



John Taylor MAT

John Taylor High School

Recruitment Pack 2024



Welcome to John Taylor MAT

Dear Applicant,

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that this recruitment pack is valuable in assisting with your application and in developing an understanding of what it means to work within John Taylor MAT.

The Trust was founded in 2014, in John Taylor High School – an outstanding secondary school in Barton-Under-Needwood, and the first in Staffordshire to convert to become an Academy.

We have grown steadily over time and currently serve 12 infant/primary schools, and 6 secondary schools. The Staffordshire Research School and John Taylor Teaching School Hub are also key parts of our Trust.

We are proud to have a strong Free School programme; we opened John Taylor Free School in September 2018 and Fradley Park Primary & Nursery School in September 2022. Branston Locks Primary & Nursery School will become our 3rd Free

School in September 2024 and we have secured DfE approval to develop Staffordshire's first all-through primary and secondary school on the site of the former Rugeley Power Station, scheduled for September 2025.

We have a passion for excellence demonstrated by a broad curriculum and high-quality leadership. We work hard to create collaboration across the Trust, and the Central Team reside in one of our schools, to remain grounded in school life.

We have a strong track record of governance and health and safety, and our schools and Trust enjoy a healthy and stable financial position; we look to the future with anticipation of further growth and to support those schools already in our family by working together and adding value.

There is much more information about us on our website: www.jtmat.co.uk. Should you share our vision and wish to apply for this position, I wish you every success.

With best wishes,



Mike Donoghue, CEO.





Our Vision & Mission

"We believe in the power of education to improve lives - and the world."

We are driven to ensure our communities can realise their true potential through learning. This is our mission. We provide experiences, resources, structures, and systems to enable all to engage, all to progress, all to achieve.

Schools within the Trust are staffed with colleagues - teaching and support - who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term "outcomes", we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as "what survives after what has learned has been forgotten."

Our schools therefore value educational trips and visits, performances and events and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.





What Makes Us Successful

In all that we do, both individually and collectively, we endeavour to focus on six main attributes that will enable us to be successful. We want all of the children and young people in our schools to exhibit these qualities also. They are as follows:



Learning is at the heart of all we do

Keeping "the main thing the main thing," prioritising our people, time, energy and funding to the improvement of the educational experience.



A passion for excellence

Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.



Courage to innovate

Leading change - in teaching and learning, curriculum development, organisational structures.



Collegiality

Listening to others, sharing with others, learning from others.



Restlessness & curiosity

Looking for opportunity to be involved and to learn from new experiences.



Tenacity & Resilience

Holding to our mission in turbulent times and remaining resolute in all we set out to do.

Why work for John Taylor MAT?

By working closely together, in partnership with each other, schools within a robust MAT can develop best teaching practices, share curriculum expertise and deliver the best outcomes for pupils and students. John Taylor MAT is proud to fit the Government's criteria of a "strong MAT" with 6 secondary schools and 12 primary/infant Schools.

The Central Team aims to do the "heavy lifting" for our schools, focusing on business and compliance elements, with experts in Attendance, SEND, School Improvement (primary and secondary specialists), Governance, Compliance, Clerks, Finance, IT, Marketing and Communications, HR and Estates. It is important that our Central Team are connected to our community, which is why we will always seek to be within one of our schools.

We have four key areas of focus in order to drive success:

1. Making sure we know each school – the strengths it can bring and any areas in which it will need support.
2. Having consistency of core systems across schools – establishing coherent and clear foundations upon which to build innovation and consequent success.
3. Developing and empowering our leaders – to drive forward plans, people and progress.
4. Maintaining a focus on teaching and learning – through engendering growth mindsets in all teachers and learners and providing opportunities to support that growth.



Employee Benefits

We recognise that recruiting high-performing professionals is key to our success, and we place high value on the physical and mental wellbeing of all our staff. We want all our employees to have a sense of purpose and true job satisfaction. By offering a range of employee benefits, we trust all our employees will feel supported to achieve a balance between work and home, and enjoy optimum health and wellbeing.



