



Crest Infant & Nursery School



Headteacher Recruitment Pack March 2021

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Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the post of Headteacher at Crest Infant & Nursery School.

Following the pending retirement of our current Headteacher, the governors are looking to appoint an ambitious, enthusiastic, motivational, and dynamic leader to continue building upon the school's success.

Situated in attractive, spacious grounds to the south of Rochester, the school enjoys an excellent reputation in the local community. There is a Child & Family Health and Well Being Hub, linked to the All Saints Children's Centre, on the school grounds which works with and supports families with children aged 0-5 years. The Hub building also houses our Community Kitchen which we opened in October 2020. This facility is run by our Home School Support Worker and is stocked by donations from the local parent community and local supermarket chains.

With the capacity to be 3-form entry, currently we have two classes in our Reception year group due to a decline in the birth rate in our local area.

The school building is attractive and modern meaning that the environment is excellent for promoting a wide range of positive learning experiences.

We have our own Nursery on site and the majority of our children transfer to our Reception year group. A well-established forest area houses our Forest School, which all year groups access having gained full Forest School accreditation in 2019. An outdoor classroom, large playground and exciting outdoor learning spaces for the children to further enhance our stimulating learning environment.

Our overall aim at Crest Infant and Nursery School is for our children to be happy and secure, gaining the best possible education whilst continuing to develop both personally and socially. We are hugely proud of our strong family atmosphere and the very supportive parental involvement we receive.

Our motto, "Reach for the Stars Hand in Hand" highlights our commitment to working in partnership, not only with our parents and carers but with other members of the community we serve. We actively forge good relationships with our local pre-school providers as well as our local junior schools to ensure transition at key points is as smooth as possible. The school also works in close partnership with other Medway infant schools.

We have an enthusiastic and dedicated staff team who are committed to maintaining the highest standards of education and care for our pupils. They are highly skilled and really do 'go the extra mile'.

Our children, of course, are our greatest asset. With a wide range of abilities, talents and needs they never cease to amaze us with their behaviour, resilience, and attitude towards learning. As a school, we strive to address the needs of each child fully, engaging with all agencies to enable each child to achieve his or her full potential. Our children have a strong voice through the School Council and are encouraged to undertake roles such as playground friends and monitors and to support others within our school and the wider community.

At the most recent Ofsted inspection (February 2020) the school had its 'Good' rating reaffirmed. The governors and senior leadership team are ambitious for the school's future and are seeking an aspirational and inspirational leader who can maintain and build on the successes the school has had to date.

Thank you again for your interest in this post and I look forward to hearing from you.

Yours faithfully,

N. Archenoul

Mrs Nicola Archenoul
Chair of Governors



About the school...

Our Vision

Our school motto of “*Reach for the Stars Hand in Hand*” very much encapsulates what Crest Infant & Nursery School is all about. Our children strive to be ‘Star Learners’ and aim to be

Successful

Team members who

Aim High and

Respect themselves, other people and the world around them

We have built an amazing team of professionals within the school who are committed to ensuring the very best for the children in our care. This was never better demonstrated than during the pandemic when every member of staff was committed to supporting the needs of the children (and families). During lockdown 3.0 every single teacher and teaching assistant presented lesson film clips regularly as part of our remote learning offer. This resulted in fantastic engagement from the vast majority of our pupils in their remote learning.

We would say that we are very much a relationship led school, centred on the development of the whole child. Pupils behave well because the adults work hard to get to know them as individuals and their families as a unit. Therefore, relationships are strong. Our staff are happy because of the collaborative ethos and the support they offer each other. Our parents trust us and discuss any concerns from a starting point of mutual respect. Visitors to the school invariably talk about the welcoming and friendly atmosphere and we always say that this is fantastic because if visitors feel it then so do the children.

The school is in an excellent position facing the future. We are fully staffed with a highly capable and committed team. The building is well maintained and whilst our financial situation is challenging, due to circumstances outside of our control, we have an open and honest relationship with the Local Authority.

Reach for the stars! We can go wherever a person of vision wants to take us!



