

Rhondda Cynon Taf Council

Deputy Headteacher

Brynnau Primary School

Application Pack



STRONG HERITAGE | STRONG FUTURE
RHONDDA CYNON TAF
TREFADAETH GADARN | DYFODOL SICR



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1. Letter from Director of Education and Inclusion Services



Dear Applicant

Thank you for your interest in applying for this key position with Rhondda Cynon Taf County Borough Council. The Council's Corporate Plan for 2020-2024 highlights its ambition for everyone to be as healthy, independent and prosperous as possible throughout their lives. The Education Directorates strives to ensure that every learner in the County Borough has access to excellent schools and positive and enriching educational experiences that enable them to achieve the very best educational outcomes that they are capable of.

The Education and Inclusion Services Strategic Plan for 2022-2025 sets out the direction for our Directorate for the next 3 years and describes our mission, vision and ambition for our schools across Rhondda Cynon Taf. Our mission quite simply is to 'deliver equity and excellence in Education and enhanced well-being for all'. The robust partnerships that have been forged between the local authority and our non-maintained settings, schools and PRUs throughout the pandemic have strengthened our collective drive and purpose to ensure that all learners access the highest quality teaching and learning experiences, so that they are able to progress and grow as lifelong learners. In order to achieve our vision **'to inspire and support excellent leadership and professional practice so that all learners in Rhondda Cynon Taf make good progress and become ambitious, capable, creative and ethically informed'** we require excellent leadership and professional practice at all levels in the system.

The educational landscape in Wales is changing and is not without its challenges as we tackle the impact of the pandemic, budget issues across all aspects of the public sector, a rapidly changing population and major curriculum and additional learning needs reforms. The pandemic has presented unprecedented pressures and our workforce has risen to the challenge and worked tirelessly to overcome these barriers for the benefit of our learners and communities. Together we need to ensure that we create an effective culture of equity and excellence in education and high expectations for all. Central to this will be the development of effective pedagogical policies and practice that supports the progression and development of all learners, including the most vulnerable.

As a Council we have invested heavily in our schools and our ambitious Band B £252M 21st Century Schools Programme will build on our extensive Band A programme. This will ensure that our learners have access to accessible and stimulating learning environments that will prepare them for life in a digitally connected and rapidly evolving society.

The changing educational landscape in Wales will test our capacity and resilience, but the Directorate and our schools have demonstrated that we can work together in creative and innovative ways to meet the changing needs of children, young people and families in Rhondda Cynon Taf. Our workforce is central to us making a difference to the lives of our learners and communities and I hope that you will want to become a part

of an innovative team that strives to deliver excellence for all learners in Rhondda Cynon Taf. I wish you every success in your application.

Yours faithfully

A handwritten signature in cursive script that reads "Gaynor Davies".

Gaynor Davies
Director of Education and Inclusion Services

2. The Local Context

2.1 The Education and Inclusion Services Education Strategic Plan 2022-2025

The Education and Inclusion Services Education Strategic Plan 2022-2025, outlines the Directorate's mission, vision and priorities for improvement during this important phase in the Education system. It reflects both national and local priorities and sets out a road map of activity for the Education and Inclusion Services Directorate and schools for the next three years so that we deliver sustainable school and service improvements and improved outcomes for our learners and communities.

Our mission in Rhondda Cynon Taf is **'to deliver equity and excellence in Education and enhanced well-being for all'** where excellence is defined as the gradual result of always striving to do better and securing improvements. It is widely acknowledged that excellence 'takes hard work, strong leadership, clear vision and relentless commitment to achieve' (Estyn 2020). The Directorate and our commissioned school improvement services, Central South Consortium, works in partnership with us to ensure that our school leaders and schools are well supported to achieve equity and excellence in Education and enhanced well-being for all.

Equity can only be achieved if we ensure that the system successfully identifies and addresses the unique challenges that present themselves to individuals or groups of learners. Access to the right support at the right time to overcome barriers to learning is critical to ensuring the success of those facing socio-economic challenges in our communities.