Cycle 2 Work Scheme



Flu Vaccination



Car Lease Scheme



Eye Test



Discounts & Online Help



Physiotherapy Service



Free Parking



Menopause Support



Pension



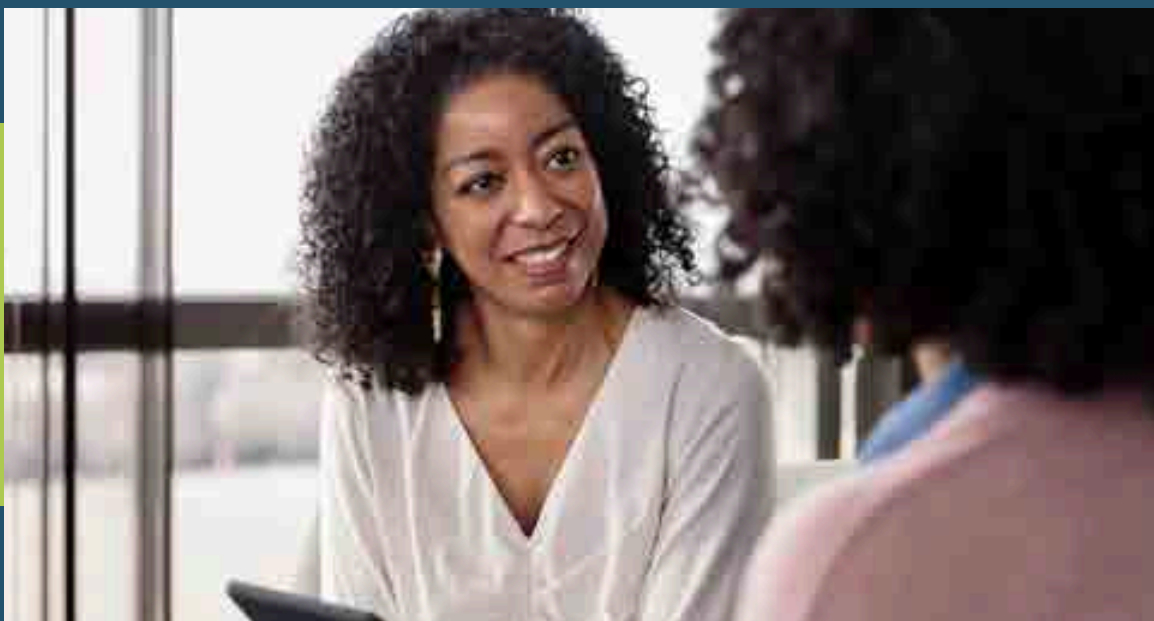
Occupational Health



Training & Development



Counselling Service





Employee Benefits



Cycle 2 Work Scheme

Partnering with Halfords to bring you savings on a cycle/cycle equipment, spreading the cost over 12 months.



Car Lease Scheme

With a personal contract and salary sacrifice schemes, you can get a great deal on a vehicle.



Discounts & Online Help

24/7 365 online wellbeing support and discounts on retail, leisure and entertainment.



Free Parking

Keep your travel to work costs low with free parking at all our school sites.



Pension

Teachers' Pension or the Local Government Pension Schemes offer good retirement income with lump sum payments.



Training & Development

National Professional Qualifications, CPD and network groups are available to ensure you grow in your role.



Flu Vaccination

Free Flu Vaccination vouchers if you don't qualify for one under the current government guidelines.



Eye Test

Display Screen Equipment users can claim back the cost of an eye test and basic glasses and lenses.



Physiotherapy Service

Benefit from quick hands-on treatment for musculoskeletal injuries or long term conditions.



Menopause Support

Support and resources to help you manage the symptoms of menopause at work.



