governance are met - at least to the 'expected' standard and always with intent to secure the 'strong' or better criteria.
- Students achieve excellent outcomes – with particular reference to vulnerable students
- Highest possible standards of safeguarding are met, including regular high quality and impactful staff training and awareness
- Accurate record keeping and data tracking systems are in place in respect of whole school safeguarding, inclusion, attendance and behaviour and the progress, engagement, fulfilment and outcomes of vulnerable students
- Student attendance is above national average and continues to improve –robust systems, recording and approaches maximise student attendance
- All students display positive engagement with learning and a strong ethos of behaviour for learning - with particular reference to vulnerable students
- Systems are developed to monitor this and ensure Heads of Year are working effectively to ensure all students in their year group are engaged, make progress and are fulfilled - with particular reference to vulnerable students
- Acute awareness of national developments in the areas responsible for – in particular behaviour management, safeguarding and inclusion

- Systems for analysis of behaviour and attendance data are in place and there is proactive line management of the Assistant Principal with this responsibility
- Teachers' professional development needs in relation to behaviour management and inclusion are identified and addressed - working with other members of the Leadership Team, professional learning is delivered as required
- Policies, plans, targets, practices and procedures related to safeguarding, inclusion and behaviour and attendance are in place and reviewed to ensure they are optimal
- The highest professional standards are maintained across the Heads of Year and the wider Pastoral Team
- Excellent communication with parents and all outside agencies, such as Police, Social Workers and Alternative Provision providers is the standard
- Actions to follow up concerns about the behaviour of students, both inside and outside of school are robust
- Parents / carers are involved at an early stage as part of the management of behaviour difficulties
- A recognition and reward system which students value, recognise and actively participate in is in place and routinely reviewed

Specific Areas of Responsibility:

- Responsible for the day-to-day management of the school by being a visible and effective presence and contributing to the duty rota
- Drafting workplace policies, procedures and practice, ensuring that the policies take account of statutory requirements and national and local priorities and promoting collective responsibilities for their implementation;
- Support in preparing reports for Community Council meetings and presenting at meetings at the direction of the Principal
- Organising and provisioning of resources - overseeing and evaluating budget allocations to ensure spending is in line with learning priorities and best value principles
- Working with the wider Pastoral Team leader to allocate staff in the Pastoral Team to key areas in relation to safeguarding and behaviour management efficiently and effectively. Regularly reviewing role descriptions to ensure efficacy of the team
- Effective communication within the school and to key stakeholders with regards to students' conduct both inside and outside of school, to ensure confidence in the school in the wider community
- Encouraging parents and carers to be supportive and involved with their child's education
- Ensuring high standards of health and safety
- Championing and demonstrating an understanding and a commitment to safeguarding students –ensuring this is high profile throughout the school
- Promoting equality of opportunity and aspiration in staff and students alike
- Actively promoting the aims of the Equalities Act 2010. To actively promote positive attitudes towards differences in race, gender, religion, socio-economic background and learning differences throughout all staff and students
- Working to commission and monitor high quality interventions and, if appropriate, alternative provision for key students and to ensure impact and cost efficiency
- Plan and implement the developments required in the context of the overall School Improvement Plan
- Ensure effective and timely scheduled meetings with the staff responsible for, both as a group and on a 1:1 and line management basis as required
- Contribute to the school's on-going self-evaluation cycle and quality assurance procedures across the school, including:
 - contributing to the School's SEF and providing relevant evidence
 - participating in cross-school "benchmarking" to moderate judgements

- interpreting and acting upon student performance, prior attainment and intervention data;
- conducting learning walks and student pursuits, particularly focused on vulnerable students;
- Draft workplace policies, procedures and practice, ensuring that the policies take account of statutory requirements and national and local priorities and promoting collective responsibilities for their implementation
- Undertake staff appraisals, line management and performance management, as required
- Undertake duties in accordance with the Conduct and Capability Policies as required and directed by the Principal
- Participate in the recruitment of personnel and ensure effective induction of new staff
- Working with the Heads of Year and Associate Assistant Principal, create an assembly rota which is broad and balanced and lead on assemblies, as required
- Attendance, and the chairing of meetings, at the direction of the Principal
- Other general professional duties under the reasonable direction of the Headteacher

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

Method of Assessment 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)
Qualifications:			
Qualified Teacher Status	E	X	
Good honours degree or equivalent	E	X	
Evidence of continuing professional development	E	X	
Evidence of keeping up to date with educational thinking and knowledge	E	X	
Safeguarding Level 3	E	X	
Experience:			
Significant leadership within a secondary school setting	E	X	X
Teaching within subject area/s in relevant Key Stages	E	X	X
Evidence of appropriate professional development	E	X	X
Safeguarding and ensuring Keeping Children Safe in Education is championed and upheld to the highest standards	E	X	X
Track record of impacting outcomes for SEND and vulnerable pupils	E	X	X
Experience working with external agencies	E	X	X
Knowledge, Skills and Abilities:			
Leading others to enhance their performance	E	X	X
Willingness to keep up to date in subject knowledge and national developments.	E	X	X
Working knowledge of CPOMs or other safeguarding platform	E	X	X
Understanding of Single Central Record	D	X	X
Ability to plan and teach effectively using Hele's Model of Learning.	D	X	X
Competence in the use of Information and Communication Technology.	E	X	X
Excellent interpersonal skills with both adults and children.	E	X	X
Willingness and ability to work as part of a team.	E	X	X
Ability to communicate effectively both verbally and in writing.	E	X	X
Ability to prioritise and organise own work.	E	X	X
Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines.	E	X	X
Knowledge of Health and Safety procedures and their application.	D	X	X
To have a 'can do' philosophy	E	X	X
Committed to personal development.	E	X	X
To enjoy working with young people.	E	X	X
Willingness to contribute to other areas of school life.	D	X	X
To be flexible, energetic, adaptable and have the ability to use initiative.	E	X	X
To identify and develop opportunities.	E	X	X
To carry out professional duties in a positive, helpful and courteous manner.	E	X	X
To have high aspirations and expectations for their students and themselves.	E	X	X
Committed to raising standards and continuous improvement.	E	X	X
To be dedicated to the success of the students, their teams, the school and themselves.	E	X	X
Commitment to implement whole school/staff policies relating to the safeguarding of children.	E	X	X
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			

Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X