Our vision is **'to inspire and support excellent leadership and professional practice so that all learners in Rhondda Cynon Taf make good progress and become ambitious, capable, creative and ethically informed'**

Our workforce is central to us making a difference to the lives of our learners and communities. Despite the challenges faced during the pandemic, we remain positively focused on ensuring that we have the highest quality school leaders and educational practitioners in our schools. Having a highly skilled and trained workforce will enable us to deliver a transformational curriculum and high-quality educational experiences across our schools, which will remain a critical focus over the next three years and beyond.

The strategy gives priority to those areas proven to be effective in achieving our mission, vision and the areas identified from robust self-evaluation and stakeholder feedback. These are also reflective of our local corporate priorities and are set within the context of national and local recovery and reform. The five key priorities includes:

- Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.
- Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.
- Priority 3: Ensuring equity and support for vulnerable learners and their families.
- Priority 4: Enhancing the well-being of our learners and the workforce.

Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.

The pandemic has demonstrated to us that our current and future generation of learners and workforce need to be resilient, adaptable, and creative. We cannot be certain what challenges we will be presented with for the duration of this plan. However, we can be confident that by working collaboratively as one team we are stronger and better placed to achieve our mission for equity and excellence in Education, improved well-being for all and a better and brighter future for learners and communities.

For further details about the Education Directorate please visit:

<http://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/Schoolsandlearning.aspx>

2.2 Our Socio-Economic Context

Rhondda Cynon Taf's population continues to grow and at the time of writing (2021) it had a population of 241,873. It is the third largest local authority in Wales by population and has lower levels of employment than the Welsh average, with 67.3% of the population (aged 16+) in employment compared with 72.8% across Wales. A total of 18.6% of the population is aged 0-15 (17.8% in Wales). The significant growth in the number of learners across the County Borough eligible for free school during the pandemic, reflects the significant economic impact of the pandemic on our communities.

2.3 Living in Rhondda Cynon Taf

Places and attractions

The region of Rhondda Cynon Taf has much to offer, whether you are looking for culture, shopping, sporting opportunities or all three. There are also plenty of places to socialise. Rhondda Cynon Taf (RCT) is renowned the world over for its pivotal role in the industrial revolution and we can still boast of a rich heritage and cultural history. However, now that the coal mines have gone, our landscape has returned to a breathtaking expanse of natural beauty that will rival any landscape in the country. The only difference between RCT's landscape and those that are already major tourism destinations is that ours is for the most part a secret!

Heritage

There are plenty of museums and heritage sites to visit in the region. At the Rhondda Heritage Park in Trehafod, experience the great days of the nineteenth-century coal boom, as well as its decline. For Pontypridd's story, pay a trip to the Historical and Cultural Centre, found beside the single-arch pack-horse bridge, built in 1756. Fact finders may also be interested to learn that the Welsh National Anthem, Hen Wlad fy Nhadau (Land of my Fathers), was composed here in 1856.

The great outdoors

If you love walking you couldn't come to a better place. It's not just walkers who enjoy our spectacular views. If you prefer a less energetic approach to appreciating the great outdoors, you're also in luck. Near Aberdare, you'll find the beautiful Dare Valley Country Park.

We have some of the highest main roads in the UK, with viewpoints at all the summits, and sweeping vistas of the picturesque Brecon Beacons and the sea. Rhondda Cynon Taf is actually home to a section of the Brecon Beacons National Park. The magnificent stretch of country to the south of the main peaks slopes west to the limestone country at

the head of the Hepste and Mellte valleys. You can walk into Powys on a path passing behind the 100-ft Sgwd yr Eira waterfall.

Sports

There are numerous Rugby clubs in the area catering for all age groups starting with the under 7s through to seniors. Considerable investment has gone into modernising and upgrading many of our sports centres. There are a variety of sporting clubs such as football, netball and boxing in Rhondda Cynon Taf that cater for all tastes.

Shopping and going out

There are a large variety of shops in Rhondda Cynon Taf, everything from craft and gift shops to town-centre stores, retail parks and traditional markets. There is also Talbot Green shopping centre, where you will find many of the major chains. There is a growing high quality food and drink offer throughout RCT with some fantastic pubs, restaurants and cafes.

Some of the top attractions in Wales are located in RCT including the Zip World adrenaline destination in the north and the Royal Mint Visitor in the south. During the summer, visiting the National Lido of Wales in Pontypridd's Ynysangharad Park is a must.