Occupational Health

Support for you and your line manager with managing health issues, whether you're off sick or at work.



Counselling Service

Quick, confidential free counselling service offering online and in-person support - you can self-refer too.

Please note access to some benefits may depend availability of the service at the time and any qualifying criteria. Not all the benefits are contractual and may be changed or withdrawn at any time without notice. Local school offers may include additional benefits.

John Taylor Teaching School Hub

Proudly serving the districts of North Warwickshire, East Staffordshire, Cannock, Lichfield, Tamworth, Nuneaton and Bedworth, the John Taylor Teaching School Hub is based at John Taylor High School, Barton-Under-Needwood. The team have created a reputation for delivering the DfE's "Golden Thread" of outstanding professional development and support for teachers and leaders, through the offer of:

- Initial Teacher Training (ITT) via the John Taylor SCITT
- Early Career Framework fully funded Full Induction Programme with the Education Development Trust
- A complete suite of National Professional Qualifications (NPQs)
- Appropriate Body Services
- Additional Continuous Professional Development (CPD) to meet local needs, including an offer from the Staffordshire Research School.

John Taylor SCITT

John Taylor has been a SCITT (School Centred Initial Teacher Training) since 2015, and has gradually expanded the offer of Initial Teacher Training to include a variety of routes; Primary and Secondary, salaried and unsalaried routes and, from 2021, a part time route. The SCITT works in partnership with 18 secondary schools, 47 primary schools, as well as a number of special schools.

Staffordshire Research School

Staffordshire Research School at John Taylor has been a member of the Research School Network since 2019 and is one of 33 Research Schools across the country, and one of only 4 in the West Midlands. Their aim is to help leaders and teachers make evidence-informed decisions to improve teaching, learning and outcomes for all children, with a particular focus on those from disadvantaged backgrounds.



The John Taylor SCITT





Professional Development

Continuous Professional Development

A range of bespoke CPD programmes are available for teachers, leaders and support staff. All our CPD is high-quality and evidence-based, focusing on developing the quality of provision for school settings. Whether you are a member of teaching or support staff, there are opportunities for you to develop your knowledge and skills, so you achieve personal and professional growth.

Networking Across JTMAT

The geographical proximity of our schools, our size, and the fact that we embrace a diversity of schools means that there is always something new to learn, or somewhere new to make an impact. For colleagues in positions of responsibility – from SENDCOs through Safeguarding Leads to Headteachers and Business Managers, we have established networking groups to support you and encourage collaboration, innovation and excellence.

We have also created working groups in specialisms like HR and Marketing, to bring colleagues together from across the Trust to work on common goals and have the opportunity to expand their knowledge and skills. These networks are really valuable both professionally and personally.





John Taylor High School & Sixth Form

John Taylor High School is at the centre of the John Taylor Multi-Academy Trust, and as a National Teaching School Hub and Research School, this provides access to a wide range of opportunities which keep us at the forefront of innovation and most recent developments in teaching and learning. This enables us to continually develop classroom practice, to ensure our students have the best possible learning experience.

As an 'outstanding' school (Ofsted 2014) we have a proven track record of providing a high-quality education for young people, and we celebrate their academic and personal achievement with them and their families. The governors, staff, and parents are not, however, complacent and share a great ambition for the future of the school community.

'One Community, Striving for Personal Excellence'

We are extremely proud of this whole school vision which is at the heart of John Taylor High School. It highlights the great importance of having a strong, inclusive, diverse community which works effectively together, so that everyone is able to achieve their personal excellence.

The whole school vision is underpinned by the four core values chosen by our school community:

- **Respect:** to be thoughtful of the feelings, wishes, or rights of others. It also means looking after our environment.
- **Kindness:** to treat everyone the best that you can. No matter who they are or how you feel about them you treat them with fairness and respect.
- **Integrity:** a person's commitment to honesty and a willingness to do what's right.
- **Perseverance:** is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it until the end, even if it's hard.

