



Assistant Headteacher (SENDCo, Inclusion and Behaviour)

GRADE: Leadership (Points 04 to 08)

ACTUAL SALARY: £50,807 to £56,082

CONTRACT: Permanent, Full time

LOCATION: All Esteem North sites

START DATE: September 2024 at the earliest

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 and Esteem North 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 Assistant Headteacher position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

Esteem North Academy provides programmes of education to pupils identified as being at risk of exclusion, or who have already been permanently excluded from mainstream education. We meet the varied and complex needs of children in all Key Stages up to KS4, at multiple sites located in Chesterfield and in the High Peak.

We are eager to appoint a dynamic and inspiring SENDCo and leader who is passionate about enabling our pupils to access a high-quality education through leadership of their own site. The successful applicant will have energy, optimism, initiative, flexibility and commitment to the delivery of a high-quality education and be an outstanding leader.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information and/or to arrange an academy visit please contact support@esteemnorthacademy.co.uk or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the Esteem 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 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, and opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflects 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

Dear applicant,

Thank you for your interest in the role of Assistant Headteacher and SENDCo at Esteem North Academy. I am very pleased that you are considering applying to work at our academy where we all work hard to ensure that every pupil 'achieves their full potential'.

Esteem North Academy provides programmes of education to pupils identified as being at risk of exclusion, or who have already been permanently excluded from mainstream education. We meet the varied and complex needs of children in all Key Stages up to KS4, at sites located in Chesterfield and in the High Peak. Our current primary aged site is located at Barrow Hill in Chesterfield and we are expanding this provision to offer primary education at our High peak site for Sept 24. We currently have two KS3/4 sites, one in Hasland, Chesterfield and one in the High Peak. We are sourcing our 4th site to increase academy capacity. This additional site will also be located in the Chesterfield or surrounding area.

Pupils may be permanently excluded or at risk of permanent exclusion from mainstream and therefore require a curriculum to help them re-engage in education. We have a full blended learning offer with work experience, off site alternative vocational provisions and some peripatetic teaching in pupil's homes to meet pupil need where required. We are undergoing many developments at this time and have a new leadership team to drive the academy forwards with our curriculum offer and quality of buildings. It is an exciting time to join us!

Every child deserves an education. Our primary aim is to support and re-engage young people, enabling them to think positively about their future pathway, and life after the academy, whether that be re-integration into mainstream, further education or employment. Our Vision: "Inspire, Achieve, Exceed"

Our Pupils will:

- Feel safe, valued and trusted
- Recognise and achieve their full potential
- Take responsibility for their behaviour, and make healthy lifestyle choices
- Be positive about themselves and their future
- Be tolerant of others, and of the beliefs and views of others
- Be successful learners, both independently and when working with others
- Be self-motivated and have high expectations

We will achieve this by:

- Creating a safe learning environment, free of stigma and negativity
- Celebrating the success and achievements of every member of the learning community

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- Establishing nurturing and supportive relationships between staff and pupils
 - Setting high expectations for behaviour and academic success
 - Providing a broad, balanced and relevant curriculum that provides the skills, confidence and qualifications to access opportunities in life
 - Innovating learning, to engage and inspire
 - Promoting tolerance and mutual respect
 - Providing opportunities for students, parents and carers to voice opinions which form part of the decision-making process
 - Providing an inclusive programme of learning opportunities and experiences that promote engagement

If you are an inspiring, energetic, flexible and experienced SENDCo with a passion for working with disaffected pupils and have the capability to also lead on behaviour in a multi sited AP Academy, then we may be the academy for you!

Further information about our academy can be found on the website at www.nedsc.derbyshire.sch.uk

Yours faithfully

Janine Dix

Headteacher

Advertisement

Job Title: Assistant Headteacher (SENDCo, Inclusion and Behaviour)

Location: Esteem North Academy, all sites

Grade/Scale: Leadership Points 04 – 08 £50,807 to £56,082

Start date: September 2024 at the earliest

Contract: Permanent, Full time

We are now looking to offer a full-time permanent contract for a new Assistant Headteacher to lead on inclusion through being the academy SENDCo and behaviour lead.

We can offer a commitment to your professional development as you will be encouraged to join an appropriate professional learning programme and the opportunity to work in partnership with colleagues from academies across the MAT. The SENCO, under the direction of the Headteacher, will be responsible for operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability. You will provide professional guidance to colleagues, work closely with staff, parents and other agencies. This role will involve oversight of all inclusive strategies in our academy and monitoring of our inclusion policy, including the IQM and achievement of other kite marks. As Assistant Headteacher you will also hold academy responsibility for behaviour. This will involve production of our behaviour strategy, culture, systems, CPD, pupil progress and data analysis.

