



KS3 Lead Teacher (PE & Maths)

GRADE: MPS/UPS (+SEN1 +TLR2a)

SALARY: £30,000 - £46,525 +£2,539 +£3,214

Contract: Permanent, full time

Start Date: ASAP/September 2024

CANDIDATE INFORMATION PACK



What's included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from the Headteacher
- About Esteem Valley Academy
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline

Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The KS3 Lead Teacher role presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very exciting time.

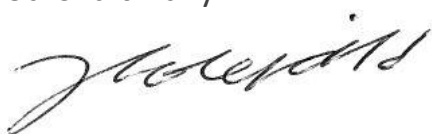
We are eager to appoint an experienced, talented and enthusiastic Lead Teacher with excellent interpersonal skills to work at the Esteem Valley Academy.

If you think you've got what we're looking for, we look forward to receiving your application for consideration.

For further information, please contact Kevin Wilddriane, Interim Headteacher, on 0115 850 0826 or via email to kwilddriane@esteemvalleyacademy.co.uk or visit our website at <https://www.esteenmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully



Julian Scholefield
Chief Executive Officer

About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of thirteen academies from the East and West Midlands. Many of our pupils have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision in the Midlands. However, we want mainstream schools to join us too as they have many pupils with SEND or who are disadvantaged. We want all our pupils to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

- Leads and supports our academies to provide the highest standards of education and development for all our pupils
- Enables academies with a shared sense of purpose to benefit from alignment whilst maintaining individuality
- Provides a strong, collective voice for our academies at a local and national level
- Delivers support and SEND expertise to our academies and to other schools and local authorities

Our vision will be delivered via our three core strategic aims. Everything we do should be ultimately focused on doing these three things well:

- We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.
- We will deliver high standards and value for money from our support services, resources, estate and technology.
- We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice

Our people are our most valuable resource. We invest in them by providing high quality specialist training, opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflect the diverse needs of the pupils. It is also important to us that our pupils feel they belong to their school community. This is why we believe that our schools need strong leaders and governors who understand their local context. Being part of a family of schools in a trust brings the added benefits of support and collaboration. We know that sharing ideas and working together are the best ways for our schools to continue to improve for the benefit of all our pupils.



Welcome from the Headteacher

Welcome to Esteem Valley Academy (previously Amber Valley & Erewash Support Centre) and thank you for showing an interest in our academy.

The Esteem Valley Academy is an AP academy that provides education to students who are at risk of permanent exclusion or who have already been permanently excluded from mainstream education. Our provision caters for students in Key Stages 2, 3 and 4, at sites located in Ilkeston, Kirk Hallam and Sawley.

Whilst the majority of our students have been permanently excluded, we work closely with local school clusters and the local authority to provide education opportunities to young people who are at risk of exclusion. Such placements have been highly successful in preventing numerous permanent exclusions in Derbyshire.

We are committed to working in partnership with young people, their parents and carers, their schools and other agencies to re-engage them and enable them to become successful learners and responsible citizens. Where students are able to demonstrate positive behaviour and a desire to achieve, we aim to help them transition back to mainstream school. For those who require a more alternative approach, we provide a balanced and varied curriculum, delivered through high quality teaching and learning.

We are looking to recruit an engaging and inspiring Lead Teacher to develop our KS3 offer.

Whilst for many, an AP Academy may seem to be the end of one's academic career, we see it as merely a change in direction and this could be exactly that for you and your career. If you are an inspiring, energetic, flexible and engaging teacher with a passion for working with disaffected pupils and can contribute to a staffing team with fresh new ideas then we may be the academy for you! Further information about our Support Centre can be found on the website at www.avesc.derbyshire.sch.uk

We look forward to welcoming you.