Ofsted Rating

Our latest Ofsted Inspection reaffirmed our previous 'Good' judgement.

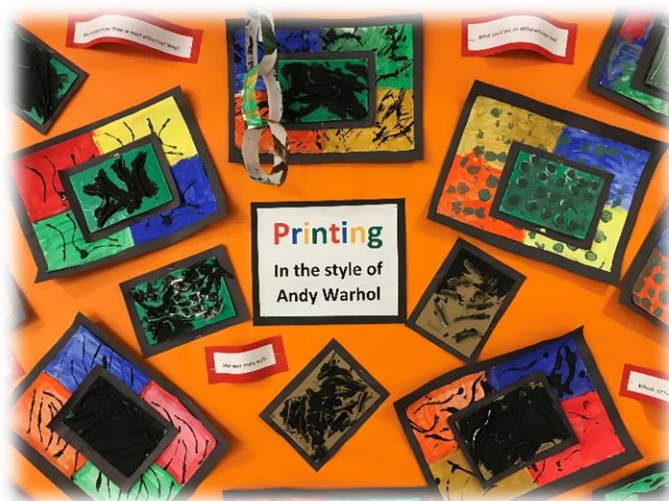
The full report can be read here:

<https://files.ofsted.gov.uk/v1/file/50148918>



Our Curriculum

At Crest Infant and Nursery School we believe that we are providing each child with skills, knowledge and attitudes for life. We are passionate about the outdoors and use our school site and local environment as much as we possibly can. It is essential that children are highly motivated, interested and have a sense of their own achievements. Both teachers and parents have a role to play in maintaining positive attitudes to learning and thereby enhancing the child's self-esteem.



Cross curricular links are made wherever possible within a broad theme or based around a key text, to ensure that each term the learning is creative, exciting and has a clear context.

Our curriculum is enriched through the provision of a variety of experience such as Book Week, Arts Week, Science Week, Maths & Puzzle Days, Sports events etc.

Outside of the pandemic, we make good use of the richness of the local area with visits into our local churches; trips to Chatham Dockyard, Rochester Castle, Rochester Synagogue, as well as outings to other places such as Wingham Wildlife Centre, Colchester Zoo, Joss Bay and the Natural History Museum in London.

Our school choir sings in The Central Theatre, Chatham, as part of the Medway Music Festival and we participate in a range of sporting competitions with other Infant Schools.



Inclusion

Crest Infant School is proud of its inclusive approach. Our Inclusion Manager leads our SEN Support Team, which has a strong pastoral element and maintains an overview of all children with special educational needs. Class teachers are responsible for ensuring the needs of all children in their class are being met and our team of experienced LSAs (Learning Support Assistants) and other specialist agencies provide additional educational support. We provide therapeutic interventions, such as the ELSA programme, for children who may need some additional social and/or emotional support.

Safer Recruitment

Crest Infant & Nursery School is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. It is expected that candidates should be aware and understand their duties and responsibilities in relation to child protection and safeguarding children.

Equal Opportunities

Crest Infant & Nursery School is committed to equality and diversity in employment practice and service delivery.

About Medway...

A rich history and diverse culture

Situated in Kent in the South East of England, Medway is a fascinating and diverse destination that is steeped in history and a rich military and maritime heritage. Medway takes its name from the magnificent River Medway that for thousands of years has linked the historic towns of Rochester, Chatham, Gillingham, Rainham and Strood. Find out more about [Medway's historic towns](#) and [historic places to visit](#).

Over centuries, the River Medway has played a major role in the heritage and development of the area, signs of which can still be seen and appreciated today at sites like the Historic Dockyard Chatham.

With a thriving economy and as the largest urban area in the South East outside London, Medway is a proud and vibrant place. There's so much to do and we cater for many interests.

The River

Today, the River Medway provides a gateway to an exciting array of [water activities](#). It is home to many marinas and yacht clubs as well as interesting historic vessels and river trips. The wider estuary provides the perfect habitat for thousands of breeding and migrating birds and wildlife.