You will join a forward thinking and creative SLT consisting of the Headteacher, Deputy Headteacher and 2 other Assistant Headteachers. Your role will support all pupils on roll, therefore you will work with all 4 of our academy sites, pupils who are educated at home, and those in our commissioned APs.

We are looking to recruit a substantially experienced and inspiring SENDCo and senior behaviour lead to join our academy. This role may have a teaching commitment and cover in staff absence where required. Applicants should be resilient, have high expectations and be an experienced practitioner in liaising with the Local Authority. You must be able to build positive relationships with our pupils and think outside of the box. A growth mindset and positive ethos are essential characteristics that we are looking for. The Assistant Headteacher role will require the successful candidate to be child centred, solution focused and approach leadership through policies, systems and processes. You will be supported in your role through close support from the Headteacher and Deputy Headteacher and also from the wider school improvement team from the Esteem MAT. Promotion and monitoring of our academy behaviour culture and ethos is vital to our success.

Mileage for off-site travel can be claimed for in arrears. Candidates must have access to a vehicle and car insurance with business use included at the point of any contract start date. Travel to other sites, Esteem academies and pupil's homes is expected.

Benefits include: Teachers' Pension Scheme, Westfield Health membership, academy laptop.

For further information, please contact support@esteemnorthacademy.co.uk or visit our website <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted. We encourage all candidates to discuss the academy with the Headteacher and arrange a visit prior to application.

Closing date for applications: 15 July 2024 (23:59)

Interview date: TBC

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 pupils. 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: Assistant Headteacher (SENDCo, Inclusion & Behaviour)

Esteem North Academy, Esteem Multi-Academy Trust

Salary: L4 – L8

Contract type: Permanent, full time

Reporting to: Headteacher and Deputy Headteacher

Responsible for: SEND provision, academy inclusion, behaviour lead

Main purpose:

The Assistant Headteacher, under the direction of the Headteacher and Deputy Headteacher, will take a major role in:

- Strategic leadership of our SEND provision, being named SENDCo
- Academy inclusion
- Leading on our behaviour strategy, culture and systems over the whole academy
- Data and progress analysis
- Ensuring that staff have effective and high quality CPD in order to provide learning materials, pedagogy and successful behaviour management strategies to allow pupils to make progress
- Supporting the academy's quality assurance systems
- Supporting the Deputy Headteacher in their role as curriculum lead to ensure that the standard of implementation in delivery of teaching and learning is at least 'good'
- Having a teaching role if required in staff absence
- Leading the academy's behaviour strategy and culture
- Policy production and monitoring for adherence
- Line management and appraisal of staff if required
- Contribution to new pupil and staff induction
- Academy recruitment
- Ensuring that pupil information packs (PIPs)/commissioning agreements are maintained for all SEND pupils, setting of ILP targets and PIP QA
- Management of resources for meeting pupils needs as identified in their EHCPs
- Maintaining high quality communication with families and other schools
- Off- site trips/site open days
- Examination and access arrangements
- SEMH assessment through the Boxhall profile or other such methods
- Pupil transition support and guidance to other schools during the reintegration process or for Post 16
- Achieving kite marks such as the IQM and other such awards
- Contribution to the school improvement plan and other relevant development plans
- Communication to the Governing Board.

Qualities:

The Assistant Headteacher will:

- Uphold public trust in academy leadership and maintain high standards of ethics, behaviour and professional conduct

- Be credible and an excellent role model
- Be enthusing, driven and be able to create new opportunities for our pupils
- Build positive and respectful relationships across the academy community and with other stakeholders
- Understand that our academy is multi- sited and that we require consistency across all sites
- Serve in the best interests of the academy’s pupils.
- Understand that we are working at a rapid pace to drive standards and implement a new curriculum offer and increase capacity
- Serve in the best interests of the academy’s pupils and be pupil focussed at all times with a growth mindset.

Duties and responsibilities:

Academy culture and behaviour

Under the direction of the Headteacher, the Assistant Headteacher will:

- Create a culture where pupils experience a positive and enriching academy life
- Ensure that all staff, pupils and stakeholders are aware of our academy culture and that this is promoted
- Have clear systems and procedures in place to record behavioural incidents and physical interventions
- Ensure that the behaviour systems are disseminated and used consistently across all sites
- Develop pupil and parent questionnaires to evidence feedback with regards behaviour, attitudes and safety
- Provide analysis of behaviour and attitudes at regular intervals including daily behaviour points and fixed term exclusions
- Keep up to date with behavioural theories through research and be able to explain pupil behaviour and possible strategies to help them regulate
- Take responsibility for Team Teach training and the CPD of staff
- Ensure that staff can identify pupil triggers and barriers to learning
- Deliver CPD so that staff are trauma informed
- Ensure that our pupils develop their resilience whilst on roll by allowing embedded opportunities for this and gather evidence of this
- Identify pupils who require additional support to manage their behaviour and manage appropriate interventions
- Monitoring of the quality of behaviour and attitudes for the school evaluation summary and provide robust evidence to support our judgements
- Production of case studies to evidence examples of where pupils have developed their Behaviour, attitudes or resilience significantly
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism and resilience
- Ensure that behaviour concerns are reported by staff accurately including any RPIs
- Monitor actions taken by site leads to follow up post incident
- Encourage high standards of behaviour from pupils, built on consistency and routines that are understood by staff and pupils and clearly demonstrated by all adults in the academy
- Complete data analysis to provide accurate information about behaviour trends, locations, frequencies and progress made

- Ensure that there is effective communication with other Derbyshire schools, other stake holders, Governors and the Esteem MAT.

Teaching, curriculum and assessment

Under the direction of the Headteacher, the Assistant Headteacher will:

- Support teachers to sustain their own high-quality teaching through meeting SEND pupils needs
- To model good practice
- Have a teaching role where required in staff absence or at times of academy need if appropriate
- Reinforce high expectations for all staff with regards them meeting pupil's needs
- Ensure that the academy curriculum plans make provision for a variety of pupil needs and support with planning where required
- Contribute to the preparation of course materials
- Ensure the academy has appropriate assessments in place which provide baseline and progress data with regards behaviour, SEMH and resilience.

SENDCo Responsibilities

Under the direction of the Headteacher, the Assistant Headteacher will:

- Strategic development of SEND policy and provision
- Make sure the SEND Code of Practice, SEND policy and Information Report are put into practice and the primary objectives are reflected in whole academy development
- Maintain up-to-date knowledge of national and local initiatives that may affect the academy's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Maintain an accurate SEND register and any associated provision maps if appropriate
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the academy's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with other schools, alternative education providers, the local authority, educational psychologists, health and social care professionals, and other external agencies, acting as the key point of contact for professional partners
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, or as part of the Learning Support or Inclusion provisions and evaluate their effectiveness
- Have knowledge of and lead all process around statutory assessments
- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness by utilising the Assess, Plan, Do, Review cycles
- Secure relevant services for the pupil by making necessary referrals
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil

- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- Act as the designated teacher for looked-after children and EAL, irrespective of whether the looked-after student has SEN or a disability
- Represent the academy at statutory meetings such as mediation and tribunals
- Work with the senior leadership team and governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Identify training needs for staff and how to meet these needs
- Lead CPD for teaching staff and contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities
- Share procedural information, such as implementation of the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

Organisational management and academy improvement

Under the direction of the Headteacher, the Assistant Headteacher will:

- Establish and sustain the academy's ethos and strategic direction together with the governing board and through consultation with the academy community
- Establish and oversee systems, processes and policies
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
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- Ensure the improvement strategies are effectively implemented
- Contribute to the development of other sites where required and as a senior leader provide leadership at other sites in the academy if required.

Professional development

Under the direction of the Headteacher, the Assistant Headteacher will:

- Ensure that they take up appropriate CPD to develop expertise
- Keep up to date with developments in education in relation to inclusion and behaviour
- Develop your own leadership skills and that of others to promote further middle leaders
- Seek training and continuing professional development to meet needs.

Other areas of responsibility

- To contribute to site developments and additions to timetables to ensure a quality offer such as tutor time, assemblies, home learning, arrangements and monitoring of online learning
- Academy achievement of kite marks and awards
- Management and support of any ECTs or unqualified teachers where appropriate
- Support and guidance for any students from University.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder

may be required to do other duties appropriate to the level of the role. This is an SLT role and as a senior leader you may be required to lead in other elements, or sites, in times of need to ensure that the academy can maintain high standards of delivery to our staff and pupils.

OTHER GENERIC RESPONSIBILITIES:

- 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 CPD training and activities that contribute to personal and professional development for self and others within the academy
- Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities
- 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 the Headteacher to undertake work of a similar level that is not specified in this job description
- The post holder will be working in a developing environment and will therefore be expected to undertake other appropriate duties as required for the effective operation of the Trust.

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.

