



Welcome to Edlington Victoria Academy



Collaborating Cobras

- I am a team player
- I can teach learning to others
- I can share ideas
- I can listen to others
- I can ask questions



Investigating Iguana

- I can explore ideas
- I make links to prior learning
- I can find things out for myself
- I can solve problems
- I can suggest ideas
- I can discover new things
- I can make decisions

Our Core Values

Develop the following skills and qualities in every pupil



Resilient Rhino

- I never give up
- I try my best
- I enjoy challenges
- I know what to do if I am stuck
- I ask others
- I take risks
- I think carefully about my learning



Motivated Meerkat

- I am not afraid of any challenge
- I enjoy my learning
- I am always prepared to learn
- I will take a risk
- I will always take pride in my learning



Evaluating Elephant

- I can change my plans if I need to
- If something goes wrong, I know how to fix it
- I know what I have done well
- I think carefully about learning targets
- I learn from my mistakes
- I can self assess
- I can peer assess

Building Supervisor

October 2019



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

‘Innovative Education - Transforming Lives’

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Exceed Learning Partnership

Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life - a world class education aimed at helping the children in Exceed Learning Partnership schools become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our schools to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all the schools within the trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our Academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "Every Child, Every Chance, Every Day" all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential - *Raising Standards*
- Have the highest expectations of all children and staff - *Raising Expectations*
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations - *Raising Aspirations.*
- Help children develop high self-esteem-respecting and taking responsibility for themselves, others and the environment - *Raising Confidence*
- Recognise and reward success - *Rewarding Success*
- Deliver consistently high quality lessons which enable students to learn well - *Teaching and Learning*
- Develop independent learning, communication, literacy and numeracy skills across all subject areas - *Core Skills*
- Provide a creative and challenging curriculum which is personalized to meet the needs of all students - *Curriculum*
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development - *SMSC*
- Develop positive and secure 'Learning partnerships' between school, home and the community - *Community Cohesion*

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self- sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Exceed Learning Partnership believes that all pupils have the right to the very best education.

Letter from the Principal - Emily Clark

Dear Applicant

Thank you for your interest in the position of Class Teacher at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED. Some of the strengths noted were:

- The Executive Principal who is also the CEO of the Trust has been an inspirational force, setting out a clear vision for how successful the school can be. As a result of her excellent leadership, substantial improvements have been made since the time of the last section 5 inspection and standards have improved at every key stage.
- The head of school has kept a relentless focus on changing the school for the benefit of pupils, ensuring rapid improvement in the quality of teaching and in pupils' attitudes to learning.
- Middle leaders have been effective in improving the teaching of English and mathematics and consequently the majority of pupils are working at levels expected for their age.
- As a result of good teaching, almost all pupils are now making expected progress and many make accelerated progress.
- Pupils behave well in lessons and around the school. Pupils have a well-developed understanding of how to improve their learning, resulting in them taking responsibility for their successes and learning from failure.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.



Emily Clark

Principal

ABOUT EDLINGTON VICTORIA ACADEMY

Edlington Victoria Academy is situated in Edlington. We are a large primary school, with a 52 place nursery. The academy currently has a foundation unit and a large outdoor learning area. We have 8 classes throughout Key Stage 1 and Key stage 2.

The academy has a very strong community ethos which influences all aspects of school life. The academy has various libraries, a music room, Thrive room and two large halls, one of which has a staged area for the children's performances. All classrooms are equipped with interactive Clevertouch and we have three laptop units and three iPad units to transport between each class.

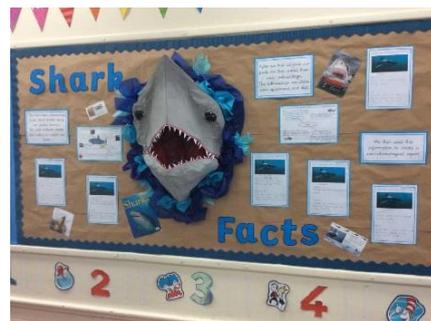
The Executive Principal is a National Leader of Education. The academy has developed a very strong and committed Leadership & Management Team who support the work of the Executive Principal and Principal in leading/managing improvement. The academy has a large number of support staff to enhance learning opportunities including Pastoral Support, three Nursery Nurses, two HLTAs and experienced Teaching Assistants.

