



ZAYTOUNA PRIMARY SCHOOL

EYFS PHASE LEADER & CLASS TEACHER

Recruitment Pack

Zaytouna Primary School

Closing date: 30th September 2024 at 9am

Interviews: 9th October 2024

Start date: 1st January 2025 or sooner



Contents

1. Message from Headteacher
2. About our School
3. Message from Rebecca Meredith, CEO
4. About Transform Trust
5. The Role
6. Job Description and Person Specification
7. How to Apply and Key Information
8. The Recruitment Process
9. Privacy Notice
10. Terms and Conditions



1. Headteacher welcome

As Salaamu Alaykum and a very warm welcome to Zaytouna Primary.

We are delighted that you are considering us for the next stage in your career – if you are up for excitement, excellence and #DoingThingsDifferently then we are definitely the place for you.

From our curriculum to our enrichment offer, our approach to professional development to our partnerships with the local community, we are striving for innovation and excellence. We believe that school should develop a child's mind, body and soul. This drives every decision that we make and we are proud that we are able to offer this entitlement to all of our children. It's what we care passionately about. We also know that to fulfil this, we need to ensure that mental and physical health and wellbeing is at our core, for our children and our adults. You will see this reflected in everything that we do.

We are proud to be a school of Islamic distinctiveness – you will see that our Quran & Islamic Studies offer, which is planned and delivered by our experts, enriches our children to be the best versions of themselves. It's what makes our school a genuine family community. This together with our comprehensive development of our core British Values means that our children are being well supported to become informed, critical thinkers of the future.

Growth in pupil numbers, leadership promotion and an unwavering commitment to becoming a school of excellence means that we are looking for new talented staff to join the Zayteam. This is the perfect time to come and help us to write the next chapter of our adventure as we are now fully immersed in Phase 3 of our school improvement model. Indeed, our recent Ofsted visit in September 2023 where we were graded GOOD overall with OUTSTANDING for personal development is a testament to the great progress we have made over recent years. We have established some great momentum and have exciting plans for 2024 and beyond.

We know that the most effective practitioners are 'up to something' and care passionately about their area of responsibility, so we are inviting you to help shape your role. Professional dialogue and quality CPD will allow our new members of staff to contribute fully to our continued improved outcomes and provision for our children who deserve the very best.

We are ambitious and unapologetic about what we do at Zaytouna. It's based on what we believe to be important and on the future that we want for our children and for ourselves. We make sure however that we have as much fun as we can along the way!

If you're considering the next step in your career and this sounds like an offer that you'd like to find out more about, then I strongly encourage you to book in for a session to come and meet us, have a tour of school and a further conversation – we'd love to meet you.

Best wishes,

Aaron Bird
Headteacher



2. About Zaytouna Primary School

Zaytouna Primary is a larger than average, over-subscribed inner city Islamic Faith school dedicated to providing an excellent education for all our children in partnership with Transform Trust. Located in a commercial district of the city, we draw most of our children from the inner-city area of Normanton. After a period of significant growth and flourishing, we are now at full capacity and operating a waiting list; our staff team is now stable, too. Parents from a wider area are now choosing us as their first preference because of our vibrant academic offer, our provision for children with special educational needs and/or disabilities (SEND), as well as our Islamic distinctiveness.

Almost all of our children are from minority ethnic backgrounds and a high proportion speak English as an additional language (EAL). Drawing from areas of significant deprivation, the proportion of disadvantaged children is above the national average and growing. The number of children with SEND, including those with an education, health and care plan (EHCP) is broadly in line with the national average and increasing. Our curriculum is the universal entitlement for *all* children and allows everyone to grow, develop and flourish - this is something we are extremely proud of.

Underpinned by the fundamental principles of 'Peace, Unity and Equality', we aim throughout our curriculum and ethos to develop the mind, body and soul, with 'Everyone a Learner and Everyone a Leader.'