Fans of the performing arts are well catered for, too, with the Coliseum Theatre in Aberdare and the Park and Dare Theatre in Treorchy. In Llantrisant – one of Wales' oldest towns – the Model House is well worth a visit. Originally a workhouse, it's now a centre for exhibits and the sale of crafts of all kinds.

Facts and figures

The County Borough of Rhondda Cynon Taf is made up of three parts – the Taff Ely area, the Rhondda Valleys and the Cynon Valley. Situated in the heart of Wales just north of Cardiff, between the Brecon Beacons and the M4 Motorway, we are the second largest local authority in Wales, with approaching 242,000 people living in 424 square miles. While the region grew with the coal industry, it is all change in the 21st century. The coal tips have long gone and today you will find a wide range of landscapes. There are many valleys in Wales, but nowhere is there such pride and passion, and nowhere will you find so warm a welcome.

Housing

Here in Rhondda Cynon Taf, you will find a wide range of housing solutions, from budget rental accommodation through to large detached executive homes. Although property prices have been rising in recent years, prices still remain relatively competitive in Rhondda Cynon Taf, compared to other areas in the UK.

Transport

Here in Rhondda Cynon Taf, we can offer excellent bus and rail services right across the region – and plenty of recent investment has meant bus and train stations are now vastly improved. The road network has also seen lots of change, with major projects being delivered and we are well placed for the M4 motorway, with easy access to Cardiff and beyond. We're also keen to promote walking and cycling in Rhondda Cynon Taf. We believe that introducing walking and cycling into the daily routine will help improve public health, at the same time protecting the environment.

Access to the rest of Wales

Wherever you are in Rhondda Cynon Taf, you are always within easy reach of Cardiff, thanks to excellent road and rail links. In Wales' capital, you can enjoy a rich and varied cultural environment including provision at centres such as the New Theatre, St David's Centre and the Cardiff Motorpoint Arena. There is also the Principality Stadium which is widely regarded as one of the best sporting and entertainment venues in the world. Along with international rugby and football games, it is host to some of the biggest music stars. Cardiff Castle is located in the heart of the city and enjoys a history spanning nearly 2,000 years. The castle is one of Wales' leading heritage attractions and a site of international significance.

There is also Europe's Largest Waterfront Development in Cardiff Bay. Transformed by the Cardiff Barrage that impounds the Rivers Taff and the Ely a massive fresh-water lake has been created. Cardiff Bay is home to a number of attractions such as Techniquest Science Discovery Centre - ideal for all the family, Craft in the Bay, the Welsh Government building at the Pierhead, Butetown History and Arts Centre, Goleulong 2000 Lightship, the Norwegian Church Arts Centre and the Wales Millennium Centre, a stunning international arts centre.

The Glamorgan Heritage Coast stretches for 14 miles from Barry to Porthcawl. With plunging cliffs, tiny, secluded coves and breath taking views make the Heritage Coast a must for walkers, cyclists or anyone with a love of the countryside. The whole coastline is fringed with delightful towns, small villages and miles of footpaths and country lanes. You are also close to the Gower Peninsula that is both beautiful and unspoilt. There are many historic features located over an area that measures just sixteen miles by seven miles wide. Not surprisingly, such an enclosed peninsula surrounded by the Bristol Sea and Atlantic Ocean, has become a haven for some of the richest wildlife and varied habitats in the UK.

Scattering the landscape in Gower are historic reminders of the past, from castles, medieval churches, Iron Age fortifications, and prehistoric standing stones. All this against an awe-inspiring, natural backdrop of hills, valleys, beaches and cliff tops, commons, woodland, dunes, marshes and caves.

3. Central South Consortium

The Central South Consortium (CSC) is a school improvement service, which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

This region has the highest population of any in Wales and continues to be the fastest growing. 146,000 children and young people are served by 386 schools. This is a third of Wales' school-age children. The region is home to the highest number of children living in poverty; it is also home to the capital city and the economic, financial and creative industries of Wales.

The CSC Vision and Mission:

Since the establishment of consortia in 2012, the national picture of education in Wales has developed and changed. Professor Donaldson published an independent review of Curriculum and Assessment Arrangements in Wales in February 2015, leading to a

commitment to reform and the publication of Education in Wales: Our National Mission. Consortia and other partners are increasingly collaborating to support this reform journey in addition to the original remit of providing a school improvement service to the local authorities within the region.