Getting out on the water is a unique way to experience what makes the Medway estuary one of Britain's most important maritime heritage destinations.

Along the river there is a fascinating array of yacht clubs, marinas and boatyards offering a wide range of mooring facilities. Public pier access is available at Rochester and Sun Pier, Chatham where a variety of river trips operate from.

Historic Medway

If you are keen on history and heritage, there is a wealth of historical attractions and sites waiting to be discovered. Historic Rochester, with its castle and cathedral, Upnor Castle, The Royal Engineers Museum, and the Historic Dockyard Chatham, to name just a few. Find out about the local [historic places to visit](#).

Free events

Each year Medway hosts more than 30 days of free events celebrating the abundant history and the diverse present day culture of the area. These range from bustling street festivals and open air concerts, to theatre performances and international sporting events. Every year there are 4 million tourist day visits to Medway.

Around Medway

Getting around is easy too. We have excellent transport links and are situated just 35 miles from London. The location provides quick



access to the Kent coast, and we have some of the most beautiful countryside on our doorstep. A quick hop on an open top bus is a great way to explore the area and to enjoy the sites and views.

The area is surrounded by a stunning natural environment and a number of enviable green spaces. Enjoying the great outdoors is a pleasure as you will discover, thanks to a wide variety of parks, wetlands and green spaces to enjoy. There are more than 75 miles of cycle routes, including an 18 mile circular of the Heron Trail cycle route that passes through the RSPCB nature reserves on the Hoo Peninsula. Also, seven Green Flag parks and walking trails at the magnificent Capstone and Riverside Country Parks and stunning coastal paths, means you will be spoilt for choice during your visit.

Dickens Country



Probably the most famous Medway resident was one of English literature's greatest writers – the author Charles Dickens. His association with the Medway area began when the Dickens family moved to a small house in Chatham when he was a child, and he returned to live in Rochester as a successful author.

No trip to Medway would be complete without a visit to Dickens Country and each year, more than 120,000 visitors flock to area in June and December when Medway pays tribute to his legacy with two Victorian themed Dickens festivals. The town of Rochester is steeped in Dickensian history, and on a visit, you may recognise some of the many heritage buildings made famous in his works, which still stand today. These include the Guildhall Museum, Restoration House, Eastgate House and Gardens, Six Poor Travellers House.

Find out more about [Dickens in Medway](#).

To discover more about his association with Medway visit the Guildhall Museum in Rochester where a dedicated exhibition and informative film is on permanent display. A self-guided walking trail with map is available from the [Medway Visitor Information Centre](#). Or you can join a guided walking tour with members of The City of Rochester Society or Footsteps in Time.



Schools in Medway

As a successful and growing area, Medway is investing in our schools to meet our future needs.

In Medway, there is a mix of maintained schools and academies. These range from modern new builds to older Victorian classic buildings. Primary schools cater for Medway's young population, with infant, junior and primary schools.



For our secondary pupils, we have a total of 17 schools, 16 of these are academies and 1 is a Medway maintained school.

We have two teaching schools, Rochester Grammar School leading the New Horizons Teaching School Alliance and Sir Joseph Williamson's Mathematical School leading the Medway Teaching School Alliance. We also have excellent special schools and units.

Children in Year 6 take the Medway Test to determine their appropriate secondary education. Pupils will then study either at one of Medway's mixed/single-sex grammar schools, high schools, faith schools or comprehensives.

Benefits of teaching in Medway

Making sure our children and young people experience the highest quality of learning and teaching in Medway is one of our highest priorities.

We firmly believe that all teachers in our schools are leaders of learning and we offer professional learning opportunities and benefits to support them - whether you're brand new to the profession, developing your career or looking for further leadership experience.

The Medway maintained schools' benefits package includes:

- Care First – an advice, information and counselling service
- Eye care voucher scheme
- Discounts on Medway fitness facilities

Academies offer their own package of employee benefits so please check with them for more details.

Living in Medway

Deciding to live in Medway opens a whole range of lifestyles and opportunities.