Yours sincerely,

Kevin Wildrianne
Interim Headteacher

The advertisement

Job Title: KS3 Lead Teacher – PE & Maths

Location: Bennerley Site, Bennerley Avenue, Ilkeston, DE7 8PF

Grade/Scale: MPS/UPS +SEN1 +TLR2a £30,000 - £46,525 +£2,539 +£3,214

Start date: ASAP/September 2024

Contract: Full time Teacher, 32.5 hours per week

Esteem Valley Academy is seeking a flexible, committed, enthusiastic and highly skilled teacher to lead the planning, delivery and development of PE and Maths across KS2, KS3 & KS4. EVA is an alternative provision academy which provides education to students who are at risk of permanent exclusion or who have already been permanently excluded from mainstream education. Our provision caters for students in Key Stages 2, 3 and 4, at sites located in Ilkeston, Kirk Hallam and Sawley.

We are seeking to appoint a talented and enthusiastic KS3 teacher with excellent interpersonal skills. The role will involve delivering PE lessons and Maths qualifications to pupils who have gaps in their learning, lack confidence and self-belief and can sometime be resistant to engage. The successful candidate will inspire, motivate, challenge and support students to reach their full potential, have a good understanding of their academic, social and emotional needs, be a team player and have a positive approach to challenge and change.

Applicants should also have good knowledge and experience of working with disaffected pupils in a mainstream school, alternative provision or SEND type setting. An affinity for pupils with behaviour, emotional and social difficulties is an essential quality for this challenging but rewarding opportunity.

Mileage claims are included in this role. There may also be travel to our other academy sites for meetings, Inset and CPD. You are required to have daily access to transport with business use included on your insurance. You may be required to transport pupils in your own car and contribute to the blended learning offer by delivering sessions in pupil's homes if required.

Benefits include: LGPS Pension Scheme, Westfield Health membership and academy laptop.

For further information, please contact Kevin Wildrianne, via email at kwildrianne@esteemvalleyacademy.co.uk or visit our website <https://www.esteeemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: 13 May 2024 (23:59)

Interview date: WC 20 May 2024

We reserve the right to interview suitable candidates upon application and may close the application process prior to this date

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Job description and person specification

Job Description: KS3 Lead Teacher Esteem Multi-Academy Trust

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| Post Title: | Key Stege 3 Lead Teacher – PE & Maths |
| Location: | Esteem Valley Academy, Bennerley Avenue, Ilkeston, DE7 8PF |
| Purpose: | <ul style="list-style-type: none"> This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan. To make a major contribution to the successful teaching and learning opportunities offered at Stanton Vale School. |
| Reporting to: | Headteacher, Assistant Headteacher – Quality of Education |
| Responsible for: | Key Stege 3 Curriculum including the planning and delivery of PE & Maths |
| Liaising with: | tbc |
| Working Time: | Full time teacher |
| Salary/Grade: | MPS/UPS +SEN1 +TLR2a £30,000 - £46,525 +£2,539 +£3,214 |
| Disclosure level | Enhanced |
| PRINCIPLE RESPONSIBILITIES | |
| To achieve the above | <p>Relationships with children and young people</p> <ul style="list-style-type: none"> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Hold positive values and attitudes and adopt high standards of behaviour in their professional role. <p>Frameworks</p> <ul style="list-style-type: none"> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. <p>Communicating and working with others</p> <ul style="list-style-type: none"> Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. |

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| | <ul style="list-style-type: none"> • Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. • Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment. • Have a commitment to collaboration and co-operative working where appropriate <p>Personal and professional development</p> <ul style="list-style-type: none"> • Evaluate their performance and be committed to improving their practice through appropriate professional development. • Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. • Act upon advice and feedback and be open to coaching and mentoring. |
| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | |
| To achieve the above | <p>Teaching and learning</p> <ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. <p>Assessment and monitoring</p> <ul style="list-style-type: none"> • Know a range of approaches to assessment, including the importance of formative assessment. • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. • Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement. <p>Subjects and curriculum</p> <ul style="list-style-type: none"> • Have a secure knowledge and understanding of the curriculum areas and related pedagogy. • Know and understand the relevant statutory and non-statutory curricula and frameworks. <p>Subject Coordination, (no TLR)</p> <ul style="list-style-type: none"> • be responsible for the planning, coordination and delivery of PE for both Primary & Key Stage 3 students and the delivery of Maths at Key Stage 3. • work with the relevant curriculum leaders and Assistant Headteacher (who carry responsibility and accountability for the curriculum and monitor attainment, achievement and with others evaluates the quality of teaching). • maintain materials and resources for the subject, making them accessible to others. |