Working with stakeholders from across the region, the vision for CSC remains:
“Empowering schools to improve outcomes for all learners.”

The Business Plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a backdrop of a new curriculum, new accountability frameworks, new approaches to supporting children with additional learning needs, the implementation of schools as learning organisations, the work of the National Academy for Educational Leadership, and a National Approach to Professional Learning (NAPL), as well as changes to the way in which Estyn will inspect schools and local authorities.

The delivery strategy within CSC is outlined within the Central South Wales Challenge.

The overarching priorities for CSC for 2021/22 were agreed with the Joint Committee in December 2020:

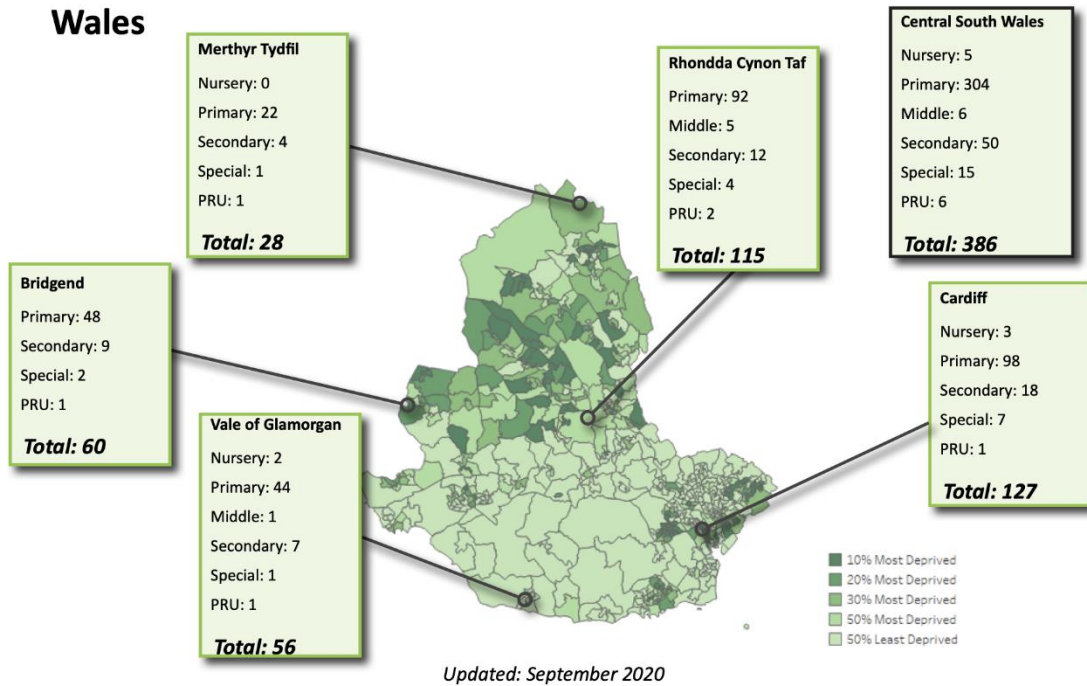
1. Develop a high-quality education profession.
2. Develop highly effective leadership to facilitate working collaboratively to raise standards.
3. Develop strong and inclusive schools committed to wellbeing, equity and excellence.
4. Continue to develop robust assessment, evaluation and accountability arrangements that support self-improving systems.
5. Improve the effectiveness and efficiency of CSC.

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

You can view the Business plan here: [Central South Consortium Business Plan 2021-2022 - CSC \(cscjies-cronfa.co.uk\)](https://www.cscjies-cronfa.co.uk/central-south-consortium-business-plan-2021-2022)

Section 1: How the Central South Consortium Supports School Improvement across the Region

1.1 Context and Educational Outcomes across Central South Wales



Estyn Inspection Reports

Inspection reports for schools in the Consortium can be viewed on the [Estyn](https://www.estyn.gov.wales/) Website. Further details about the Consortium can be found at <http://www.cscjes.org.uk/>

4. School Specific Information

4.1 Letter to Candidates from Governing Body

On behalf of the Governing Body of Brynnau Primary School, I should like to thank you for the interest you have shown in becoming the new Deputy Headteacher of our school.

