

Briefing Pack for Applicants Assistant Principal – Inclusion & Student Experience



Chapelton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Assistant Principal – Inclusion and Student Experience
Location: Chapelton Academy
Pay scale: Leadership Pay Range – L13: £66,919 to L17: £73,819 gross per annum
Contract: Permanent, full time
Start date: 01 September 2025

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

We are seeking to appoint an Assistant Principal; the successful candidate will be responsible for strategic leadership of all areas of inclusion and student experience across the college. This appointment is a key opportunity to join a highly supportive, passionate, committed, and experienced team who lead ethically and morally and with the best interests of all students at the heart of what we do. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards and those who will bring an innovative, inspiring, and challenging approach to leadership.

We are looking for someone who:

- Has strong understanding of and experience in leading inclusion in a secondary or Post 16 setting.
- Is a proven leader with experience in developing people and systems.
- Can motivate, inspire, and innovate.
- Has ambition of becoming a Principal/Headteacher or system leader.
- Is committed to changing the life chances of all young people.

In return we can offer you:

- A strong commitment to your ongoing professional development.
- Mentoring by and support from an experienced Principal and central Trust staff.
- The opportunity to collaborate with other leaders throughout the Trust.
- The chance to make a real difference to the lives of our inspiring young people and access to other employee benefits offered by our Trust.

Candidates are encouraged to have an informal discussion about the role with Dominic Pinto, Principal. Arrangements can be made by contacting Hayley Kay, PA to the Principal. hkay@chapeltown-mlt.co.uk.

The closing date is 9am Monday 28 April 2025 and interviews will take place across Wednesday 07 May 2025 and Thursday 08 May 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school www.chapeltownacademy.com. **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED*.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Principal – Dominic Pinto

Dear Candidate,

Thank you for your interest in this role. Chapeltown Academy is a purpose-built post-16 academy based at Hydra Business Park in the heart of the community between Ecclesfield and Chapeltown.

The college provides A-level and Level 3 BTEC education with a personalised and caring ethos. We are a high performing post-16 provider with a strong reputation for academic success and we are immensely proud of our students and their academic and personal achievements. This success is validated by our recent Ofsted inspection in October 2024 where Chapeltown Academy is judged as a 'Good' provider with significant strengths in a number of key areas. The report can be found here: [Chapeltown-Academy-OFSTED-2024.pdf](#)

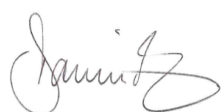
I am excited by the next phase of our journey, and our role as part of a wider Trust. Whilst we have a strong reputation for supporting academic excellence, we are much more than that and in recent years our numbers have grown steadily as we have developed our broad and balanced curriculum. The introduction of key vocational courses has enabled us to provide greater options for our prospective students and we are looking to grow this in the future, making sure we provide students with the opportunity to flourish locally, regionally, and nationally.

Following our successful bid last year to increase the numbers of students at the college, we are delighted that this year, we have received our highest number of applications ever for September 2025. However, our ambition extends further than that and we want to be the provider of choice for the young people in the north of the city and will continue to innovate and engage to ensure that we offer a curriculum and educational experience that is second to none.

We continue to develop our non-academic programmes and last September launched a new co-curricular programme so that students have as positive experience as possible. This is in addition to a new pastoral structure of Progress Tutors and our new 'Aspire to Achieve' Programme and Subject Societies. We appreciate that grades are only one piece of the jigsaw for a well-rounded education. We will never compromise on standards and have high expectations – part of our values is represented by compassion and academic rigour – we will challenge our students to be the best version of themselves, whilst walking alongside them to help achieve their goals.

Support and care are equally important for all members of staff. We are developing a new Continuing Professional Development Programme at Chapeltown Academy that is supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in college and an annual action plan supported by staff and wider stakeholders.

This is an exciting time to be joining Chapeltown Academy and Minerva Learning Trust. We care about working with the right people, with the right values and educational philosophy. If you feel you would fit our culture and will make a positive difference to the lives of our young people, then I encourage you to apply and I look forward to reading your application.



Dominic Pinto
Principal

Section 4: About Chapeltown Academy

OUR MISSION

To provide a community that empowers, nurtures and inspires all individuals to achieve academic and personal success, improve everyone's life chances and impact positively on society.

OUR VISION

Our mission is underpinned by our vision and is based upon the principles of;
Academic Rigour, Personalisation, Community:

Academic Rigour - Our students will:

- Develop life long learning skills
- Achieve excellent outcomes
- Experience a robust curriculum
- Receive outstanding teaching

Personalisation – Our staff will:

- Promote and model resilience
- Provide outstanding pastoral support
- Develop students' wider key skills
- Show empathy and compassion

Community – Our community will:

- Celebrate diversity
- Respect equality and inclusion
- Collaborate with our neighbours
- Connect with individuals and the wider world

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make. We are:

Compassionate

e.g. We care for each other, we support each other and contribute towards the wider good of society.