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| | <p>Literacy, numeracy and ICT</p> <ul style="list-style-type: none"> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities. <p>Achievement and Diversity</p> <ul style="list-style-type: none"> Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Understand the roles of colleagues with specific expertise Know when to draw on the expertise of colleagues. <p>Health and well-being</p> <ul style="list-style-type: none"> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. |
| PROFESSIONAL SKILLS | |
| To achieve the above | <p>Planning</p> <ul style="list-style-type: none"> To take an active part in whole-school development planning. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context. Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning. <p>Teaching</p> <ul style="list-style-type: none"> To have responsibility for a class group (unless otherwise directed by the Headteacher). To be responsible for delivering the appropriate Esteem Valley Academy School curriculum. To organise the classroom, its resources, pupil groupings and displays in order to provide a stimulating learning environment. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you: Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion |

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| | <ul style="list-style-type: none"> • Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress • Develop concepts and processes which enable learners to apply new knowledge, understanding and skills • Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively • Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. • Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment. <p>Assessing, monitoring and giving feedback</p> <ul style="list-style-type: none"> • To become acquainted with the planning and record keeping systems in operation in the school; to keep records efficiently and submit them for inspection on a regular basis upon request. • Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. • Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching. <p>Reviewing teaching and learning</p> <ul style="list-style-type: none"> • To attend meetings when required, mainly during school hours, but sometimes out of school hours. • Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. • Review the impact of the feedback provided to learners and guide learners on how to improve their attainment. <p>Learning environment</p> <ul style="list-style-type: none"> • To direct and coordinate the work of Support Staff in their class team. • Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. • Follow the school's safeguarding policy and procedures • Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy. |
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| | <ul style="list-style-type: none"> • Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills. <p>Team Working and Collaboration</p> <ul style="list-style-type: none"> • To promote good communications with parents via home/school diaries, telephone calls and meetings. • To liaise with other professions and support teachers to develop learning programmes for individual pupils and /or groups of pupils. • Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. • Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. <p>Personal responsibilities</p> <ul style="list-style-type: none"> • To co-operate with the school's Performance Management Procedures. • To support the Headteacher in the implementation of all school policies and procedures. • To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation. • To take responsibility for safeguarding and promoting the welfare of children. • To undertake training and professional development as appropriate. • To undertake other duties appropriate to the post that may reasonably be required from time to time. <p>Performance standards</p> <ul style="list-style-type: none"> • To manage class and curriculum budgets (as appropriate) according to school policy and practice. • To keep up-to-date with developments in educational thinking. • To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer. • At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy. |
| TLR Responsibilities | <p>Purpose of the Job:</p> <ul style="list-style-type: none"> • Leadership of Key Stage 3 curriculum taking account of National and Local Strategic developments • Line management of KS3 teaching staff • Leadership of areas of School Improvement as identified by the Headteacher focusing on improvement of pupil progress within Key Stage 3 in preparation for transition to mainstream, another educational setting, or internal transition in our own setting • Monitor and plan for development in the Quality of Teaching and Learning in line with school systems working with the AHT for Quality of Education |

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| | <p>Main duties and responsibilities (Accountabilities):</p> <ul style="list-style-type: none"> • Lead and manage all staff so that all staff feel well supported, trained and perform their roles at the highest level. • Monitor and improve the quality of teaching and learning within the Key Stage 3 curriculum, leading to improved rates of pupil progress. • Work with local providers and stakeholders to develop an educational offer appropriate for all pupils in KS3 that will link to student's destinations and future careers. • As a member of staff in receipt of a Teaching and Learning Responsibility contribute to the development of school policy ensuring constant improvement in the standards of teaching and learning. • Provide an outstanding personal and professional role model for all staff in line with The Teachers Standards. • Ensure all staff within Key Stage 3 implement all school policies and procedures leading to effective safeguarding of pupils in all aspects of school life. • To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes. • Be a reflective practitioner and taking account of the school's strategic vision developing own self. |
| <p>Other Generic Responsibilities:</p> <ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities • Provide a high standard of customer service in all dealings internal and external to the MAT • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description • The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition | |
| <p>This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.</p> | |