The Governing Body is dedicated to ensuring high expectations. We want the best education for all our pupils and seek to appoint a Deputy Headteacher who will continue to embed all the successful practice of the school as well as manage its further progress.

We have an empowered and proficient senior management team, a skilled and enthusiastic teaching and support staff, a capable and helpful governing body, as well as the finances, for a Deputy Headteacher to support a Headteacher with the prudence, vision and inspiration to lead our future development.

We should very much like you to visit the school at 10.00am on the Friday 30th September 2022 for yourself to better understand our environment and aspirations. Applicants wishing to do so, should contact Beth Atkin on 01443 237828 to arrange this.

Thank you for your interest in our school. If you feel this is the school for you, we look forward to receiving your application

Yours sincerely,

Barry Stephens
Chair of Governors

Beth Atkin
Headteacher

On Behalf of the Governing Body of Brynnau Primary School

SCHOOL LINKS

[Our School – Brynnau Primary School \(j2bloggy.com\)](http://j2bloggy.com)

4.2 Letter from School Council



Dear Applicant,

Deputy Headteacher Brynnau Primary School

We are delighted that you would like to be part of our amazing school as our new Deputy Headteacher.

Brynnau Primary is a happy, caring and exciting community school where learning is both engaging and inspiring.

We are looking for a Deputy Headteacher who will be:

- Always welcoming, kind and caring to everyone
- Dedicated to making sure that our learning is fun
- Supportive and help us develop on our individual learning journeys
- Willing to listen to our ideas when making decisions
- Creative when planning our educational experiences
- Enthusiastic about the provision of extra-curricular activities including art, music and sports

We are excited that you are considering working with us and becoming a part of our wonderful school community. We hope that you will continue to make our school a happy and nurturing place and help us to achieve our dreams.

Yours faithfully

The children of Brynnau Primary School

5. Advertisement

Brynnau Primary School DEPUTY HEADTEACHER

Salary: £47,381 - £52,302 (L5 – L9)

Start Date: January 2023

NOR: 247

Are you looking for an exciting challenge and an opportunity to make a difference as a Deputy Headteacher? The role will be a teaching Deputy Headteacher.

The Headteacher and Governing Body are seeking to appoint an inspirational and dynamic Deputy Headteacher to work as part of a highly motivated and experienced team in taking the school forward in the next stage of its development. Brynnau Primary School is a very good school that is continually striving for excellence. It is an ideal prospect for someone looking to further their career and make a positive difference as a Deputy Headteacher.

The Headteacher and Governing Body are looking to appoint an enthusiastic Deputy Headteacher with a passion for school improvement and exemplary classroom practice. We are looking for:

- An excellent classroom practitioner who is equally passionate about the emotional and academic development of every child in their care.
- A strategic thinker with proven leadership, management and interpersonal skills
- A commitment to team work and partnerships
- A passion and dedication to excellence in education and high expectations
- A leader who inspires, motivates and empowers others
- An innovative and knowledgeable individual with the confidence to lead on the schools vision for the new curriculum

We can offer you:

- Enthusiastic, inquisitive and friendly children
- a hardworking, committed and highly-skilled staff team
- supportive parents and governing body
- a commitment to your professional development

**Application forms, and further details, may be obtained from [https://rhondda-cynon-
taf.tal.net/vx/lang-en-GB/appcentre-3/candidate](https://rhondda-cynon-taf.tal.net/vx/lang-en-GB/appcentre-3/candidate)**

If you have any queries regarding the application process, please contact Joanna Croad, (Senior HR Officer) on Telephone Number: (01443) 444549 or email Joanna.Croad@rctcbc.gov.uk

The closing date for this post is Friday 7 October 2022.

PROTECTING CHILDREN AND ADULTS AT RISK IS A CORE RESPONSIBILITY FOR THE SCHOOL AND COUNCIL. IN ADDITION TO THIS SAFEGUARDING RESPONSIBILITY, THE SUCCESSFUL APPLICANT FOR THE ROLE WILL ALSO BE SUBJECT TO AN ENHANCED DISCLOSURE AND BARRING SERVICE CHECK.

