



# Headteacher Recruitment Application Pack



**Little Horsted Church of England School  
Lewes Road, Little Horsted,  
Uckfield,  
East Sussex  
TN22 5TS  
01825 750380**

[www.littlehorsted.e-sussex.sch.uk](http://www.littlehorsted.e-sussex.sch.uk)  
[office@littlehorsted.e-sussex.sch.uk](mailto:office@littlehorsted.e-sussex.sch.uk)





## Little Horsted Church of England School Information Pack

Thank you for your interest in our school. We are pleased to enclose an information pack which includes:

- Welcome and information about the school from Mrs Helen Valentine, Chair of the Governing Body
- Information about Little Horsted CE School
- Information about Uckfield and the surrounding area
- Information about the application process
- Guidance notes for applicants
- Job description
- Person specification

**We would also encourage you to look at our website:**

[www.littlehorsted.e-sussex.sch.uk](http://www.littlehorsted.e-sussex.sch.uk)





Dear Applicant,

Thank you for your interest in the post of Headteacher at Little Horsted Church of England School. We are seeking to make this important appointment with effect from 23 April 2019.

Little Horsted School is a 2 -11 half form entry school. We have our Robins Nursery (Foundation Stage 1) class for children from the age of 2 ½. Our pupil admission number is 15 and many of our nursery children now join our Rabbits Reception Class each year. The two year groups together form our Early Years Village. We are delighted that we are able to provide our nursery children with a seamless transition in their schooling and learning environment.

The school is at an important point in its development. The school had a very successful Ofsted inspection in March 2017 and a SIAMs Church School inspection in April 2018. The current headteacher has been in post for 25 years. The school is in a very strong position with an established and dedicated team of teaching and support staff. The governors are seeking to appoint a new headteacher with the commitment, enthusiasm and vision to lead the school to achieving outstanding status.

There will be excellent professional development opportunities for the successful candidate, to work collaboratively and possibly lead other schools in the future as part of a federation or partnership. The successful candidate will be encouraged to share the expertise and practice in the school with a wide range of others schools in a combined journey from good to outstanding.

We are committed to securing excellence in learning and progress for all pupils through exciting and stimulating teaching which encourages a love of learning. We want all children to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development.

The children are enthusiastic, positive and proud of their school. We have a very supportive and engaged parent body and local community. The teachers and support staff are enthusiastic about enabling the children to always strive for excellence in their learning, presentation and understanding.

The successful candidate will share our broad strategic objectives and our ambitions for the school. They will be the kind of person who can establish professional relationships at all levels and bring creativity, enthusiasm and intelligent thought to the challenges of the position.

The school is situated in delightful countryside overlooking the East Sussex National Golf Course and the South Downs. Little Horsted is close to the Wealden town of Uckfield which is a delightful and popular town surrounded by areas of outstanding natural beauty. It is within easy reach of Tunbridge Wells, Lewes and Brighton, as well as London and Gatwick Airport.

We very much hope you will visit the school and see for yourself the exciting opportunities that this post will provide. During your visit to the school you will find inside a highly motivated community where pupils are encouraged to develop their full potential in a Christian, caring environment.

Mrs Helen Valentine – Chair of Governors



## **Vision Statement**

At Little Horsted Church of England School we believe that within a happy, stimulating community where Christian values are encouraged, each child will develop a love of learning and a positive attitude towards their education. Through these shared values and a caring example each child will have the opportunity to become a responsible citizen in the future.

*'Working Together to Achieve the Best for Each Child in a Caring Christian Environment'*

## **Why our School is happy and successful**

By fulfilling the following, we endeavour to create a motivating environment for the school community. Our general aims can be summarised as follows:

- To evolve a Christian Ethos within the community about everything we do, to convey to the children the importance of a personal faith in daily life and create an atmosphere of trust and understanding.
- To put the interests of the children first, to value their worth and praise their achievements by providing a happy, calm yet stimulating atmosphere in which children will be motivated to learn.
- To develop the full potential of each child by encouraging a positive attitude and an enjoyment of learning within a balanced and structured curriculum.
- To help children develop self-respect, respect for others, a tolerance and understanding of other races and ways of life.
- To help children acquire knowledge and skills to prepare them for their future.
- To develop in our children courtesy, kindness and an appreciation of their environment.
- To encourage a partnership with parents by involving them in their child's education and creating an atmosphere of trust and understanding.
- To see each child as an individual in the "family" atmosphere of the school.