Our motto at John Taylor High School is '**Turn up, work hard, be nice**', highlighting the important link between attendance and achievement. We want our students to be in school, so that they are not missing out on valuable learning opportunities. Sharing our high expectations with our students, ensuring that they are working hard and doing their best in all situations. Last, but not least – the importance of being nice.

We are looking for a committed, dynamic individual who believes in our vision and seeks to further enhance the provision of our JT community. We will be delighted to discuss this opportunity with you and encourage you to visit our school. I look forward to receiving your application.

Katie Cochrane,
Headteacher.





John Taylor High School & Sixth Form

The Curriculum

The curriculum at John Taylor High School is broad and ambitious. It seeks to provide students with both substantive and disciplinary knowledge that will allow them to transition effectively to the next stage of their education journey, all the while, supporting them to achieve their own personal excellence.

- In Key Stage 3 (Years 7 – 9) students are taught across the full range of national curriculum subjects, to become 'GCSE-ready' by the time they reach the end of Year 9.
- In Key Stage 4, students' curriculum is narrowed slightly through the options process. Students can study from a range of 'academic', 'creative' and 'vocational' subjects. However, the majority of students will study at least one language and one humanity as part of their three-option selection.

Please see our curriculum content on our website: <https://www.jths.co.uk/curriculum>

Sixth Form

We offer an exciting and stimulating curriculum, a supportive pastoral system and a wide range of leadership opportunities for students before they make that leap to Higher Education, an Apprenticeship or employment. We offer a broad range of subjects both academic and vocational. Achievement is excellent and in 2022 71% of A Level students achieved A*-B (18% at A*) and 89% achieved A*-C. Students studying an Applied General course achieved a 100% pass rate.

Please see our sixth form content on the website: <https://www.jths.co.uk/welcome-to-sixth-form>

Enrichment

Alongside the 'examined' curriculum, students follow an age-appropriate Personal Development (PD) curriculum and are encouraged to participate in a wide-ranging extra-curricular provision. The intention of this PD and extra-curriculum offer is to provide opportunities for students to become:

- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society.
- Globally aware young people who will be able to thrive in the 21st century world.

We are very proud of the variety of enrichment activities on offer for our students. This ranges from lunchtime clubs to educational visits and school productions to our extensive Duke of Edinburgh programme.

Please see the enrichment content on the website: <https://www.jths.co.uk/enrichment-activities>