Council and School values diversity in its workforce. We are committed to ensuring that no unlawful discrimination occurs in the recruitment and selection process on the grounds of age, sex, race, disability, sexual orientation, transgender, including those with non-binary identities, religion or belief or pregnancy and maternity. We offer a number of staff networks for employees including the Allies Network, a Disability and Carers Network and Perthyn our LGBTQ+ Network.

An application submitted for this post in Welsh will not be treated less favorably than an application made in English.

6. Application Timetable

ADVERT LIVE	23 September 2022
CLOSING DATE	7 October 2022
SHORTLISTING	11 October 2022
LESSON OBSERVATIONS	W/C 17 October 2022
ASSESSMENT CENTRE – School Council and Intray task	Day 1 – 26 October 2022
INTERVIEW PROCESS	Day 2 – 27 October 2022

Group	Education & Lifelong Learning
School	Brynnau Primary School
Post Title:	Deputy Headteacher
Post Number:	1632
Responsible to:	Governing Body
DBS Required Level:	Enhanced
Date of Description:	June 2015

7. Job Description and Person Specification

SPECIFIC RESPONSIBILITY

This appointment is subject to the current conditions of employment of deputy head teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

KEY OBJECTIVES

- A. **Strategic direction and development of the school** – in co-operation with, and under the direction of, the Head Teacher, to:

- support the vision, ethos and policies of the school and promote high levels of achievement;
- support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work;
- support the evaluation of the effectiveness of the school's policies and developments;
- ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.

B. Teaching and Learning - to:

- develop a classroom environment and teaching practice which secures effective learning across the breadth of the Curriculum for Wales and provide a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s), as agreed from time to time;
- support the Head Teacher in the monitoring of the quality of teaching and children's achievements including the analysis of performance data;
- support the Head Teacher in developing links with parents, other schools, education institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.

C. Leading and managing staff – to:

- support the Head Teacher in developing positive working relationships with and between all staff and provide and sustain motivation;
- lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- support the Head Teacher in the implementation of the school's performance management policy;

D. Effective deployment of staff and resources - to:

- support the Head Teacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;
- manage the school effectively in the absence of the head teacher;
- support the Head Teacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;
- work with the Head Teacher and governors in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

E. General – to:

- act as “critical friend” and provide effective professional challenge and support to the head teacher;
- provide information and advice to the Head Teacher and governing body and support proper accountability processes throughout the school;

F. Specific responsibilities – to:

- take on specific tasks related to the day to day administration and organisation of the school;

School specific responsibilities and tasks:

- take on any additional responsibilities which might from time to time be determined.

PROTECTING CHILDREN AND ADULTS AT RISK IS A CORE RESPONSIBILITY OF ALL STAFF. STAFF ARE EXPECTED TO ALERT THEIR MANAGER TO ANY CONCERNS THEY MAY HAVE REGARDING THE ABUSE OR INAPPROPRIATE TREATMENT OF A CHILD OR YOUNG PERSON, OR VULNERABLE ADULT

To undertake such other duties and responsibilities commensurate with the grade as may be reasonably required by the Headteacher or as a mutually agreed development opportunity.

To carry out health and safety responsibilities in accordance with the School's Health & Safety Responsibilities document.

The contents of this document will be subject to an annual review in consultation with the post holder. Job descriptions may be amended to reflect and record such changes and be Job Evaluated where required.

PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal attributes that would be ideal for this particular post.

		ESSENTIAL	IDENTIFIED	DESIRABLE
1.	QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status. • EWC Registration (or equivalent) 	<p>Application Form</p> <p>Application Form</p>	<ul style="list-style-type: none"> • Commitment to professional development in Leadership and Management.
2.	EXPERIENCE	<ul style="list-style-type: none"> • Experience teaching in a Primary phase school. • Experience of successful curriculum and/or pastoral leadership. • Experience of working with pupils/students with additional learning needs 	<p>Application Form</p> <p>Application Form</p>	<ul style="list-style-type: none"> • Experience of more than one (primary) phase school. • Experience of subject leader in AOLE's
3.	KEY SKILLS, QUALITIES AND ATTRIBUTES	<ul style="list-style-type: none"> • Ability to lead and manage people to work towards common goals. • Commitment to raising achievement. • Ability to investigate, make decisions and solve problems. • Ability to remain positive and enthusiastic under pressure. • Ability to organise work and to prioritise effectively. • Commitment to equality of 	<p>Application Form</p> <p>Application Form</p> <p>Interview Process</p> <p>Interview Process</p> <p>Interview Process</p> <p>Interview Process</p>	<ul style="list-style-type: none"> • Commitment to working in partnership with the community • Ability to converse through the medium of Welsh