The pupils of Edlington Victoria Academy come from a range of social and cultural backgrounds. Approximately 26% pupils are on the SEN register. 30% of children are on free school meals.

Sporting activities are a key feature of the academy. We use sports coaches and teaching staff to provide the highest quality provision and to ensure that the widest range of activities are possible. In addition a large number of extra-curricular sporting activities are available for pupils during lunch time and after school. These are run by staff, playground leaders and the pupils. We have achieved our Eco Schools Bronze Award and are working to make this a Silver Award by the end of this academic year.

The academy is also committed to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards. We have developed a thematic skills based approach to the curriculum and we use external visits to provide the pupils with enriched learning experiences.

Edlington Victoria is meeting the core offer of extended services and is fully committed to the inclusion of all pupils. We have a Pastoral Support and Intervention Manager who works with pupils to build their self-esteem and ensure that all pupils strive for their very best. We have a school council who are actively involved in the decision-making of the academy and we have strong links with community services to ensure that all the needs of the children are met.



CURRICULUM STATEMENT

Edlington Academy provides our children with a high quality education by offering a broad and balanced curriculum with a focus on the core subjects.

The curriculum allows our children to spend time developing a thirst for knowledge, a love of learning and close friendships. As well as having high academic standards, our children have fun and enjoyment on their journey throughout the Academy.

In common with the other Exceed Academies, Edlington Victoria Academy follows the 2014 National Curriculum. We deliver traditional subjects in innovative ways, through a balanced curriculum full of variety and challenge. This provides continuity across all the Exceed Academies, offering access to a wider pool of resources and expertise. This enables us to secure the outstanding outcomes which we passionately hope to achieve for all our children.

Our children will be shown the importance of demanding the best of themselves:

to **'Every Child, Every Chance, Every Day!'**.

Edlington Victoria Academy provides enhanced provision through:

- Wider curriculum opportunities in music and singing
- Additional sports opportunities e.g. football, multi-skills, netball and athletics
- Extra-curricular clubs tailored to the interests of the pupils, coding, cookery and art
- Ongoing partnerships with the local library
- Residential and day visits to supplement planned topic work

Detailed information on the curriculum can be found on the Edlington Victoria Academy website:

www.victoria.doncaster.sch.uk





Job Description & Person Specification

Building Supervisor

JOB DESCRIPTION



Eceed Learning Partnership is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high-performing educational institutions.

JOB TITLE:	Building Supervisor
	Grade 6 Scale Point 6 - 11 £19,171 - £21,166. Salary negotiable according to enhanced skill set
	37 hours per week full time, permanent
	Term Time hours Monday to Thursday 6.30am to 10am and 2pm to 6pm Friday 6.30am to 10am and 2.30pm to 6pm
	School Holiday hours Monday to Thursday 8.00am to 4pm Friday 8.00am to 3.30pm
GRADE/SALARY:	Grade 6, scale point 6 - 11 (£19,171 - £21,166)
RESPONSIBLE TO:	Principal/Business Manager
RESPONSIBLE FOR:	School Cleaning Operatives
JOB PURPOSE:	The Building Supervisor must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. The Building Supervisor must maintain appropriate professional boundaries and respect the unique position of trust as a Building Supervisor at all times. To ensure the security and cleaning of the building ensuring that all duties are undertaken within the requirement of Health & Safety Regulations

PURPOSE OF JOB

As a member of the school management team to be responsible for carrying out a full range of duties to provide high standards of cleanliness, general security, maintenance and day to day development of the school site and surrounding premises & sites. To include cleaning, handyman activities and some supervision of cleaning staff.

All staff must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. Staff must maintain appropriate professional boundaries and respect the unique position of the trust as member of the school team at all times.

