



**Little Sutton  
Primary School**  
Learn Strive Succeed

## Deputy Headteacher

### Information for applicants



Worcester Lane, Sutton Coldfield,  
West Midlands, B75 5NL



[littlesu.org](http://littlesu.org)



[enquiry@littlesu.bham.sch.uk](mailto:enquiry@littlesu.bham.sch.uk)



0121 464 4494



@littlesub75



**Post:** Deputy Headteacher  
**Pay range:** DHT Pay range L12 to L16.

**Address:** Little Sutton Primary School, Worcester Lane, Sutton Coldfield, B75 5NL  
**Tel:** 0121 464 4494

**Chair of Governors:** Mr M Griffiths  
**Headteacher:** Dr R Kaur

The vacancy has arisen for a Deputy Headteacher at Little Sutton Primary School; a two form-entry mixed foundation school for pupils aged 4 to 11 years, which currently has 420 pupils on roll. Little Sutton English Hub is also based on the school site.

We are looking for an inspirational Deputy Headteacher who will support the Headteacher empower and motivate staff and pupils. We are seeking an individual with the drive and passion for ensuring that all children achieve their full potential, combined with strong leadership, management and interpersonal skills. We have a positive, nurturing ethos and we are very proud of our school community.

We are looking for someone who has:

- experience of senior leadership within a school.
- experience of teaching and leading across the primary age range.
- led a core curriculum subject across the whole school.
- a willingness to continually develop their skills with a desire for future headship.
- evidence of continuing professional development, including for example Future Leaders, NPQ's etc.
- Substantial experience of successfully managing initiatives relevant to the role, as set out in the job description and person specification.

All staff are expected to know what to do if they have concerns about a child, take on the responsibility for providing a safe environment and promoting children's welfare, undertake regular safeguarding and child protection training and, familiarise themselves with KCSIE part 1 and local policies and procedures as directed by the trust/academy.

The successful candidate will be expected to take up the appointment at the beginning of the spring term, or sooner if possible.

Informal contact with the school is most welcome.

Closing date: **25<sup>th</sup> September 2024, midday**

Please submit your application to [s.thompson@littlesu.bham.sch.uk](mailto:s.thompson@littlesu.bham.sch.uk) or by post to Mrs Thompson, School Manager, Little Sutton Primary School, Worcester Lane, Sutton Coldfield, B75 5NL



## THE SCHOOL

Little Sutton Primary School is proud to be designated one of the government's new English Hubs - one of just 34 schools nationwide recognised for their excellence in teaching and learning.

Little Sutton is also part of the Learning Trust for Excellence co-operative Trust. The recently expanded Learning Trust for Excellence, comprises a group of eleven high achieving schools in and around Sutton Coldfield. The experienced Headteachers work collaboratively to learn from the strengths of each other, share excellent practice and work together to be the best they can be in order to provide the best possible life chances and education across the Trust. The school is part of a subset of 5 schools from within the LTE considering establishing our own Multi-Academy Trust.

Our school has two guiding principles, firstly that we pursue the highest academic standards to ensure all our children achieve their full potential. Through our exciting and motivating curriculum, our children soon develop a love of learning and want to achieve their very best.

Our second guiding principle is that we are part of a family with a strong ethos of care and support for one another. Children at our school are happy and look after one another. This is helped by all children having a buddy in school, which starts in Reception. In addition, we have play leaders on our playground, so that no child is ever left out or feels alone. Good manners are strongly promoted, and our children are regularly complimented on them by visitors to the school and the many trips they go on.

These principles help to ensure our children blossom into confident, polite, well rounded young people who, by the time they move on at the end of their primary years, are proud of their achievements and feel good about themselves.

A huge influence on our success is the relentless high standards in all that we do. We have a highly motivated, enthusiastic team of staff who always put the children first. Our resources are excellent with bright, vibrant classrooms, spacious playgrounds, and superb ICT facilities.

Our consistent, high academic results, excellent standard of behaviour and level of care, enabled us to achieve outstanding in the Ofsted inspection in September 2012. However, this has not made us complacent. We are passionate about giving our children the very best of everything. Children have one chance at their education, and we believe our children deserve the absolute best.

An Ofsted inspection took place in July 2024 – we are currently awaiting the outcome of the inspection.

## ACCOMMODATION

Little Sutton Primary School has been identified as part of the School Rebuild programme and we expect the works to begin within the next 5 years. This will be an exciting project for the successful candidate to make a real difference to the school for many years to come.