		opportunity and inclusion.		
4.	CONTINUOUS PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> Evidence of continuous professional development. Participation in recent training and development activities relating to managing a school. 	<p>Application Form</p> <p>Application Form</p>	<ul style="list-style-type: none"> Work with other schools and organisations. Experience of leading INSET for others.
5.	RESPONSIBILITIES AND ACHIEVEMENTS	<ul style="list-style-type: none"> Experience of a wide range of responsibilities covering a number of aspects of school life. Able to demonstrate positive outcomes as a consequence of individual actions. 	<p>Application Form</p> <p>Interview Process</p>	
6.	PLANNING	<ul style="list-style-type: none"> Able to articulate a vision and develop a commitment to shared aims and objectives. Understanding of how an educational vision and a school's aims are put into practice. Experience of involvement in whole school planning in one or more of the following areas: <ul style="list-style-type: none"> ➤ strategic development ➤ policy formulation ➤ target setting, assessment, tracking, ➤ monitoring and evaluation ➤ data analysis and interpretation. Able to 	<p>Interview Process</p> <p>Interview Process</p> <p>Application Form</p> <p>Interview Process</p>	<ul style="list-style-type: none"> Experience of having managed significant change within a whole school context.

		<p>demonstrate how to develop strategies for raising achievement in an educational context.</p> <ul style="list-style-type: none"> • Evidence of practical success in raising achievement. • Able to demonstrate strategies to foster good relationships between the school and the local community. 	<p>Interview Process</p> <p>Interview Process</p>	
7.	IMPROVING TEACHING AND LEARNING	<ul style="list-style-type: none"> • Knowledge and understanding of the relationship between effective learning and teaching. • Experience of leading curriculum development. • Understanding of the new curriculum for Wales and confidence to lead on its vision, design and implementation. • Understanding how information on assessment can be used to inform teaching and learning. • Experience of monitoring and evaluating the quality of learning and teaching • Knowledge and understanding of the effective use of ICT across the curriculum. 	<p>Application Form</p> <p>Application Form</p> <p>Application Form</p> <p>Application Form</p> <p>Application Form</p>	<ul style="list-style-type: none"> • Understanding how to analyse and meet the learning needs of a community.

8.	WORKING WITH AND MANAGING PEOPLE	<ul style="list-style-type: none"> • Knowledge of managing the development of mutually beneficial links with business and the community. • Experience of working within and through staff teams. • Knowledge understanding of participative decision-making. • Understanding of governors' roles and responsibilities. • Experience of working with parents/carers as partners in learning. • Experience of involvement with the wider community of a school. 	<p>Interview Process</p> <p>Application Form</p> <p>Interview Process</p> <p>Interview Process</p> <p>Application Form</p> <p>Application Form</p>	<ul style="list-style-type: none"> • Experience of, or commitment to, multi agency working. • Experience of working with volunteers. • Managing and promoting after school clubs
9.	RESOURCE MANAGEMENT	<ul style="list-style-type: none"> • Knowledge and/or experience of the concept of cost effectiveness and value for money. 	Application Form	<ul style="list-style-type: none"> • Understanding of financial management • Knowledge of the various funding streams (external to LMS) that can support the learning process.
10.	KNOWLEDGE OF EDUCATION MATTERS	<ul style="list-style-type: none"> • Understanding of the key issues in the education of the relevant age group. • Knowledge of relevant legislation and codes of practice. • Knowledge and understanding of performance management. • Understanding of the importance of systematic approaches to 	<p>Interview Process</p> <p>Application Form</p> <p>Application Form</p> <p>Interview Process</p>	<ul style="list-style-type: none"> • Understanding of the need to prepare pupils for life in a diverse and multicultural society. • Evidence of how equal opportunities issues have informed curriculum planning and delivery.

		equality of opportunity and inclusion.		
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