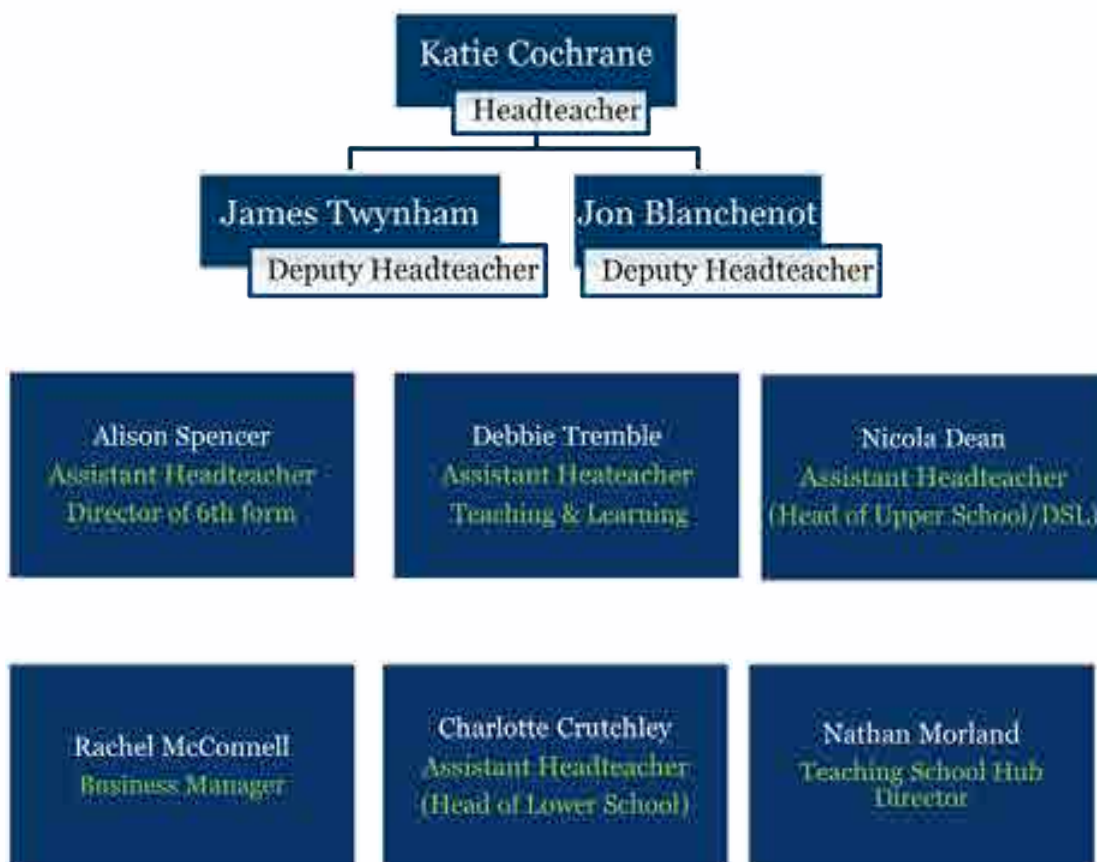
John Taylor High School & Sixth Form

The Senior Leadership Team

Our school is led by an experienced and highly effective team. Our leadership team comprises of the Headteacher, two Deputy Headteachers, four Assistant Headteachers, as well as a Business Manager and the John Taylor Teaching School Hub Director.

We share all of the day-to-day responsibilities – so be prepared to take on your fair share of lunchtime supervision and bus duties. It is crucial that we have a high-profile presence around the school and thus enable our staff to deliver excellent results. We are a mutually supportive group, and we want someone who will complement as well as bring new ideas to the team.

The Senior Leadership Team comprises:





Assistant Head Teacher and Director of Post 16 Job Description

Salary: Leadership scale 13 to 17, £63,430 to £69,970 per annum

Responsible to: Headteacher and Local Governing Body

Key Relationships: School Staff Team / Other professionals across the Trust/ Local Governing Body

Liaising with: Staff / Parents / External Agencies/Trust professionals

Statement of Purpose:

In conjunction with the Headteacher and senior team, provide strategic leadership for the school, which secures high quality education for all pupils, with a strong ethos and culture of excellence in behaviour, learning and personal development.

Overall Responsibility

- As part of the school leadership team share responsibility for the running of the school on a daily basis, including (but not exclusively) safeguarding, attendance, behaviour, the learning environment, management of risk and the timetable.
- Play a lead role in conjunction with the Headteacher in the overall strategic direction of the school through development of the school's vision, translating strategic aims and objectives into action, and managing staff and resources to achieve sustained improvements.
- Contribute to the development, implementation and embedding of whole school ethos and systems, acting as a role model for school and Trust values and creating a culture of inclusion and equality.
- Make a leading contribution to raising standards and be accountable for learning, progress, monitoring and attainment of students.
- Contribute to safeguarding the welfare of all pupils through the implementation and robust monitoring of safeguarding and child protection procedures, compliant with legal, statutory and Trust requirements.