Respectful

e.g. We respect ourselves and each other, even when we might have a difference of opinion.

Independent

E.g. We take responsibility for our own learning, work well in groups and show great leadership.

Resilient

We work hard, we aim high and we never give up; even when things become challenging

We are Chapeltown

OUR BELIEFS

- We are driven to improve the lives of all our staff and students.
- We are passionate about our subjects and teaching them.
- We are dedicated to supporting all individuals.
- We are compassionate with every individual.
- We are dedicated to ensuring all students achieve their potential.
- We are focussed and committed to preparing students for life.
- We are resilient and determined.

ABOUT US

Chapeltown Academy is situated between Chapeltown and Ecclesfield in the north of Sheffield. The academy was established in 2014 to provide academic study programmes for young people aged 16 to 19 and to foster progression to higher education and apprenticeships. The academy enrolls students from a wide geographical area, with the vast majority coming from Chapeltown, Ecclesfield, Sheffield, Barnsley, Rotherham, and surrounding villages.

Our students follow a range of subjects please check our website for details [Subjects - Chapeltown Academy](#)

Our students can access trips and visits which provide the opportunity to explore subjects in depth in different contexts. This includes adventurous residential trips in the UK and abroad.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Assistant Principal – Inclusion and Student Experience
GRADE/SALARY	Leadership Pay Range – L13 to L17
HOURS/WEEKS	Full time
LOCATION	Chapelton Academy
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	<ul style="list-style-type: none">• All aspects of school improvement.• Developing a positive climate for learning where all students are valued and celebrated.• Lead and oversee the college pastoral provision and Progress Tutor team.• Maintaining and developing the college's reputation of being a model of good practice regarding wider inclusion, with strategic responsibility for safeguarding.• Development of the SEND strategy to ensure that our curriculum offer is inclusive and meets the needs of all learners.• Lead on and develop the college's SEND provision and work with Deputy Principal (QE) to devise a T&L strategy that is innovative and allows students to achieve their full potential.• Drive the college wellbeing agenda.• Take part in the development of and assurance processes in relation to the college's non-academic study programmes i.e. Aspire to Achieve Programme/Subject Societies.• Line management of subject areas/employees at the college in accordance with allocated responsibilities.
PURPOSE OF THE JOB	To perform the duties of Assistant Principal in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for

	Headteachers and the policies and procedures of the Minerva Learning Trust.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH)

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Core Purpose:

- To perform the duties of Assistant Principal and Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Principal in providing vision and dynamic and professional leadership for the college to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the college and Trust's mission, vision, values, and beliefs and ensure they are embedded in all areas of the college.
- To contribute to effective strategic planning, self-evaluation, and improvement.
- Assist the Principal in the day-to-day running of the college and ensure the strategic planning, delivery, and evaluation of events in accordance with the college calendar.
- To inspire, challenge, motivate and empower all members of the college community to carry the vision forward.
- To contribute to the effective management of college resources and cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- To promote the college in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

Specific Responsibilities:

- Work with the Principal and Chief Executive of the Minerva Learning Trust to influence the strategic direction of the college, share good practice and establish the college's position within the Trust.
- Work with the Principal and the Local Governing Body to establish a clear vision and strategy for the next phase of the college's development and ensure this is clearly articulated, shared, and acted upon by the whole college community via an effective development plan.
- To assist the Principal in the day to day running of the college and ensure the strategic planning, delivery, and evaluation of events in accordance with the college calendar.
- Create partnerships with other leaders across the Trust.

- Direction, management, and professional responsibility for staff as allocated in accordance with the responsibilities of the post including recruitment, performance management and management of HR issues.
- To ensure that the college's curriculum offer provides continuity of learning and the building of powerful knowledge, skills, and competencies for learners of all abilities and backgrounds.
- Play a leading role in developing new and supporting existing strategies that enhance student behaviour and attitudes to college, using key pedagogical research.
- Further develop the college pastoral system so that Progress Tutors achieve all agreed targets regarding holistic academic performance, personal development, and wellbeing.
- Contribute to the development of the college personal development programme and non-academic study programmes.
- Analysing and utilising of behaviour and attitudes data to identify trends and target successful, research-based intervention and support to continuously improve student attitudes.
- Strategically lead on the quality and impact of the College's SEND provision to remove barriers and ensure all learners reach their full potential.
- Be responsible for tracking the academic and personal progress of all learners with SEND ensuring the provision of timely intervention and support to meet learners' needs.
- Coaching and mentoring staff to develop their pedagogical skills and knowledge.
- Monitoring, observing, and evaluating lessons and teaching and learning standards.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Strategically lead the College's safeguarding strategy and curriculum to ensure the health, safety, and wellbeing of all.
- Play a leading role in safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.
- Manage finance and resources astutely to maximise their use and value, including effective budgeting, applying resources to deliver the curriculum and needs of the college and ensuring accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body and produce high quality reports to ensure effective governance of the college.