## THE GOVERNING BODY

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of 9 members, comprising:

- 3 Parent Governors
- 1 Governors appointed by the Authority
- 0 Teacher Governors
- 1 Staff Governors
- 3 Co-opted Governors and
- The Headteacher

The governing body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in governors' functions most governing bodies find it necessary to meet more than once a term.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.

## STAFFING

### Teaching Staff

Teacher staffing for each academic year is determined by the governing body in the light of the school's formula funded budget during the preceding Spring Term.

The school comprises 16 FTE of Teachers, of which one is Deputy Head and one is Assistant Head. There are also 8 FTE of Teaching Assistants. It is not expected that this will change in the next academic year.

### School-Based Support Staff

The school-based support staff currently includes a School Manager, Finance Manager, Administrators, Site Manager and classroom-based support staff. Cleaning and catering staff are provided by contractors selected under arrangements for compulsory competitive tendering.

## BUDGET

The delegated budget for 2024/25 is £ 1.9M.



## ORGANISATION AND CURRICULUM

The school meets all the criteria for good and outstanding in quality of education, securely and consistently.

The quality of education provided is exceptional:

The school's curriculum intent and implementation are embedded securely and consistently across the school, this is evidenced in our whole school plans and monitoring documents where each subject has been carefully planned. The school Curriculum follows the National Curriculum. The learning journey starting in reception and builds on prior learning, knowledge, and skills in a clear sequence.

The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The school provides a rich, broad, and exciting curriculum where pupils learn well in all subjects. The curriculum has been carefully designed to identify the powerful knowledge needed. The learning is carefully sequenced, building on prior knowledge and skills in order to achieve our ambitious learning goals. As a result, children build up a thorough schema to remember long-term crucial content needed for subsequent learning.

We adopt a curriculum with "a Little Sutton Sparkle" which is ambitious and designed to give all learners, including our SEND and most disadvantaged, the knowledge and cultural capital they need to succeed in life.

Pupils' work across the curriculum is consistently of a high quality; this is noted within the quality of our pupil's work which is regularly shared with other schools.

Pupils consistently achieve highly. The 2023 data reflects that the attainment of the expected standard in reading, writing and maths was significantly above national. In Key Stage 2 progress and attainment for reading, writing and maths at the expected level was significantly above national. The KS2 higher standard in all cores subject was also significantly above national with maths in the 100th percentile. Work in children's books and pupil conferencing support this evidence. In Key Stage 1 attainment in reading, maths and writing of the expected and greater depth standard was significantly above national. In 2021- 2022 the ISDR Key Stage 2 progress and attainment in reading and maths of the greater depth standard was significantly above national and in the highest 20%. In Key Stage 1 attainment in reading, maths and writing of the greater depth standard was significantly above national and in the highest 20% in 2022.

The 2023 Phonics scores remain significantly above the national average. EYFS data reflects we also perform well above the national floor standards in reading, writing and maths at the expected level.

Pupils with SEND achieve exceptionally well; the school is ambitious for pupils with SEND. Their strengths and specific needs have been identified, supported by individual case studies for each child and precise intervention is put in place to address their specific needs and enable them to achieve exceptionally well; these are regularly reviewed to assess maximum impact on their progress.

Reading is a priority and at the heart of our curriculum. Children in Reception begin phonics from the second week. They are taught phonics by a systematic and synthetic approach using the validated programme Little Wandle. Children apply their phonics knowledge to reading fully decodable books which have been carefully matched. Swift same day intervention takes place for any child who has not secured the



learning from day 1 in and half termly assessments with follow up intervention to ensure the vast majority of the pupils have a secure group of the phonics code by the end of the Year 1. This enables the children to read accurately and confidently to achieve at least age-related expectations. The school has been in the top 5% of schools for our phonic results since 2014.

The vast majority of children are able to read at least age-appropriate books. Reading continues to be a priority in Key Stage 2, with an emphasis on children developing their fluency through reading in a range of genres and authors. Children enjoy reading and are keen to share recommended reads.

During the pandemic the school took swift action to put in place comprehensive online learning and carefully planned the curriculum to address gaps in pupils' knowledge. As a result, pupils remained on track to meet curriculum end points.

Regular professional development takes place for staff and we have used highly knowledgeable experts to coach staff which has really enhanced their understanding of the subjects allowing them to become expert teachers.