Specific Responsibilities:

- Provide strategic direction and leadership for the Sixth Form, ensuring alignment with the overall school vision and educational goals.
- Take overall leadership responsibility for standards and outcomes for Sixth Form.
- Working alongside the data team to maximise Sixth Form funding.
- Working with the Headteacher and Senior Leadership Team, establish targets for student outcomes.
- To work with the Senior and Middle Leadership Team, to implement and develop post-16 curriculum and enrichment activities that meets the needs of all learners.
- To have overall responsibility for the recruitment, induction, retention and academic monitoring of all Sixth Form students.
- Deliver the highest possible educational standards at Sixth Form and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- To ensure that the development and improvement of the Sixth Form is in line with OFSTED requirements.

- Supporting whole school and department self-evaluation processes, including taking responsibility for the Sixth Form SEF.
- Lead and manage the Sixth Form on a day-to-day basis providing the consistent leadership necessary to ensure staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes, including both teaching and support staff.
- To work closely with the data team to ensure that regular reports are produced, shared and acted upon in order to support the monitoring and evaluation of performance.
- To lead on Post 18 pathways and processes, develop further and higher education, training providers and employer links and ensure that adequate careers advice and guidance is given with the support of other staff.
- Working with Senior and Middle Leadership Teams, plan and oversee a range of extracurricular activities, events, and initiatives that enhance students' personal development, leadership skills, and community engagement.
- Foster a culture of active participation, social responsibility, and cultural awareness among Sixth Form students.
- Maintain regular and transparent communication with all stakeholders regarding students' progress, achievements, opportunities and any concerns.
- Oversee and update the Sixth Form section of the school website.
- Act as Deputy Designated Safeguarding Lead (training provided if required) and take responsibility for ensuring safeguarding procedures are followed at all times. See John Taylor MAT DSL Role Profile included in this pack.
- In addition to the Sixth Form role, a whole school responsibility is to be confirmed.

Strategic Direction and Development of the School - assisting the Headteacher as part of the leadership team

- Support the development of the school by setting aims and objectives, establishing policies and practice for their achievement, managing their operation and monitoring their effectiveness.
- Implement strategies for the efficient and effective running of the school in line with Trust policies and school's procedures.
- Contribute to and champion a clear vision for the school, promoting high levels of achievement and behaviour, upholding school ethos and values at all times.
- Considering the national and local context, assist the Headteacher in the development and implementation of the school improvement plan, taking responsibility for monitoring and evaluating actions towards achievement of progress and outcomes.
- Promote strong and productive working relationships within all school and Trust teams,, local governing body and school community.
- Initiate and manage change to develop the school and the staff.
- Maintain current knowledge of research and developments in secondary education and disseminate knowledge to staff.

1. Teaching and Learning

- Collaborate with school leaders and teams to ensure the effective planning and development of whole school curriculum provision.
- Support the effective implementation of the curriculum across all key stages.
- Responsibility for oversight of data analysis and target setting.
- Oversee the pastoral system, building the school-home partnership and ensuring pupil records are maintained accurately and in a timely manner.
- Monitor pupil attendance and punctuality, in conjunction with the Attendance Officer and in collaboration with the Trust Strategic Attendance Manager, seeking to improve on an individual and whole school basis.
- Deliver effective high-quality teaching as required in accordance with the requirements of the School Teachers' Pay and Conditions document.

2. Leadership and Management

- Support the Headteacher in the recruitment, deployment and development of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Line management of assigned Teaching and/or Support Staff including:
- Develop positive working relationships with and between all staff and provide and sustain motivation through modelling good practice and giving clear leadership direction.
- Actively promote equality of opportunity by working as part of a school leadership team in ensuring the school's curriculum provides the best possible education for all pupil groups.
- Contributing to the provision of high-quality professional development for all staff through the performance management cycle, including the delivery of training, planning and delivery of INSET day sessions and leading of meetings.
- Consider the needs and expectations of other members of staff, and in particular ensure that new appointees, trainees and ECTs are appropriately inducted, monitored, supported and assessed in relation to the relevant standards and procedures.
- Actively share / demonstrate outstanding teaching approaches within the school and as part of the wider trust to develop staff within school and across the Trust.