Strategic direction and development of the college:

- As part of the Senior Leadership Team, provide inspiring, creative, and purposeful leadership for staff and students.
- To co-create and implement a development plan which will secure continuous improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the college and respond and report to the Principal, and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence-based pedagogy.
- Contribute to the post-16 liaison processes and engage with partner schools to ensure strong recruitment for the college.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and act if necessary.

- To inspire all those involved with the college to commit to its aims, stay motivated to achieve them and involved in meeting long, medium, and short-term objectives to secure the educational success of the college.
- Commit to your own professional development and proactively identify opportunities.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued, and secure.

Teaching and learning:

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour, and attendance.
- Determine, organise, implement, and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning.
- Exemplify excellent practice in delivering inclusion, diversity, and equality of access.

Leading and managing staff:

- Plan, allocate, support, and evaluate work undertaken by groups, teams, and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Promote and monitor the continuing professional development of staff.
- Hold selected staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of teachers.
- Undertake line management of and have professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Performance development reviews of allocated middle leaders and staff, including carrying out reviews, providing professional development opportunities and holding staff to account.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

Efficient and effective deployment of staff and resources:

- As part of the Senior Leadership Team, recruit, retain, deploy, and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility to improve the quality of education, students' achievements and ensure efficiency and secure value for money.

Accountability:

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the college.

- Present a coherent and accurate account of the college's performance in selected areas in a form appropriate to the range of audiences, including the Principal, governors, parents, Ofsted, and others to enable them to play their part effectively.
- Ensure that parents/carers and students are well informed about the curriculum, attainment, and progress and about the contribution they can make in supporting their child's learning.
- Carry out any such duties as may be reasonably required by the Principal.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Assistant Principal – Inclusion and Student Experience

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Graduate with Qualified Teacher Status.	AF
Evidence of leadership preparation through Continuous Professional Development.	AF
Experience of secondary or post-16 as a senior or middle leader.	AF
A track record of achieving strong student outcomes/progress through own teaching.	AF
Direct experience of: <ul style="list-style-type: none"> Leading whole school/college inclusion systems at both an operational and strategic level. Motivating, inspiring, and leading a dedicated and highly professional staff. Safeguarding and promoting the welfare and wellbeing of all students. College strategic development planning and self-evaluation Raising standards in learning and teaching and improving outcomes Recruiting and developing skilled and effective teams. Developing and implementing effective and impactful pastoral systems and approaches. 	AF/I I AF/I AF/I AF/I AF/I AF/I AF/I
Effective change management	AF/I
SENDCo qualification or willingness to work towards	AF/I
DSL qualification or willingness to work towards	AF/I
Development of effective and sustainable relationships, respect, and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations.	AF/R
Experience of effective management of people and financial resources	AF
Understanding of the Ofsted framework	AF/I/R/AA
QUALITIES AND KNOWLEDGE	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all students and staff to contribute and achieve their full potential.	AF/I
Recent evidence of planning and leading whole college improvement initiatives and policies which have a demonstrable impact on students' attainment, behaviour, and attitudes.	AF/R

Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development, and sustained college improvement	AF/I/R
Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA
Political insight and knowledge of national trends that could impact upon both the college and the Minerva Learning Trust.	AF/I/R
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF
STUDENTS AND STAFF	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access, and equality of opportunity so that all students can achieve their full potential.	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching, and assessment, leading by example.	AF/I
History of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all students.	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the college.	AF/I/R
SYSTEMS AND PROCESSES	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources to maximise the achievement of all students.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff.	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities.	AF
SKILLS	
Capacity to motivate, inspire and challenge young people.	AF/I/R
Ability to communicate a vision and inspire others.	AF/I
Celebrate excellence and challenge poor performance.	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.	AF/I
Ability to inspire confidence in and establish excellent relationships with students, teachers, and parents.	AF/I
Ability to build positive relationships with colleagues, students, and parents.	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively.	AF/I

QUALITIES AND ATTRIBUTES	
Be passionate about education, inclusion, and success for all, leading by example with optimism, empathy, and integrity to inspire, motivation and generate trust in others.	I
Highly effective and creative communicator (oral and written).	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners.	I
Ambitious, driven, and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence and recognise and deal effectively with poor performance.	I
Ability to generate commitment and develop strong teams to manage change effectively.	I/R
Have a visible and positive presence around college.	I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA hkay@chapeltown-mlt.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to hkay@chapeltown-mlt.co.uk by the closing date.

Section 8: Visitors to Chapeltown Academy

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown towards Chapeltown. Take the exit onto Cowley Hill/A629 and turn left onto Nether Lane/B6087. At the roundabout take the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you drive through the site.

By Train

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left-hand side. Continue for approximately 600 meters until reaching the T-junction with Chapeltown Road. Turn right then left at the traffic lights onto Nether Lane. Hydra Business Park is situated on the right-hand side as you travel up Nether Lane and you will see the entrance to the Academy as you drive through site.

By Train

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.