Attractions and events

There's a great choice of things to see and do outside of work. Medway hosts more than 30 days of free festivals and events each year, more than anywhere else in the south-east. Festivals, museums, castles, galleries, parks and live music venues all make Medway a cultural gem.

Find out [what's happening in Medway](#) on Enjoy Medway.

Getting around

We are investing in developing walking and cycling routes across Medway so anyone can enjoy the benefits of safer and healthier ways to get around.

There's also great road and rail links to London with the high Speed rail link taking 35 minutes into central London.

The Kent coast and the gateway to Europe is only an hour away by road and rail and there are 3 international airports all within easy driving distance. In Medway you are always well connected.



Your application

Visits to the school are strongly encouraged.

School Tours – Monday 19th & Tuesday 20th April 2021

Pre-application, COVID-secure visits are warmly welcomed and encouraged.

To book a school visit please contact Julie Lindfield on 01634 844127 or email office@crestinf.medway.sch.uk indicating an 'expression of interest for the headship vacancy'.

Application Form – available to download with the advert.

It is important that you complete all sections of the application form and that you provide full information in each section. You are asked to tabulate your experience and include a supporting statement outlining the main points in your application. CV's will not be accepted.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

Reference is made on the application form that you must disclose whether you are related to anyone within the school or if you have any financial interest in contracts with the school or pending tenders; or if you are currently employed by the school. Canvassing for appointment disqualifies.



We will accept online applications only.

The deadline for application is midday on Wednesday 21st April 2021

Successful applicants will be invited to interview on 27th/28th April 2021

Notification of the selection process will be given after shortlisting has taken place. Please note that selected candidates will be required to attend both days of the recruitment process.

Job Description



Crest Infant & Nursery School

Headteacher - Job Description

Salary: L17-L22

Group Size: 3

Responsible to: Governing Body

Staff for whom responsible: All Teaching and non-teaching staff

The Headteacher is required to carry out the duties as set out in the Headteacher's Standards 2020 and School Teachers' Pay and Conditions Document, issued by the Department for Education and Skills.

Purpose of the Job

To provide overall strategic leadership and, with others (Governors, senior and middle leaders and staff), lead, develop and support the strategic direction, vision, values and priorities of the school. Develop, implement and evaluate the school's policies, practices and procedures.

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Key Duties

- Strategic Leadership of the school (in partnership with Governors)
- Overall Operational Leadership of the school.
- Sustain and enhance the distinctive character, vision and ethos of the school, such that they are clearly articulated, shared, understood and acted upon effectively by all.
- Ensure the safety, well-being and all-round development of all children and staff.
- Provide a world-class education for all pupils
- Monitoring and reporting academic standards for the school
- Overall responsibility for the finances and organisation of the school
- Promote the good image and maintain the high profile of the school within the local communities and area
- Overall responsibility for Child Protection

Ethics and Professional Conduct

The Headteacher upholds public trust in school leadership and maintains high standards of ethics and behaviour, both within and outside school. The Headteacher is expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As a leader of the school community and profession, a Headteacher is to:

- serve in the best interests of all the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Culture and Ethos

The Headteacher is expected to:

School Culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- to be accessible to the whole school community
- ensure a culture of high staff professionalism
- ensure children's views are heard and acted on
- create an environment where children, staff and parents feel empowered and valued

Behaviours

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- enable all staff to feel part of a team, involved in the decision making structure

Curriculum and Teaching

The Headteacher is expected to:

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment
- ensure effective remote learning strategies are in place and used by all staff where necessary.

Curriculum and Assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- monitor and report on standards and to ensure staff and pupils have high expectations by analysing results, setting targets and tracking pupil progress with staff.

Additional or Special Educational Needs & Disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Leadership and Management - Organisational Effectiveness

The Headteacher is expected to:

To work with governors, SLT and staff to create and maintain an effective, efficient and happy organisation which will:

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk

To be responsible and accountable for external inspections e.g. OFSTED.