3. General

- Promote equal opportunities within the school and seek to ensure the implementation of the Trust's equal opportunities policy and school procedures.
- Be aware of the responsibility for personal Health, Safety and Welfare and impact on others.
- Contribute to a culture of safeguarding by maintaining up to date knowledge, role modelling professional behaviours and supporting colleagues' understanding of requirements, challenging unacceptable attitudes and behaviours as necessary.
- Manage the privacy and security of data ensuring school systems and data processors comply with relevant legislation, managing any breaches promptly, effectively and in accordance with Trust procedures.
- Act as "critical friend" and provide effective professional challenge and support as part of the school leadership team.
- Provide information and advice and produce reports to the Headteacher, Governors. Parents, external agencies and other stakeholders as required.
- Set an excellent example in following the school and Trust's expectations and code of conduct.
- Proactively provide and engage in coaching for the continuing professional development of self and for that of others.
- To attend occasional meetings during evening hours, weekends or in school holidays as required.
- To actively support the school in recruitment and marketing events and materials.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the post-holder.



Assistant Headteacher Person Specification

Skill Factors	Essential or Desirable	Measured By
Experience & Knowledge <ul style="list-style-type: none"> Recent experience as a middle/senior leader within a secondary setting, including Key Stage 5 Detailed knowledge of the national curriculum, exam specifications, and Ofsted frameworks Substantial and sustained performance as a class teacher across relevant Key Stages Track record of delivering and sustaining progressive improvements in achievement through leadership of teaching and learning Evidence of involvement in implementing whole-school strategies with success and impact Excellent current knowledge and understanding of research-led teaching and learning approaches designed to accelerate student engagement and progress Experience of line managing staff and teams Knowledge and understanding of the use of data and key performance indicators in assessing the effectiveness of educational provision Knowledge of effective behaviour management strategies and experience of implementation Experience of fostering a culture of active participation, social responsibility and cultural awareness among students Experience of recruitment, induction, retention and academic monitoring of all sixth form students Experience of supporting students with Post 16 decisions Experience of supporting students with Post 18 pathways Understanding of equality, diversity and inclusion demonstrated by application in practice Experience of thinking and planning strategically for the future Knowledge of legislation and best practice in academy management and development Understanding of the local area and the strengths and challenges within those communities Experience of working in a Multi-Academy Trust environment 	E E E E E E E E E E D E E E D D D D D	A/I A/I A/I I A/I I A/I I A/I A/I A/I I A A/I I A A/I A/I A/I
Qualifications & Training <ul style="list-style-type: none"> Relevant degree Qualified Teacher Status Relevant NPQ qualification or equivalent (completed or undergoing) Safeguarding Training (Level 1 as a minimum) Evidence of continued professional development or a willingness to undertake relevant training/development 	E E D E E	A A A A/I A
Personal Skills <ul style="list-style-type: none"> Take responsibility and accountability for curriculum area and its performance Ability to be an exemplary professional role model to staff and students at all times Ability to set, expect and monitor excellent standards Pro-active and creative thinking to anticipate issues, address problems and pursue opportunities Resilience, motivation and commitment in challenging environment Collaborative working skills to perform effectively as part of a wider team and maintain good personal relationships that support the success and impact of the team Ability to establish and develop positive and engaging relationships with parents and other stakeholders that enhance the education of all students 	E E E E E E E	A/I I I I I I A