We have a strong safeguarding culture, serving one of the most deprived areas in Derby City. Children are exposed to domestic violence, high unemployment and criminal activity. High levels of poverty were more apparent during the lockdown periods. We work in partnership with a local charity to provide substantial food hampers on a regular basis and support our families with digital technologies, clothing and translation services.

As an anchor institution in Derby, we work closely with the following organisations:

- Association of Muslim Schools
- Derby Jamia Mosque
- Derby University
- Our Future Derby
- Derbyshire Cricket Club
- Derby Music Partnership
- Progressive Sports
- World Class Schools organisation

Working for Zaytouna provides the opportunities to #DoThingsDifferently in the knowledge that you are part of a team of experts who know what good primary education looks like.

For more information, visit our website: www.zaytounaprimery.co.uk or contact the school office on 01332 383379.



3. Message from Rebecca Meredith CEO

Dear Applicant,

Thank you for your interest in working with Transform.

The recruitment pack should give you all the information needed, if you should need anything further please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> or the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equality and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration "Together we Achieve".

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

Rebecca Meredith
CEO – Transform Trust



4. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding. Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice

We currently have over 7000 children in 21 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1100 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

School	LA	Date joined Transform	Current Ofsted grading
Abbey Hill Primary	Nottinghamshire	1 April 2024	Good (April 2023)
Allenton Community Primary	Derby	1 January 2015	Good (April 2023)
Ashbrook Junior	Derbyshire	1 September 2020	Good (June 2023)
Breadsall Hill Top Primary	Derby	1 July 2017	Good (October 2021)
Brierley Forest Primary	Nottinghamshire	1 October 2022	Inadequate (November 2021)
Brocklewood Primary	Nottingham	1 January 2015	Good (March 2023)
Bulwell St Mary's C of E Primary	Nottingham	1 August 2016	Good (March 2019)
Burford Primary	Nottingham	1 August 2016	Good (May 2019)
Edale Rise Primary	Nottingham	1 April 2014	Good (June 2023)
Highbank Primary	Nottingham	1 October 2013	Good (Feb 2023)
Lawn Primary	Derby	1 December 2019	Outstanding (Sept 2021)
King Edward Primary	Nottinghamshire	1 June 2024	Good (July 2023)
Parkdale Primary	Nottinghamshire	1 July 2018	Good (November 2022)
Pear Tree Community Junior	Derby	1 July 2017	Good (November 2021)
Ravensdale Junior	Derby	1 September 2019	Good (September 2023)
Robert Shaw Primary	Nottingham	1 June 2017	Good (September 2021)
Rosslyn Park Primary	Nottingham	1 January 2015	Good (October 2023)
Sneinton St Stephen's C of E Primary	Nottingham	1 January 2013	Outstanding (January 2024)
South Wilford Endowed C of E Primary	Nottingham	1 January 2018	Good (December 2022)
Whitegate Primary	Nottingham	1 July 2017	Good (September 2021)
William Booth Primary	Nottingham	1 June 2017	Good (October 2021)
Woodland View Primary	Nottinghamshire	1 May 2023	Requires Improvement (April 2019)
Zaytouna Primary	Derby	1 September 2018	Good (September 2023)



Through our Trust, we offer unrivalled opportunities for professional development and networking, from specialist leadership support and mentoring for our Headteachers to bespoke CPD for teaching and support staff. This is through Transform's unique and highly regarded CPD offer Transform Applied www.transformapplied.co.uk.

In 2021 the Teaching School model was changed nationally so although no longer a Teaching School we now work closely with Flying High Teaching School Hub. We are also strategic partners in East Midlands Maths Hub and Derby Research School. Our links with the Flying High Teaching School Hub, allows us to offer access to a comprehensive range of professional development, research and innovative programmes and networks from initial teacher training to Senior Leader development as well as special events designed to inspire and motivate.