Person Specification: KS3 Lead Teacher

Esteem Valley Academy, Esteem Multi-Academy Trust

| CRITERIA | QUALITIES |
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| Qualifications and training | <ul style="list-style-type: none"> • Qualified teacher status • Degree • Secondary age Maths specialism |
| Experience | <p>ESSENTIAL</p> <ul style="list-style-type: none"> • Previous teaching experience in a school • Experience of working with challenging and vulnerable young people • Effective behaviour management • Teaching, planning and delivery of the Maths curriculum at KS3 and 4 • Previous teaching to GCSE level and/or Functional Skill <p>DESIRABLE</p> <ul style="list-style-type: none"> • Experience of working in a non- mainstream education establishment • Experience of working in a multi sited school • Experience of teaching peripatetically • Experience of implementing appropriate curriculum offers to meet the needs of a range of vulnerable pupils • Of sharing workload and resources with other Maths colleagues and the production of joint planning • Teaching at a range of key stages • Experience of teaching a range of subjects • Experience in curriculum or subject development • Of linking maths to real life and making content relevant for our pupils to their future careers of interest • Of contributing to a blended learning offer to meet pupil need • Of liaising with families and maintaining effective communication • Of teaching in other non- school site environments such as pupil's home/libraries • Previous teaching of alternative offers/vocational/non- GCSE/Functional skills |
| Skills and knowledge | <p>ESSENTIAL</p> <ul style="list-style-type: none"> • Understanding of high- quality teaching and learning • Ability to produce a high- quality curriculum offer and schemes of work • Understanding of effective approaches to learning • Ability to develop positive pupil behaviour strategies • Data analysis skills, and the ability to use data to set targets and measure progress • Effective communication and interpersonal skills • Ability to engage and inspire pupils with high quality planning and relevant content • Ability to build rapport with challenging pupils with varying needs • Ability to build effective working relationships • Knowledge of current safeguarding practises • Ability to link Maths concepts to real life and explain to learners the relevance of the subject |

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| | <p>DESIRABLE</p> <ul style="list-style-type: none"> • Ability to teach multiple key stages • Delivery of a blended learning offer • Other skills/interests that could contribute to the curriculum in a vocational or non-GCSE alternative offer • Ability to safeguard vulnerable pupils and liaise with other professional agencies and social workers |
| Personal qualities | <p>ESSENTIAL</p> <ul style="list-style-type: none"> • A commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the academy • Hardworking and flexible • A good sense of humour • Resilience • To have a good level of self- reflection and be able to respond to positive criticism to develop professionally • Ability to work under pressure and prioritise effectively • Ability to maintain resilience and positivity • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Extremely professional • Positive growth mindset • Commitment to team work |

Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2023' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken. Online checks may be carried out as part of the shortlisting process. The Trust has considered its duties under the Equality Act 2010 as well as good practice in recruitment and can confirm that the sole purpose of any such online checks will be for the purposes of compliance with Keeping Children Safe in Education. In the event that any issue identified as a result of the online check were to mean that an offer was not potentially made to an applicant, they would be given the opportunity to address any concerns arising out of this.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Application process and timeline

Application forms are available on our website at <https://www.eesteemmat.co.uk/vacancies>.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: 13 May 2024 (23:59)

Interview date: WC 20 May 2024

We reserve the right to interview suitable candidates upon application and may close the application process prior to this date

For further information, please contact Kevin Wildrianne, via email at kwildrianne@esteemvalleyacademy.co.uk or visit our website <https://www.eesteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.