The postholder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies. The Headteacher and governing body reserve the right to amend the job description at any time after consultation with the post-holder.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification: Assistant Headteacher Esteem North Academy, Esteem Multi-Academy Trust

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • National Award for SEN Co-ordination • Driving licence, transport and business insurance • NPQSL is desirable • Team Teach trainer desirable
Experience	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • Substantial experience of working as a SENDCo • Substantial and proven successful quality leadership experience of staff and children • Experience of working with challenging and vulnerable young people and effective behaviour management • Several years of successful teaching • Experience of leading a team as a Head of Department, second in department, Head of Year equivalent, or equivalent • Accurate data analysis and reporting to SLT, governors and Ofsted • Implementing improvement plans, identifying priorities and evaluating impact • Initiating change • Experience in developing and maintaining of quality assurance processes • Of policy production and management • Of planning and delivering staff CPD • Of safeguarding pupils • Of liaising with parents, other agencies and the Local Authority • Line management and appraisal experience • Proven experience of driving standards forwards and school development <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 • Working with a wide age range of pupil from reception to year 11 • Of contributing to a blended learning offer to meet pupil need • Of new staff induction process's • Of supporting ECTs as either a mentor or tutor • Of contributing to a recent Ofsted as a leader • A previous leader of behaviour across a school • Of initiating projects to achieve awards and kite marks • Of implementing academy HR policies such as capability, staff absence, grievance etc.
Skills and knowledge	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • Excellent up to date knowledge of SEND, The SEND Code of Practice and SEND case law • Knowledge of mandatory website publication

- Ability to lead and model high quality leadership across a multi sited academy
- Ability to be a proactive strategic planner but to also think and react appropriately
- Knowledge of effective assessment strategies, including appropriate assessment approaches for a variety of additional needs
- Clear understanding of successful strategies for raising achievement, specially for children with SEND
- Full understanding of the Teacher Standards
- Knowledge of the appraisal process and the ability to effectively hold staff to account
- Good knowledge of pedagogy, how pupils learn, retain and recall powerful knowledge
- Understanding of high- quality teaching and learning to ensure that pupils can access the curriculum and make progress
- Understanding of effective approaches to learning
- Knowledge of the current Ofsted framework
- Ability to uphold positive pupil behaviour strategies and a behaviour culture across staff and pupils
- Knowledge of the physical intervention process, recording, reporting and staff CPD
- Knowledge of trauma, ACES and SEMH
- Data analysis skills, and the ability to use data to set targets and measure progress across an academy in detail, identifying trends and subsequent development plans
- Understanding and commitment to inclusive education
- Ability to engage and inspire pupils with high quality planning and relevant content
- Ability to build rapport with challenging pupils with varying needs
- Excellent IT capabilities
- Ability to make and sustain excellent relationships and build rapport with all stakeholders, promoting the academy's vision and values
- Excellent leadership skills, adaptable and flexible, holding people to account and getting the best out of others
- Demonstrating consistently good and outstanding classroom practice
- Ability to make and implement difficult decisions
- Ability to work with staff, motivate teams and individuals to implement changes across the academy
- Ability to see a job through to conclusion, deliver and demonstrate outcomes
- Ability to be a team player
- Strong communication skills orally and in writing in order to work with different audiences and report effectively
- Ability to think strategically
- Quality assurance: strong monitoring, evaluating and reviewing practice
- Ability to give clear direction, determine priorities and ensure that others uphold policy and practice
- Strong ICT skills and good numeracy
- The ability to ensure that equality and diversity are reflected in all aspects of academy culture and practice.

	<p>DESIRABLE</p> <ul style="list-style-type: none"> • Other skills/interests that could contribute to the curriculum in a vocational or non-GCSE alternative offer • ECT framework • Of the exclusion and reintegration process for pupils
<p>Personal qualities</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • A natural leader with drive and enthusiasm • Strong moral purpose, commitment to equality and diversity • Creative, innovative thinker, willing to take calculated risks • Able to inspire, motivate and engage, bringing people along • Energetic, enthusiastic, resilient • Excellent communicator • Strong personal impact, presence, self-efficacy and confidence • Able to lead assertively and encourage initiative in others • Able to reflect on own practice and that of others, being flexible and adaptable • Calm under pressure, prioritising and managing time effectively • Ability to respond immediately to changing needs and circumstances • Reliability, integrity and commitment, a genuine interest in learning • Commitment to restorative practice approaches • Commitment to pupil wellbeing and the safeguarding and protection of young people from harm • Ability to see “the big picture” • A commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the academy • An excellent role model to staff • A good sense of humour • 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 at a rapid pace • Commitment to maintaining confidentiality at all times <p>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</p>

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 pupil'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.

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.esteemmat.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: 15 July 2024 (23:59)

Interview date: Interview date: TBC

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 the Headteacher's admin team support@esteemnorthacademy.co.uk or visit the Esteem website at <https://www.esteemmat.co.uk/vacancies>. Please contact the Headteacher to discuss your experience before arranging any site visits at janine.dix@esteemnorthacademy.co.uk. Use the relevant application form on the Esteem MAT website; CVs alone will not be accepted. We strongly advise that you visit the site prior to making an application.