Our subject leaders are highly competent and receive coaching and mentoring from senior leaders. As a result, they are confident in leading their subject; a significant number of leaders and aspiring leaders are undertaking professional qualifications.

Religious education is provided in accordance with the Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

[SAT results are contained on our website](#)



## PASTORAL CARE AND DISCIPLINE

At Little Sutton Primary School, we aim to achieve and sustain outstanding behaviour and discipline in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education so that all pupils can learn and reach their full potential.

All members of staff are concerned with the behaviour of all children and will lead by example, communicating good behaviour and expectations by effective discipline.

At the heart of this policy and code of practice is the belief that all intervention is based on a fundamental respect for each individual. The staff at Little Sutton recognise the importance of building effective relationships with our pupils and between each other.

Outstanding behaviour is most often associated with good relationships and mutual respect. The children and the school community have jointly developed our core values, Learn, Strive and Succeed (see website for further details). These along with the British values, underpin our positive ethos in school.

We believe it is essential that we explicitly teach children what is meant by good behaviour. This begins right from the start of reception. Good behaviour is recognised and rewarded and there are clear consequences for poor behaviour. Pupils are encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning. Parents are encouraged to share the responsibility for the behaviour of their child. We appreciate the importance of their support when difficulties concerning behaviour arise.

At Little Sutton we believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than negative comments. By fostering positive relationships between children and staff the children feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this, the children develop pride in themselves and in their school, together with a sense of belonging. A list of rewards and sanctions are displayed in every classroom.

We are committed to providing the children with a well-structured and ordered school experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, the policy and practice will be reviewed regularly in phase, leadership, and whole staff meetings. We have a clear curriculum for behaviour which identifies the school's systems, processes and routines which is understood by all staff. It is embedded consistently across the school and is also communicated to staff, pupils and our whole school community. Monitoring takes place to ensure it is effective and consistent.



## EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity
- providing for the particular needs of children, having regard to their ethnic, cultural and historical background
- being aware of and countering racism and the discriminatory practice to which it gives rise

The school is made up of 39.6% children from a minority ethnic background. Little Sutton Primary is proud of its diverse school family. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, collective worship and PSHE lessons, reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children also visit places of worship that are important to different faiths.

## PARENT/TEACHER LINKS

The school's parents association is called FoLSS – Friends of Little Sutton School. FoLSS do an amazing job raising much needed funds for our school. With the funds that they raise we are able to purchase things like iPads, PE equipment and musical instruments.

A very active, committed body of parents work tirelessly to support the school in many ways, ranging from fund-raising events to carrying out practical activities.





## LINKS WITH THE COMMUNITY

It is the Authority's policy to make the most effective and efficient use of all education buildings and plant throughout the year.

To this end, many schools throughout the city are used regularly by the Adult Education, Youth and Community Service on a dual use basis. Schools may also be hired by the public under the City's arrangements for letting school premises. The effectiveness of the dual use policy is characterised by excellent co-operation and collaboration between head teachers, and officers of the Authority and the Department of Recreation and Community Services.

Given these policies and the success of current practice, the person appointed to this post must be completely sympathetic to the school and any of its facilities being available for community use when not required by the school. Where schools are used as major community facilities a statement on local provision supplied by the Recreation and Community Services Department's Area Manager should be included.

In every case where a school is a recognised 'dual use' facility this fact should be recorded, and its implications explained.

The school has strong links with the local community for example, in March, ten children from Year 4 went to a local care home to help the residents plant some daffodils for St David's Day. The children enjoyed working together and afterwards watching a musical activity session and spoke to other residents.

The school continues to promote the importance of donating to the local food bank.

We continue to have many children show acts of kindness to others by collecting food from friends and neighbours.

In March, alongside the Year 4 assembly on protecting our environment and reducing pollution, we have been also asking our school families to:

- help our environment by using a reusable water bottle
- reduce, use and recycle
- go plogging and encourage others to the same



This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Deputy Headteacher- JOB DESCRIPTION

SALARY SCALE: L11 to L17

**Purpose of job**

- To assist the head teacher in promoting high standards, formulating and communicating school policies, driving the improvement agenda and contributing to the school ethos.
- To, lead, develop, support and hold accountable, staff to ensure high standards of teaching and learning and the well-being of all.
- To have delegated responsibilities which are both school-wide and of considerable weight including safeguarding. This will be in addition to carrying out teaching.