To work proactively under the direction of the Principal and the Business Manager, to ensure a clean and safe learning environment for the children & families across the building/s:

Security of premises

- As the main key holder, be responsible for the security of the school premises
- Responsible for an effective level of security of buildings and grounds. Liaise with security services and deal with alarm systems as appropriate including regular testing and documenting all actions
- Responsible for lock/unlock premises and check for vandalism/break-ins

- Be responsible for locking and unlocking of premises outside of normal school hours and setting security alarm systems as required. Responding to security alarm or all other call outs in accordance with agreed procedures i.e mobile phone to be switched on at all times
- Maintain high level of security in rooms/areas with expensive equipment or resources. Identify and record location of stopcocks for water, gas and electrical isolators (fuse boards/circuit breakers).
- Liaise with emergency services (eg Police, Fire Brigade, Education Offices) in cases of break-in, fires etc
- Switch on/off intruder alarms, internal and external lights as necessary. Adjust time clocks when necessary.
- Make rooms and premises temporarily secure after break-ins or vandalism. Report incidents to Principal, Line Manager and or Trust Team. Board up if possible, remove loose or fragmented glass and tidy up immediate vicinity
- Check operation of fire alarms, extinguishers (visual check), emergency lights and fire hoses on a regular basis
- Make safe gas, water and electric power when locking up
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, GDPR, reporting all concerns to appropriate person

PRINCIPAL ACCOUNTABILITIES

Cleaning, Building & Premises:

- To promote and maintain cleanliness and tidiness, thus creating a pleasant, safe and hygienic working environment in the school site/s.
- To be responsible for the day to day cleaning of a designated area of the building in conjunction with the relevant agreement and in line with Health and Safety guidelines
- To ensure all other areas are cleaned in accordance with the building cleaning specification as directed by the Principal or Business Manager. This may include hallways, floors, removing graffiti as well as unpleasant and potentially harmful substances from surfaces.
- To undertake emergency cleaning and other occasional cleaning as specified during normal hours after ill children, floods or additional cleaning in toilet areas
- Clean and tidy all yards, paths, gullies and drains on a regular basis, including the emptying of all external litterbins, including a daily check for litter and graffiti. Remove all litter and leaves from Hard/Soft ground areas related to the site
- Remove graffiti from internal and/or external walls, windows etc. using appropriate cleaning equipment and materials
- Monitor and provide reports on cleaning standards and follow up
- Basic maintenance of school caretaking/cleaning equipment (where appropriate) and ensure safe storage, report faults as necessary
- Transport refuse to bin/skip areas from agreed collection points
- Mop up and remove spillage, floods, vomit, and obnoxious waste in line with agreed procedures
- Inspect after workmen, report any major problem to the relevant officer or bring room up to required standard
- Clear snow off main paths, steps and ramps to facilitate safe access of pupils and staff to premises. Grit as necessary
- To clean high/walls/internal windows

General Duties

Responsible for effective supervision and co-ordination of cleaners (where appropriate) to meet the needs of the establishment.

- Provide induction training and continual guidance to familiarise any new cleaners (where applicable) with agreed procedures and working practices
- To impart special skills and knowledge to other colleagues as appropriate
- Carry out portage duties as require including receipt of goods and supplies
- Maintain close working relationships with site mangers, staff and liaise with establishment users as necessary
- Regular check, unblock, and clean drains, manholes and gullies
- Set out/put away furniture and equipment for functions, meetings and exams
- Arrange temporary signs in car park and building as necessary
- Deal with lost property in accordance with agree procedure
- School milk to be taken to agreed distribution point
- To carry out minor repairs, identify defects such as faulty plugs, fuses etc. and report these to the Business Manager.
- To be responsible for minor gardening works, remove weeds from paths, steps and playground/yard edges within the school grounds in order to ensure a presentable environment for pupils, staff and visitors.
- Participate in professional learning and associated development and training as required

Administration

- Develop and maintain suitable information systems appropriate to the post and needs of the site. To organise and prioritise workload (where appropriate)
- Ensure compliance with health and safety regulations and cods of practice in the provision of a safe and healthy working environment
- To monitor, order and take delivery of appropriate supplies and equipment to ensure stock levels are adequate for the efficient completion of any caretaking or maintenance job and ordered within an agreed budget.
- To read all meters and record as required and be aware of spend against budget, including assistance with energy conservation procedures, and to operate heating and hot water supplies in accordance with agreed policy instructions and carry out frost precaution procedures.
- Responsible for effective management and administration of defined budget headings i.e. Maintenance, Grounds Maintenance, Cleaning and Utilities for the school site
- Management and development of school lettings programme, liaise with relevant staff and Trust Team as necessary
- Responsible for obtaining equipment and supplies and ensuring sufficient and proper use of fuel, materials and equipment provided in relation to the job of caretaking and cleaning
- To be responsible for arranging the testing of all portable electrical equipment and the maintenance of appropriate records
- To determine the arrangements and ensure the safe keeping of furniture, fittings and equipment including security marking and the maintenance of upkeep of schools inventory
- To perform risk assessments as required, and to liaise with other agencies in order to ensure Health and Safety checks are carried out, and that Health and Safety standards are maintained