*'Working Together to Achieve the Best for Each Child in a Caring Christian Environment'*



### **What the Inspector said about our School in March 2017**

Copies of the most recent OFSTED inspection report (March 2017) and Section 48 Statutory Inspection of Anglican Schools Report (April 2018) can be viewed on the school website at [www.littlehorsted.e-sussex.sch.uk](http://www.littlehorsted.e-sussex.sch.uk) or on the Ofsted website. The following comments are taken from the Ofsted Report for March 2017. The school achieved an overall grade of 'Good'.

The leadership team has maintained the good quality of education in the school since the last inspection. Pupils like school and attend very well. They told me how much they enjoy their lessons and I was able to observe this for myself during my visit. One parent summed up the view of many by saying: 'My children are very happy at Little Horsted, they feel safe and nurtured in a very caring environment.'

Across the school, pupils experience a rich, varied and balanced range of learning opportunities. As a result, they develop a good bank of skills, knowledge and understanding that prepares them well for their secondary education. Pupils benefit from teaching expertise in subjects such as physical education and music. During my visit I heard guitar, violin and drumming lessons taking place – optional extras to build on singing, recorder and brass teaching for all pupils as they move through the school. An incredibly high proportion of pupils participate in after-school physical activities.

### **Summary judgement noted by the Diocesan RE Inspector in April 2018.**

#### **The school achieved an overall grade of 'Good'.**

The distinctiveness and effectiveness of Little Horsted Primary School as a Church of England school are good. The school's Christian values are strongly linked to biblical teaching. They are known and articulated by staff and pupils and impact very positively on pupils' spiritual, moral, social and cultural development (SMSC).

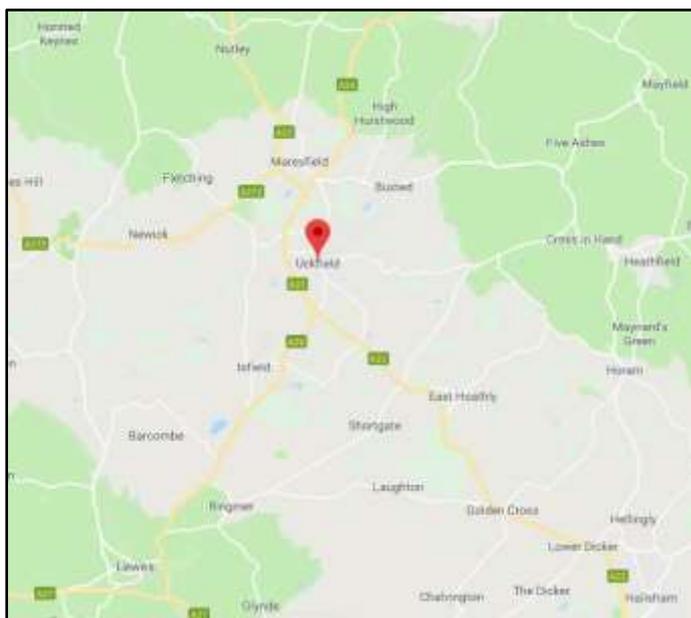
The Christian character of the school makes a significant impact on the way pupils live their lives.

There is a strong mutually supportive relationship between the school and the church that is greatly valued by all members of the school community. Worship has a high profile in the school. It enables pupils to experience Anglican practices and includes the teachings of Jesus Christ and biblical links.