**Core Purpose**

- To assist the headteacher in day-to-day leadership and management of the school.
- To foster positive working relationships between staff.
- To have due regard to safeguarding and child protection guidelines and work with staff and outside agencies to ensure the wellbeing of our pupils.
- To lead by example, promoting high standards and contributing to the development of the organisation in which all staff recognise they are accountable for the success of the school.
- To promote the work of the Learning Trust for Excellence (LTE) and English Hub.



## Key Areas

### **Vision, Values and strategic impact:**

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Motivate and work with others to create a shared culture and positive climate.
- Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.
- Promote high expectations for attainment and progress.
- Develop and implement policies and practices for the subject/area(s) which reflects the school's commitment to high achievement and is consistent with national and local strategies and policies.
- Monitor the progress made in achieving subject/area plans and targets and evaluate the effect on teaching and learning.
- Work with outside agencies and stakeholders to inform future action.

### **Leading Teaching and Learning:**

- Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- To support the continuous development of staff. This includes training, mentoring, and providing opportunities for professional growth.
- Provide regular feedback for colleagues in a way which recognises outstanding practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupil learning.
- Support with planning, organising and delivering staff meetings and reports
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff including that within the English Hub.
- Create, maintain and enhance effective relationships.
- Support in the recruitment of teaching and support staff.



### **Securing Accountability**

- Work with the Headteacher to ensure the school's accountability of a wide range of groups, particularly parents, carers, governors, LTE, English Hub and the DfE.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Engage all staff in the creation, consistent implementation and improvement of schemes of work and curriculum plans which encapsulate our key school golden threads and learning strategies.
- Support the Headteacher and Leadership team in developing and implementing systems for recording and monitoring individual pupil's progress including SEND.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement with the Headteacher.
- Monitor and evaluate subject pupil progress targets and benchmarking within school and the LTE.

### **Resource Management**

- Work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Headteacher and School Manager to ensure the school, people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- Work with the Headteacher, School Manager and Finance Officer to oversee and evaluate subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.
- Secure and allocate resources to support effective learning and teaching within the subject area(s).
- Monitor and support in the use of resources and budget with the School Manager and Finance Officer according to the school's agreed financial procedures.

### **Community links**

- Work with the Headteacher to collaborate with the other schools and organisations to share expertise and bring positive benefits to our own and other schools.
- Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.



### **Developing Self and Working with Others**

- Work with the Headteacher to build a professional learning community which enables others to achieve
- Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- Implement successful appraisal processes with the allocated team of staff.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Be committed to your own professional development, including regularly reviewing your own practice, and setting personal targets.
- Little Sutton has a core responsibility for providing support to other schools through their work with the English Hub and a moral duty in working with and supporting local schools. The Deputy Head role will be key to establishing and maintaining the strong relationship with the English Hub, LTE and our commitment to support other local schools.

### **Specific duties of responsibility and accountability**

- To take an active role in the school's Leadership Team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.
- To provide professional leadership and management of key areas of the School Improvement Plan as agreed on an annual basis, with the Headteacher.
- To be a Designated Safeguarding Lead (DSL) and support in the safeguarding and child protection matters (including attendance, online safety, and understanding filtering systems).
- To attend regular training and continuous professional development in order to keep on top of the latest changes to statutory guidance and policy which surround every aspect of safeguarding.
- To contribute to the SEF and Governors Reports.
- To work with the English Hub and support supporting other local schools.
- To line manage teaching assistants.
- To oversee Business meetings, staff rotas and timetables.
- To co-ordinate monitor and address issues relating to PPA time.
- To support with written end of year reports.

**Not all the duties will need to be performed all at the same time and will vary according to the priorities and needs of the school. The specific focus for the Deputy Head's work will be negotiated and agreed at the beginning of the appraisal cycle.**



### **Competencies**

- Influencing: using persuasion, encouragement and building relationships to achieve school goals and targets
- Communicating: have the skills to communicate clearly and concisely
- Drive for improvement, have relentless energy for setting and meeting challenging targets for pupils and the school
- Developing: to provide the opportunities to develop by sharing good practice and expertise
- Collaborating: to work successfully with others at a variety of levels and valuing different skills and expertise of colleagues
- Challenging: to provide appropriate levels of challenge when dealing with poor performance

### **Performance Measures:**

Performance will be assessed using evidence provided through:

- Monitoring procedures
- Performance management proforma and meeting
- Leadership and Business meetings
- Ongoing professional discussion with the Headteacher