To sustain a wide and current knowledge and understanding of education and school systems (locally, nationally and globally) and pursue continuous professional development

School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- ensure a rigorous, fair and transparent system and measures for managing the performance of all staff, valuing excellent practice and addressing any underperformance immediately
- holding all staff to account for the impact of their work on pupils' outcomes and progress

Working in Partnership

- proactively develop and implement outward facing, innovative ideas and embeds these into the organisational culture to drive school performance with a managed risk approach
- with Governors ensure the best use is made of the available staffing, buildings and resources
- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

** A Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the governing body and local authority.

Person Specification



Person Specification - Headteacher

Assessed from:

1= Written Application 2= Interview/Tasks

3= Documentary evidence

Appointment Criteria	Essential (E)/ Desirable (D)	Assessed From
Qualifications and Training:		
Qualified Teacher Status	E	1,3
National Professional Qualification of Headship (NPQH)	D	1,3
Experience:		
Substantial and successful experience in a senior leadership role e.g. as a Headteacher, Interim Headteacher or Deputy/Assistant Headteacher.	E	1,3
Evidence of managing or making a substantial contribution to the effective management of change.	E	1,3
Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.	E	1,2,3
Evidence of effective teaching, assessment and target setting.	E	1,2,3
Evidence of successful improvement planning across all sectors of the school.	E	1,2,3
Evidence of working with parents and the community as partners in learning.	E	1,2

Evidence of working with pupils across the age range.	E	1,2
Experience of working in collaboration with other schools to realise improvement and raise standards.	E	1,2
Experience of working effectively and in partnership with Governors.	E	1,2
Experience of developing CPD or action research professional development	E	1,2
Knowledge and understanding of:		
Developing systems for school self-evaluation and effective monitoring	E	1,2
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils.	E	1,2
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.	E	1,2
Performance management, performance related pay and managing effective professional development.	E	1,2
Effective use of ICT to support teaching and learning.	E	1,2
How to promote inclusion and implement equal opportunities for all learners.	E	1,2
Effective management of pupils' behaviour and attitudes to learning and the ability to put this into practice.	E	1,2
Ability to work in partnership with other schools in order to meet pupils' needs.	E	1,2
Engaging parents/carers in their children's learning and the work of the school.	E	1,2
Strategic curriculum development.	E	1,2
Effective financial management.	E	1,2

<p>Leadership skills Evidence that shows candidates can:</p> <p>Demonstrate evidence of outstanding, successful teaching as a senior leader</p> <p>Create and secure commitment to a convincing vision for the school</p> <p>Build upon current good practice by supporting and developing effective teamwork across the whole school community.</p> <p>Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.</p> <p>Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others.</p> <p>Delegate tasks and responsibilities as appropriate. Empower others to carry vision forward.</p> <p>Provide an inspiring role model for pupils and staff, creating an environment where all can thrive.</p> <p>Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available.</p> <p>Lead the safeguarding of pupils ensuring their welfare is prioritised.</p> <p>Demonstrate a willingness and ability to engage in wider system development.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>1,3</p> <p>2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,3</p> <p>1,3</p>
<p>Communication and Problem Solving Evidence that shows candidates can:</p> <p>Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.</p>	<p>E</p> <p>E</p>	<p>2</p> <p>2,3</p>

Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation.	E	1,2
Demonstrate reasoned judgement in difficult circumstances.	E	1,2,3
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.	E	1,2
Communicate, negotiate and secure cooperation of a wide range of people.	E	1,2,3
Create a climate of open communication where people feel able to express opinion and know their views will be respected.	E	1,2
Demonstrate an understanding of, and lead the school's role in a self-improving school system.	E	2
Demonstrate an understanding of, and lead the school's role in the community.	E	1,3
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts.		
Personal Effectiveness Evidence that shows candidates can:		
Prioritise and manage time appropriately, able to work under pressure and to deadlines.	E	1,2,3
Continue to demonstrate effective performance against the job description when under pressure and/or in challenging circumstances.	E	1,2,3
Be self-motivating and achieve challenging professional goals.	E	1,3
Take full responsibility for own professional development.	E	1,3
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour.	E	1,2,3
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.	E	2,3

Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education.	E	1,2,3
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