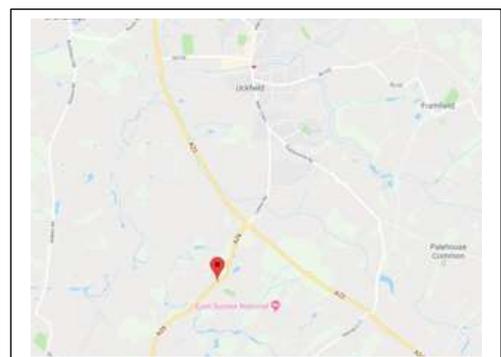


## Information about Uckfield, Little Horsted and the surrounding area

**Uckfield** is a town in the Wealden district of East Sussex, England. It is situated on the Weald and at the edge of the Ashdown Forest, in the High Weald area of Outstanding Natural Beauty 15 miles south-west of Royal Tunbridge Wells and 40 miles south of London. It has road and rail links and is served by a town council. It is one of the largest inland town (by population) in East Sussex comprised of over 20,000 people. **Little Horsted** is just to the south of Uckfield.



- Easily accessible from Royal Tunbridge Wells, Uckfield, Lewes and Brighton;
- Cost effective housing;
- Historic town close to the Ashdown Forest;
- Excellent rail, road and air links.





## Application Process

### Visits

We welcome and encourage a visit to our school ahead of the application process which will end at 12.00 noon on Monday 7th January 2019, please contact Mrs Helen Fingerneissl, School Business Manager, [HelenF@littlehorsted.e-sussex.sch.uk](mailto:HelenF@littlehorsted.e-sussex.sch.uk) or email [office@littlehorsted.e-sussex.sch.uk](mailto:office@littlehorsted.e-sussex.sch.uk) or telephone 01825 750380 to make an appointment.

### Applications

Please send your completed application form and supporting letter to [leadership.recruitment@eastsussex.gov.uk](mailto:leadership.recruitment@eastsussex.gov.uk) by 12.00 noon, Monday 7<sup>th</sup> January 2019

Please refer to the guidance notes for applicants.

### Shortlisted candidates

Short listing will take place on Wednesday 9<sup>th</sup> January, after which the shortlisted candidates will be contacted. This will include a letter outlining the interview process. Interviews will take place on Tuesday 22<sup>nd</sup> and Wednesday 23<sup>rd</sup> January 2019 at the school.

### Offer of Employment

The successful candidate will be contacted by phone within 48 hours and an offer of employment made subject to the satisfactory completion of all pre-employment checks.



‘Working Together to Achieve the Best for Each Child in a Caring Christian Environment’



## **Guidance Notes for Applicants**

### **Application Form**

It is imperative that the application form is completed in full and signed. Please follow the instruction to use black ink or typescript as your form will very likely be photocopied. If you are submitting your application form electronically, you will be asked to sign the form should you be invited to interview.

When submitting your application, it is important that you relate your skills, experience and abilities against the person specification, identifying against each criterion, examples of your expertise. The shortlisting panel cannot guess or make assumptions. Please make sure you complete the application form that was sent to you with the application pack as this will be the most up to date version.

Please do not attach a previously prepared CV as an alternative. It is important that we are able to compare candidates' experience by drawing on the same range of information. Statements in support of an application will often need to be longer than the space provided on the form and these should be attached to the application on a separate sheet. Please refer to the information contained within the recruitment pack for the length and presentation of your personal statement.

### **Letter of Application**

In addition to the application form, we ask that you write a covering letter describing briefly the extent to which your experience has prepared you for the post for which you have applied.

The selection panel will look to see how well you have focused your application on the needs of the school in addition to relating your skills and knowledge to the person specification with supporting evidence which demonstrates how you meet the range of criteria.

### **Referees**

We take up references on shortlisted candidates. Please give your current or most recent employer as one of your referees; as an applicant for a Headteacher post, you should provide the name and address of your Director of Children's Services, together with a second referee who should be the Chair of Governors or in the case of a serving Deputy, the Headteacher of your current school. If you are applying for the post of a Deputy Headteacher, your referees should be your Headteacher and your previous employer.

We ask that you do not include photocopies of open testimonials. We will always write to your current or previous employer for a professional judgement of your suitability for the post. If you have been employed in your present school for less than five years, the governing body may wish to seek further supporting information from your previous employer(s).