Maintenance

- To monitor al contractors personnel on site and ensure that work is satisfactorily completed, accompany contractor on/off site as necessary
- Maintain and refer to the Parago System for maintenance jobs to be undertaken
- To identify and report any repairs, maintenance or replacements that require rectification
- Initiate work orders for repairs and liaise with appropriate staff and outside contractors, obtain estimates if necessary
- To inspect school equipment as specified, and to carry out basic maintenance to the school buildings

- To ensure that arrangements for the maintenance, minor repairs and modifications are effected as quickly as possible
- To determine priorities for expenditure and arrange the purchase and authorise payment of cleaning materials/equipment/fittings/repairs and minor works managing the budget delegated by the Principal/Business Manager. This will include obtaining quotations, negotiating with suppliers in order to ensure best value
- To be directly involved with the production, maintenance and development of the academies Asset Management Plan and the long term plans adjusting priorities as necessary.
- Keep signage clean and free from algae
- Check trees for broken/ overhanging branches that could pose a safety risk
- Make appropriate arrangements for the collection of school waste

General maintenance of building: -

- Plumbing i.e. leaking taps
- Joinery i.e. boarding up broken windows, shelving
- Painting/Decorating
- Plastering to small areas
- Reglazing to ground floor level
- Electrical i.e. make safe broken lights switch/sockets/plugs
- Tape over or isolate from further use, report repair at earliest opportunity
- Gas Leaks etc. – isolate, turn off gas supply, report repair at earliest opportunity
- Clean lights and light fittings, check and replace faulty lights, tubes and starters on a regular basis. Fit or change electrical plug head if competent, check fuses and replace with manufacturers recommend fuse
- Fuse boards, where power failure to electrical appliance or faults have caused main fuse to break the circuit. Fuses may be checked if competent
- Others as necessary within the capabilities of the post holder

DO NOT CARRY OUT ANY REPAIRS TO FUSE BOARDS

- Ensure power supply is switched off when working on any appliance
- Minor electrical repairs to be carried out by competent person unless appropriate training has been received
- If in doubt, switch off power and report repairs to the appropriate maintenance provider at the earliest opportunity

Boiler Room/Energy Conservation/Heating Systems

General duties

- Ensure good working practice and encourage energy conservation measures are implemented and adhered to wherever possible to prevent waste
- Ensure boiler room heating plant and all associated equipment is inspected and maintained in accordance with all laid down procedures and liaise with appropriate agencies for maintaining temperatures
- Check room temperatures daily during cold weather to maintain appropriate temperatures, adjust thermostats, bleed radiators as necessary
- Daily check of water temperatures and calorifiers
- Daily check of boiler temperatures and shut down procedures
- Clean out boiler houses/rooms and clean filters to all fan convector heaters at least once year
- Switch on/off electric fans and portable/fixed gas heaters

- Regularly switch over pumps (e.g weekly) where appropriate
- Ensure boilers are checked and maintained and records kept up to date
- Check/reset programmes/timers as necessary to take into account seasonal variations and heating requirement
- Ensure all boiler houses/pump rooms etc are secured at all times except when authorised personnel requires access/egress as necessary
- Regular visual check of sump pumps and test operation of pump, remove any debris/blockages form sump (monthly) where appropriate
- Relight pilot lights as necessary (where appropriate)
- Check boilers are not locked out, relight boilers if possible. Report any faults as necessary

Site Planning:

- To attend meetings of the Governing Body's Committee responsible for sites and premises issues providing detailed advice and reports including recommendations for major building maintenance/developments in order to meet best value requirements
- To be responsible for organising and arranging site inspections by governors, contractors and LA Officers or equivalent as required and to liaise directly with the Premises Building Inspector in respect of all buildings issues

Health & Safety Requirements:

- To uphold the academies policies for anti-discriminatory practice and equality of opportunity.
- To uphold the Trust and schools Health and Safety requirements, particularly with regard to agreed codes of practice and safe methods of working
- To carry out daily/weekly checks to ensure that the school buildings are meeting the required standards and review any risk to safety
- To liaise with the Business Manager on Fire safety procedures
- To liaise with the Principal and Business Manager in order to ensure fire risk assessments on the buildings are carried out
- Cooperate with the school to ensure that Health and Safety responsibilities are carried out
- Perform duties in line with health and Safety and COSHH regulations and take action where hazards are identified, reporting serious hazards immediately to the Principal or other senior person
- To provide feedback to the Governing Body on the school building in relation to Health & Safety and premises management
- To undertake any necessary courses or training as appropriate for the post.
- Participate in professional learning and associated development and training as required

The post holder's duties must be carried out in compliance with the Trust's policies and procedures, including child protection procedures and Equal Opportunities Policy, Financial Procedure Policy, the Health and Safety at Work Act (1974) and the subsequent health and safety legislation.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Directors / Executive Principal / Governors' of the Trust and school reserve the right to update your job description, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

Signed.....
Employee

Signed.....
Principal

PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the skills, knowledge or experience that we would expect.

	Essential	Desirable	Interview /App form
Qualifications, Education & Training			
A professional qualification in building, estates, facilities management or related area		✓	✓
A good working knowledge of buildings and estates, preferably educational and associated health and safety legislation	✓		✓
NEBOSH health and safety qualification		✓	✓
Willingness to participate in development and training opportunities for development in the post	✓		✓
A good standard of Literacy and Numeracy	✓		✓
Experience & Knowledge			
A good working knowledge of buildings and estates, preferably educational and associated health and safety legislation			
Experience of managing buildings, grounds and related premises working in a school setting or similar environment		✓	✓
Experience of managing a team with evidence of achieving improvements in the flexibility, teamwork, productivity and morale of the team	✓		✓
Experience of managing contractors and achieving improvements in contractor performance in terms of timely completion and cost management	✓		✓
Experience of successfully managing a significant budget and delivering value for money		✓	✓
Experience of undertaking maintenance and DIY including the use of tools	✓		✓
A repairs and maintenance background or the transferrable skills to enable adjustment to the role of building supervisor	✓		✓
Knowledge of Fire Risk Assessment		✓	✓
Experience of assisting in the development and monitoring of a Buildings Development / Maintenance Plan		✓	✓
Knowledge of Moving and Handling Procedures	✓		✓
Have the ability of managing others, instructing and communicating expectations		✓	✓
Knowledge of Health and Safety policies and procedures including knowledge of COSHH regulations	✓		✓
Managing and monitoring of the cleaning function		✓	✓
Experience in effective prioritisation of workload and managing projects		✓	✓

Understands the need to prioritise work to support the schools key functions	✓		✓
Experience of working with a wide range of partners both internal or external	✓		✓
Experience of working using own initiative as well as being part of a team	✓		✓
Skills			
Excellent organisational and time management skills including working to tight deadlines	✓		✓
Ability to lead the implementation of change and ensure smooth change management	✓		✓
Ability to respond to and prioritise incidents as and when they occur in a calm and professional manner	✓		✓
Able to plan, monitor, evaluate and review proactively	✓		✓
Able to demonstrate high standards and expectations			
Ability to deal with paperwork and keep accurate records	✓		✓
Ability to maintain confidentiality at all times	✓		✓
Strong ICT skills and willingness to develop knowledge of use of ICT and other resources including using spreadsheets, databases, email and internet	✓		✓
Ability to relate to both children and adults	✓		✓
Strong and effective leadership style with good interpersonal skills	✓		✓
Strong communication skills (both oral and written) with an ability to articulate proposals to all key stakeholders	✓		✓
Problem solving and decision-making skills	✓		✓
Personal Qualities/Skills			
Be responsible, honest and reliable	✓		✓
Be calm in an emergency	✓		✓
Be well organised and capable of prioritising work	✓		✓
Be flexible and hardworking	✓		✓
Ability to carry out physical tasks e.g. lifting/carrying (in accordance with manual handling procedures)	✓		✓
A self-motivated individual who can work using their own initiative	✓		✓
Confidence and commitment	✓		✓
Has a good attendance and punctuality record	✓		✓
High level of motivation and “can do” attitude	✓		✓
Ability to communicate effectively with people at all levels	✓		✓
To take on key holding duties for the school	✓		✓
Be available for callouts	✓		✓
Special Requirements			
A willingness to be flexible where the need arises to meet the needs of the school	✓		✓