<ul style="list-style-type: none"> • Ability to present to wide range of audiences adapting content, style and tone depending on audience • Adaptable and flexible with ability to prioritise with multiple demands and deadlines • Ability to remain calm under pressure and manage conflict/challenging conversations in a professional manner • Proactive engagement in performance management and professional development 	E E E E	I I I I
Behavioural Attributes <ul style="list-style-type: none"> • Readiness to seek and respond to advice and guidance • Approachable manner to meet the needs of individuals within the school community • Empathy with the needs of all students and staff • Enthusiastic, positive and determined with motivation to develop personally and professionally • Ability to inspire students and staff • High level of integrity • High personal standards at work • Readiness to undertake self-reflection and evaluate own performance, with the motivation and commitment to change, develop and improve • Willingness to be an active member of the whole school community • Willingness to 'go the extra mile' when required • Uphold Part 2 of Teacher Standards at all times and act as role model for others • Demonstrate and uphold the Principles of ethical leadership 	E E E E E E E E E E E E	I I I I I I I I I I I I

Key: A=Application Form, I= interview and selection process



Application and Selection Process

Closing Date

9am Tuesday 7th May 2024.

Completed application forms should be emailed to recruitment@jths.co.uk.

Only fully completed application forms will be submitted for shortlisting. CVs will not be accepted.

Discuss the role

We welcome and encourage all applicants to visit our school before submitting their application.

Tours are available on Wednesday 1st May 2024 9.30am-10.30am and Friday 3rd May 2024 10.00am-11.00am.

If you would like to book one of the tours, please contact the Headteacher's PA, Mrs Letren a.letren@jths.co.uk or telephone 01283 247800.

Interview

Friday 10th May 2024 (with Monday 13th May 2024 if required).

Candidates must be available for these dates.

Start Date

Permanent, Full Time from September 2024.





Terms & Conditions of Employment Overview

The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

Teaching Staff Salary

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

Support Staff Salary

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees. In addition, the Trust has adopted local agreements with recognised Trade Unions. These are set out in various documents and policies, which collectively form the full Employee Terms and Conditions.

Pension Schemes

The Trust offers membership to the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

Working Time

The School Teachers' Pay & Conditions Document does not specify working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document, throughout those days in the school year on which the teacher is required to be available for work.

Work Location

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home, as the Trust may require from time to time.

Probationary Period

Support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 month's notice on either side.

Continuous Employment

Under employment law, various employee rights are dependent on the period of continuous employment worked such as the calculation of annual leave entitlement, sick pay and maternity pay. At John Taylor MAT, continuous employment for this purpose starts on the earlier of the following dates:

1. the date of appointment; or
2. the start of your continuous employment in a previous post with a local authority or associated employer under the Redundancy Payments (Local Government Modification Orders).

You should also note that if you are dismissed on grounds of redundancy, your redundancy payment will be calculated by reference to your continuous employment with all local authorities and associated employers under the Redundancy Payments (Local Government Modification Orders). Any redundancy payment due will be calculated using the statutory provisions applicable at the point of dismissal.

Activities Outside Normal Working Hours

Any outside employment, either paid or unpaid, must not, in the view of the Trust, conflict or react detrimentally to the Trust's interests or in any way weaken public confidence in the conduct of the Trust's business.

Data Protection

The organisation will comply with the provisions of relevant UK data protection legislation. Job applicants can view the relevant Privacy Notice in the Supporting Information section of the Vacancies page on the John Taylor MAT website (www.jtmat.co.uk).



Application Guidance

General Guidance for all Candidates

- Please complete the application form in full ensuring you have provided true and accurate information.
- If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in size 11 font.
- Please note that CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.
- Please send your application form and letter of application (if required) to the email address specified by 9am on the date specified in the advert. Applications received after the closing date/time will not be considered.

After submitting your application

- If you have not received communication from John Taylor MAT inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.
- Please note John Taylor MAT does not provide feedback to applicants who have not been shortlisted for a post.

Safeguarding

- John Taylor MAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.
- All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service, which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form. Please review the Trust website for Safeguarding and Child Protection Policies.
- If you are shortlisted for this role, an online search will be carried out which may identify any incidents or issues that have happened and are publicly available online. We are required to undertake this due diligence to meet statutory safeguarding requirements.





Contact us



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