## **Qualifications**

Please bring documentary evidence of your Qualified Teacher Status (QTS) and other relevant qualifications (excluding GCSE, "O" and "A" levels) to your interview. The selection panel will ask to see the original certificate, and copies will be taken for your application. If you have achieved the National Professional Qualification for Headteachers (NPQH) or any other professional qualifications e.g. National Qualification for School Leaders (NPQSL), National Qualification for Middle Leaders (NPQML), please bring copies of these qualifications to the interview for checking.

## **Medical Information and Disclosure and Barring Service (DBS) Disclosure**

Prior to appointment, you will need to complete a health statement which will be assessed by our OH referral service, Team Prevent.

East Sussex County Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure issued with this Authority as the employer.

This disclosure will need to be approved by the County Council before we can fully confirm your appointment. Please note that having a criminal record does not automatically mean that an offer of appointment will be withdrawn.

## **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations")**

The post of Headteacher is directly concerned with the management of early or later years provision; therefore the post is covered by the 2018 Regulations.

The school will need to ensure that they are not knowingly employing a person who is disqualified under the 2018 Regulations in connection with relevant childcare provision. Accordingly, the successful candidate will be required to demonstrate to the school, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2018 Regulations.

If the preferred candidate is found to be disqualified under the 2018 Regulations, the offer of employment will be subject to the application by the preferred candidate to Ofsted for a waiver and the receipt of a waiver from Ofsted.

## **Eligibility to Work in the UK**

In line with Safer Recruitment guidance issued by the DfE and other employment-related legislation, you will be required to provide evidence of your identity and eligibility to work in the UK. The evidence required is one of the following documents:

- a full British passport (current or expired) or national identity card issued by a state which is party to the Europe Economic Agreement or other passport stating your eligibility to work in the UK.
- a full birth certificate issued in the UK or Republic of Ireland AND an official document showing your National Insurance number, for example, P45, P60 or a document issued by HM Revenue & Customs or another Government Department. (A document showing a temporary NI number would not be satisfactory.)

We would like to take this opportunity to thank you for your interest in working for schools within East Sussex County Council and wish you every success in the future.

## Data Protection

East Sussex County Council will only process the information you have provided in this form for the purpose of recruitment and selection and, if you are successful in securing this position, for purposes relating to your employment.

Your details will be kept both electronically and in hard copy. We will not disclose this information about you to outside organisations or third parties unless there is a legal requirement to do so, or for the prevention and detection of fraud.

For further information, see our privacy notice for job applicants at <https://www.eastsussex.gov.uk/privacy/job-applicants-and-employees/>





## Headteacher Job Description

**Post:** Headteacher

**LPR:** Group 1 – L6-12

**Responsible to:** Governing Body

### **Main purpose of the role is:**

The Headteacher of Little Horsted Church of England Primary School will provide professional leadership for the school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

To promote the Christian values and ethos through its teaching practices, policies, procedures and regular self-evaluation as a Church school

To contribute to the Governing Body by providing a strategic view of the school and its future development and opportunities.

To ensure that the school stays at the forefront of educational excellence within East Sussex and beyond by both promoting and supporting our local partners to ensure opportunities are maximised.

Through working collaboratively with all colleagues ensure effective workforce planning within the School enabling CPD and developmental opportunities for staff. Support and enable all staff to fully discharge their roles in improving the quality of learning and teaching within the school.

Through effective planning and monitoring, ensure with the School Business Manager the financial security of the school in conjunction with the Governing Body.

### Specific Leadership and Management Responsibilities

#### **Knowledge and understanding**

- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement.
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.
- How to seek and use national, local and school data, OFSTED evidence and research findings in professional and school development. Governance at national, local and school levels.

### **Planning and setting expectations**

- Lead and manage the creation and implementation of a strategic plan (in partnership with the Governing Body), underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- How to work within the SIAMS framework to ensure the school sustains and develops its ethos and vision as a Church school

### **Teaching and managing pupil learning**

- Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the standards set out in this framework.
- Assess, monitor and evaluate the quality of teaching standards and learning and the delivery of the curriculum across the board in order to build on success and identify and act on areas of improvement.
- Ensure a consistent and continuous school wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning.
- Create and promote positive strategies for developing and promoting equality, diversity and inclusion.
- Demonstrate and articulate high expectations and set challenging targets for the whole school community.
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

### **Assessment and evaluation**

- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- Ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement.