We have cultivated a strong supportive environment for our schools that utilises the collective skills and knowledge of our independent-minded Headteachers and practitioners, enabling our schools to achieve high educational standards.

Centrally, we have a team of Governance, Safeguarding, Programme / Project, Finance and Human Resources specialists who ensure all the functions of the Trust operate effectively and efficiently. Each service area has an Executive Lead responsible for setting the strategy for improvement and development.

Our Purpose

To be an innovative and inclusive Trust working for all children.

Our Vision

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

Our Values

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect,
Kindness,
Equality,
Creativity



Key facts

- We host a Children's Parliament, Children's Celebration, Sports and Arts festivals and work together to support children and families with SEND – we care passionately about the whole child.
- Our unique Trust Guardians group provides school support, guidance and challenge to ensure children are kept safe, attend, have equal access and their welfare promoted.
- We employ over 1100 staff and enjoy a high staff satisfaction rate. We recognise that our school leaders and teams are our most important resource and we value their work, passion and commitment. We recognise the importance of staff welfare and a managed workload, and the place that wellbeing plays in the recruitment and retention of staff.
- We don't operate performance related pay for Main Pay Scale teachers- you will increment each September up to Main pay point 6 unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management / appraisal cycle and have not been addressed through support provided by the school by the conclusion of that process. Thereafter you must apply to move through threshold.
- Support staff increment each April up to the maximum point for their grade
- We undertake an annual staff survey plus termly shorter surveys to gather your views and make changes to help shape our Trust.
- We encourage staff to undertake training and development, and where appropriate, to explore new challenges within their own school or through opportunities for secondments or promotions to other schools within the Trust. Professional development is key to our success. We work closely with Flying High Teaching School Hub and other strategic partners to produce bespoke CPD.
- We encourage the sharing of good practice between schools and have set up Professional Learning Communities (network groups) and partnerships to support this. We have a well-developed secondment policy and system across the Trust that allows opportunities for people to develop their potential in a different role.
- Running through our core principles is the FED style of leadership (Future, Engage Deliver) and we work closely with the founder, Steve Radcliffe to deliver this.
- We are clear about our expectations of employees and offer a transparent and supportive working culture in return.
- We offer staff benefits such as 24/7/365 employee welfare support; tax saving salary sacrifice schemes; a staff benefits scheme that offers a host of benefits and discounts, discounted gym/leisure membership at some local authority run leisure centres, free eye tests for those who use VDU equipment; we offered 'flu jabs for staff this year and actively seek employee views on what they would like as part of an employee benefits package.
- We have a highly-skilled team that offer Trust schools tailored teaching and learning and leadership support. The team work directly with schools and facilitate collaborative planning and Continuing Professional Development (CPD) across the Trust through our high regarded CPD service www.transformapplied.co.uk.
- Our dedicated Trust Associates deliver a comprehensive annual calendar of over 40 high quality CPD programmes meeting the needs of our staff. These include coaching, reading specialist, TA workshops, mastery maths, early years leadership, curriculum development, NQTs and digital teach-meets.



- We have Lead Associates driving key strategic areas such as Equality, Diversity and Inclusion, Talent, Wellbeing and Early Career Teaching as well as a Lead Associate driving the development of Transform Applied.
- Access to apprenticeship levy funded training to enhance our CPD offering.
- Transform has trained over 100 new teachers through our School Direct partnership with the University of Nottingham. In 2019 we established School Direct Derby in partnership with the University of Derby.
- We also run ECT Programmes to nurture and develop our early career teachers working in partnership with Flying High Teaching School Hub.
- In 2017 we launched our Transform Enrichment Diploma (TED) which provides an age-related framework for enrichment to access a range of activities to develop skills, talents and character for all our pupils.

Access to our policies including child protection and safeguarding; health and safety; and recruitment and selection can be found on our website <https://www.transformtrust.co.uk/policies/>

Please also check out the policies on the school website for the role you are applying for.