### **Safeguarding**

- Understand your responsibilities in relation to Safeguarding and Child Protection and how to highlight any issue or raise any concerns
- Ensure all safeguarding concerns are reported to a Designated Safeguarding Lead
- Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and procedures

### **Data Protection**

- Work within the requirements of General Data Protection Regulations at all times



### **Additional Conditions**

- Create and maintain positive and supportive relationships with staff, parents, businesses, community and all stakeholders
- The post-holder will be expected to undertake any appropriate training provided to assist them in carrying out any of the above duties
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace, to include ensuring that the requirements of the Health & Safety at Work Act, COSHH and all other mandatory regulations are adhered to
- To undertake appropriate professional development including adhering to the principle of performance management
- To promote the vision and aims of the school
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct
- To attend meetings, training days and CPD sessions
- To be an effective team player and support the functions of the school
- Observance of complete confidentiality on all school information is required and any failure to do so may be regarded as gross misconduct in terms of the Disciplinary Policy
- To take responsibility for becoming familiar with school policies and abide by them



Person Specification: Deputy Headteacher

LITTLE SUTTON PRIMARY SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF TO SHARE THIS COMMITMENT. AN ENHANCED DBS CHECK IS REQUIRED FOR THE SUCCESSFUL APPLICANT.

Specification	Criteria	Method of assessment
Education & qualifications	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Post threshold teacher status</li><li>• Evidence of relevant continued professional development, including Future Leaders, NPQ's etc.</li></ul>	C
Experience	<ul style="list-style-type: none"><li>• Experience of senior management position(s)</li><li>• To be an excellent role model in teaching and professional conduct</li></ul>	AF/I
Skills & Knowledge	<ul style="list-style-type: none"><li>• Lead and manage the school team effectively and efficiently - to inspire, motivate, mediate and influence staff.</li><li>• Communication skills, oral, written and presentational</li><li>• The ability to deliver well planned, organised and innovative lessons</li><li>• Proficiency in the use of IT and the software programmes used in schools</li><li>• To ensure high standards of behaviour within the school responding to concerns regarding behaviour management in line with the Behaviour Policy.</li><li>• Manage school information and data for recording, monitoring, evaluation and reporting</li><li>• Awareness of the Learning Trust for Excellence (LTE) and Little Sutton English Hub</li><li>• Has had experience of leading Maths or English across the school</li><li>• Knowledge of latest research and how to implement this to improve current and future provision</li><li>• How to lead curriculum development and manage innovation and change</li><li>• Know how to use information and data to set targets, raise attainment and achievement</li><li>• How children and young people learn, develop and progress through life stages and events</li><li>• How IT can be used effectively to motivate children to learn</li><li>• How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li></ul>	AF/I





	<ul style="list-style-type: none"> <li>• How to manage health and safety policy and promote and safeguard pupil welfare</li> <li>• How to manage equalities and inclusion policies and how these are implemented in schools</li> <li>• Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Dedicated to our vision that all children are entitled to an exemplary education</li> <li>• Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities</li> <li>• Self-motivated and able to work on own initiative without supervision</li> <li>• Works with honesty and integrity</li> <li>• Emotional resilience in working with challenging behaviour</li> <li>• Recognises the importance of protecting their own personal wellbeing</li> <li>• Committed to making children feel happy, safe and secure</li> <li>• To implement projects relating to culture, climate and ethos as assigned.</li> </ul>	AF/I
Safeguarding and Child Protection	<ul style="list-style-type: none"> <li>• Experience of Designated Safeguarding Lead (DSL) role</li> <li>• To provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children</li> <li>• Understands their role in safeguarding and protecting children or a keen willingness to learn this</li> <li>• Develops appropriate professional boundaries with children, knows not to build friendships</li> <li>• Awareness of the key safeguarding processes in schools or willingness to understand these.</li> <li>• In-depth understanding of the requirements of Keeping Children Safe in Education</li> <li>• A realistic appreciation of the challenges involved in working with children</li> <li>• Committed to improving safeguarding processes and practices – considers this part of their role</li> </ul>	AF/I
Professional Development	<ul style="list-style-type: none"> <li>• Willing to participate in further appropriate professional development</li> <li>• Positive approach to own continuous personal professional development and training</li> </ul>	AF/I



- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. **Interview, Presentation**.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. **Interview, Presentation**

**NB:** If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.