### **Pupil achievement**

- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.
- Ensure that effective mentoring and pastoral support systems are in place to support pupil achievement.

### **Relations with parents and the wider community**

- Create and maintain effective partnerships with parents and Governors to support and improve pupils' achievements and personal development.
- Develop effective relationships with the community, including business, to extend the curriculum and to enhance teaching and learning.
- Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Establish and maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED and others, to enable them to play their part effectively.

- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.
- Promote and strengthen the early years' provision in our on-site Early Years Village
- Continue to maintain the school culture and ethos.
- Develop effective relationships and communications within the school and with parents which underpin a professional learning community that enables everyone in the school to achieve.

### **Managing own performance and development**

- Be proactive in Performance Management procedures and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain personal motivation and that of other staff.

### **Managing and developing staff and other adults**

- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
- Provide opportunities for growth and continuing professional development of the teaching team by creating an inspiring, professional work environment and modelling behaviour consistent with the school's values and aspirations.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LEAs and subject associations.
- Understand the expectations of other staff, and ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction.
- Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher, are fulfilled.
- Put in place effective team communication mechanisms to ensure that all staff are involved in the school development plan and kept informed of key priorities and developments.

### **Managing resources**

- Work with governors and senior colleagues to recruit, develop and retain staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control (in partnership with the Governing Body).
- Manage and oversee accurate and efficient budgeting procedures and the keeping of detailed records, accounts and statements within the financial regulations of the local authority.
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and use all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school

## **Strategic leadership**

- Maintain and extend an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED, SIAMS inspectors and others, to enable them to play their part effectively.
- Work with the Governing Body to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of the school.
- Develop the existing strategic plan, underpinned by sound financial planning that identifies priorities and targets to ensure pupils achieve high standards and make progress
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities.

## **Keeping Children Safe in Education**

Little Horsted Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002, and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the school as set out in the current statutory guidance "Keeping Children Safe in Education", DfE, September 2018, and "Working Together to Safeguard Children", DfE, July 2018 are effective and comply with the law at all times.
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices

This job description should be read alongside the requirements of the DfE's School Teachers' Pay and Conditions Document 2018 (section 2, part 7) and is based on the National Headteacher Standards (2004, 2012) and the "National Standards of Excellence for Headteachers" published by the Department for Education in January 2015, which sets out in greater detail the general requirements for Headteachers and the standard terms of their employment. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future'.



## Headteacher Person Specification

<b>Qualifications &amp; Experience</b>		<b>Essential</b>	<b>Desirable</b>
1	Qualified Teacher Status	√	
2	NPQH (or willingness to work towards NPQH or equivalent)		√
3	Evidence of continuous, appropriate and current professional development	√	
4	Proven track record of outstanding teaching experience	√	
5	Middle or senior leadership experience in education	√	
<b>Qualities and Knowledge</b>			
6	Hold and articulate clear values and moral purpose, focused on providing an excellent standard of education for the pupils they serve.	√	
7	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	√	
8	Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	√	
9	Sustain wide, current knowledge and understanding of education and school systems locally and nationally, with a commitment to continuous professional development.	√	
10	Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.		√
11	Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	√	
<b>Pupils and Staff</b>			
12	Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.	√	
13	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.	√	
14	Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.	√	
15	Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	√	
16	Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	√	
17	Hold all staff to account for their professional conduct and practice.	√	

<b>Systems and Process</b>			
18	Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.	√	
19	Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	√	
20	Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.		√
21	Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.		√
22	Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.		√
23	Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.		√
<b>The Self-improving School System</b>			
24	Create an outward-facing school which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.		√
25	Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.		√
26	Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.		√
27	Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.	√	
28	Model innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.		√
29	Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.	√	
<b>Safeguarding</b>			
30	In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline</li> </ul>	√	
<b>School Specific</b>			
31	Someone who is fit and able to preserve and develop the Christian character of the school	√	
32	A commitment to work in partnership with governors, the church, parents and the wider community	√	
33	An understanding of the importance of the school within the context of the churches and wider community	√	
34	Knowledge and understanding of the roles and responsibilities of Headteacher and governors in a voluntary aided/controlled school		√