5. Details of the role

Class teacher & EYFS Phase Leader
Required from 1st January 2025 or sooner
Full time & Permanent
Main Scale Point 4 – UPS3 + TLR2b
Salary £39,265 - £49,739

Zaytouna Primary School is seeking to appoint an inspirational leader to the post of EYFS Phase Leader and Class Teacher. We want to recruit people who are passionate about making a difference to children and want to challenge themselves to keep on improving. Our working relationships are positive, supportive and forward looking.

Zaytouna Primary School is a larger than average, over-subscribed inner city Islamic faith school dedicated to providing an excellent education for all our children in partnership with Transform Trust. Located in a commercial district of the city, we draw most of our children from the inner-city area of Normanton. After a period of significant growth and flourishing, we are now at full capacity and operating a waiting list; our staff team is now stable, too. Parents from a wider area are now choosing us as their first preference because of our vibrant academic offer, our provision for children with special educational needs and/or disabilities (SEND), as well as our Islamic distinctiveness.

We are looking for inspirational teachers and leaders who are committed to creating a stimulating learning environment through excellent classroom practice.

You will:

- Be a consistently good / outstanding primary teacher
- Have a strong understanding of how to enable effective learning in the early years
- Have experience in leading change and driving improvement within the primary phase
- Be passionate about teaching and learning and making a difference to every child.
- Care passionately about children and their development whilst still driving forward pupil progress and achievement.
- Value a team working approach and be keen to contribute and share your skills with colleagues
- Have excellent interpersonal and communication skills, able to build on and maintain strong relationships with staff, parents and carers, children, governors and the local and wider community.

In return we offer:

- A welcoming community and a highly motivated, professional staff team that are driven towards continuously raising standards.
- Excellent professional development opportunities through an extensive range of network groups and other Transform Trust initiatives
- Calm and purposeful learning environments
- Excellent partnerships between pupils, staff, parents, governors and community
- A forward-thinking approach to teaching and learning throughout the school



- Career opportunities as part of a successful Multi Academy Trust

Visits to our school are warmly welcomed, please contact the school office to arrange an appointment.

How to apply

Equality and diversity matters to us. If you think you'd be suited to one of our roles we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality. We are a Disability Confident Committed Employer and as such anyone who is registered disabled and meets the essential person specification criteria will be shortlisted for interview.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>. Please ensure that you follow the instructions within the application form and ensure that there are no gaps in your education or employment history that are not accounted for.

Any questions or queries should be directed to Aaron Bird at Zaytouna Primary School, 500 London Road, Derby, DE24 8WH Email: office@zaytounaprimery.co.uk Telephone: 01332 383379

Closing date for applications: Monday, 30th September 2024 at 9am.

Interviews will be held on: 9th October 2024

Transform Trust is a Multi Academy Trust with over 7000 children in 24 Primary Schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. Joining us, you will be part of an ambitious and innovative organisation. We have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus. We believe education has the power to transform lives and communities. Our purpose is to be an innovative and inclusive Trust working for all children.

We are an employer that encourages flexible working and promotes wellbeing through workload considerations.

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education

All school roles are classed as regulated activity and as such, it is an offence to apply to for this role if you are barred from engaging in regulated activity relevant to children



6. Job description and person spec

Job Description

School: Zaytouna Primary School
Post Title: Class Teacher & Early Years Lead
Grade/Pay Range: MPS4 – UPS3 +TLR 2b
Hours/weeks: Full time
Reporting to: Headteacher
Department/Team: Early Years

Overall Purpose of Post

To undertake the teaching of general subjects, in accordance with the School Teachers Professional Standards, to an Early Years class as well as pastoral and administrative duties in respect of pupils in this class and responsibilities in the school as detailed below.

The postholder is responsible for the supervision of the work of teaching assistants within the Early Years department.

To interact on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of subjects in the school curriculum with the aim of improving the quality of teaching and learning in the school.

Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Knowledge and understanding

- Have knowledge of and keep up to date with the Curriculum guidance for **Early Years**, Key Stage 1, and Key Stage 2 National Curriculum and the Agreed Syllabus for RE.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Be familiar with the school's current systems and structures as outlined in policy documents, including the Health and Safety and Child Protection policies.
- Understand and know how national, local comparative and school data, including National Curriculum test data can be used in professional and school development.

Planning, teaching and class management



- Plan and deliver, with regard for the school's aims, own policies and schemes of work, the teaching programme for all children within the class, using clear differentiation.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with SEN.
- Evaluate your own teaching critically to improve effectiveness.

Monitoring, assessment, recording, reporting and accountability

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Set regular, ambitious yet achievable targets for the children.
- Provide reports on individual progress to the Head of School and parents as required.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Participate in duty rosters, including taking assemblies.
- Participate in the school's arrangements for performance management and other professional development activities.
- Safeguard the health and safety of all children.

In addition to the duties and responsibilities of a teacher as listed above the post holder is also required to undertake the following Teaching and Learning responsibilities:

- Lead the work of the Early Years Team, focussing on Standards, Teaching and Learning.
- Contribute effectively to the School Leadership Team
- Monitor appropriate Key stage curriculum coverage for breadth, balance and creativity, to ensure full curriculum entitlement
- To assess pupils' achievements and progress in accordance with the schools agreed policies and procedures.
- Analyse all end of term and year, teacher assessment and tests and identify strengths and areas for development.
- Lead moderation of work analysis sessions with appropriate Key Stage staff.
- Lead termly Key Stage planning and development meetings addressing key areas of development
- Effectively Performance Manage members of the staff team as assigned by the HT
- To monitor the implementation of the Early Years Foundation Stage requirements and promote Communication as a teaching and learning tool in the primary curriculum
- To co-ordinate the purchase, storage, maintenance and deployment of resources and equipment needed for the teaching in Early Years in accordance with the school's policy
- To contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole



- To assist the head teacher in the preparation of reports relating to the teaching of Early Years requested by the school's Governing Body or Transform Trust.
- Attend Early Years networks

In addition as a Curriculum Subject leader the role includes:

- Working with staff to develop, implement, monitor and review a policy and scheme of work.
- Working with staff on the implementation of assessment for their subject.
- Monitoring the delivery of the subject with regard to curriculum coverage, quality of teaching and learning, and standards of achievement and attainment.
- Scrutinising planning, children's work and analysing all relevant assessment data.
- Providing information, evaluation and long term planning for the School Development plan, including future resource requirements in the subject.
- Providing information and contribute effectively to the School's SIP visit and Self Evaluation Form.
- Keeping abreast of developments within the subject by attending appropriate network meetings and courses and providing a feedback briefing to whole staff.
- Leading and supporting staff through staff meetings, giving individual support and training and leading INSET
- Producing an annual curriculum action plan, identifying annual targets and objectives for the development of the subject.
- Evaluating the action plan, reviewing strengths and weaknesses and identifying development priorities annually.
- Providing a short written report to the HT to be presented to governors summing up the annual evaluation of the curriculum area. (Summer term)

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.



Person Specification

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
Qualifications	<ul style="list-style-type: none"> Degree Qualified Teacher Status Evidence of further professional development 					
Teaching competencies & experience	<ul style="list-style-type: none"> Excellent classroom practitioner or potential to become an outstanding teacher Ability / willingness to work in other key stages in the future. Able to articulate, and demonstrate, the characteristic features of an effective teacher. Good understanding of how assessment is used. Clear understanding of effective techniques and policies for behaviour management An understanding of how safeguarding children works in practise Have an overview of developments in your subject area including teaching and learning developments 					
Management competencies & experiences	<ul style="list-style-type: none"> Clear idea of how to manage teaching assistants The ability, proven or potential, to manage a subject and teachers The ability, proven or potential, to manage an extra-curricular activity Experience of developing and leading a team in a key area 					
Skills/Abilities	<ul style="list-style-type: none"> promote the school’s aims positively, and use effective strategies to monitor motivation and moral; develop good relationships within a team; 					



	<ul style="list-style-type: none"> • establish and develop good professional relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences; • create a happy, challenging and effective learning environment; • use ICT effectively and creatively to enhance learning • Committed to active parental involvement. • Self-motivated and shows initiative. • Works well as part of a team. • Shows a high level of enthusiasm, commitment and determination. • Is flexible and listens • Is prepared to seek advice and support. • Resilient under pressure. • Is approachable, caring and empathetic 					
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Must be willing to undertake training as required • Must ensure confidentiality in respect of pupils and information. • Commitment to the highest standards of child protection and safeguarding • Recognition of the importance of personal responsibility for health and safety • Commitment to the Trust’s ethos, aims and whole community. 					

P: Pre-application A: Application T: Test I: Interview D: Documentary evidence

Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks



7. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process.

The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we are considering implementing the "Flex from 1" approach which is to allow an employee to request flexible working from their first day of employment.

Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered. Please refer to the person specification for details of the qualifications required for this role.

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education



All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children

All new Trust employees will be required to complete an **enhanced DBS with children's barred list** check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

Social Media checks

In line with Government guidance, Keeping Children Safe in Education 2022, we are required to undertake on line searches/ social media checks on shortlisted candidates to identify any information, incident or issue that has happened, which is publicly available online, and that may affect your suitability to work with children or the reputation of the school if you were to be employed.

If you are shortlisted, you will be asked to complete a data consent and self-declaration form which will ask you to provide details of your social media accounts / details of how to find your profile(s) on the internet. Failure to provide us with the information to allow us to undertake such checks will result in withdrawal of the invitation to interview.

Any information found in the public domain that could affect your suitability to work with children or the reputation of the school will be discussed with you and may result in any offer of employment that has been made being withdrawn.

References

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer (or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)



- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie “to whom it may concern”
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues (unless they were your line manager and can advise on any disciplinary investigations) as named referees.
- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).

References will be called for before interview in line with our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.

Completion of the Application Form

All roles are advertised on the Transform Trust website which links through to HireRoad (previously known as Vacancy Filler) which is an online application portal.

<http://www.transformtrust.co.uk/vacancies>

Please complete the application form before the closing date which will be detailed in the about the role section above

Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The vacancy filler system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted.

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the “about the role” section above. Any technical queries relating to the HireRoad system will be supported by a member of the support team, please contact the team by calling 01509 236434.

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject



to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance and completion of safeguarding children in education training

8. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current 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 any documentation evidencing change of name

Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

You will also be asked to complete a self -declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The HireRoad system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been



shortlisted on this occasion. Please do not be disheartened- check over your application form and see whether you think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <http://www.transformtrust.co.uk/vacancies>. This will ensure that you receive email alerts as soon as role are advertised that fit your selected criteria

9. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under GDPR the lawful bases we rely on for processing the above information is under Article 6(a), (b), (c) and (e) and for special data under Article 9 (a), (b) and (f).

Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates);*



- Information regarding your criminal record (which should only be given under confidential cover);*
- In line with Department for Education, Keeping Children Safe in Education safer recruitment requirements, information found from undertaking online and social media searches which is publicly available. This would be a check that considers safeguarding risks only and your suitability to work with children. In addition, any accessible on-line information that may significantly harm the reputation of the School/Trust would also be reviewed. The search will be independently undertaken by someone not involved in the recruitment / selection process. *
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity;*
- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- Medical check to indicate fitness to work;*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list);*
- If you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers’ Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad we will require letter of professional standing from the professional regulating authority in the country you taught;*
- If you have lived abroad in the last 10 years we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in;*and
- Equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process. For online /social media searches we will use common search engines, on-line tools and social media platforms

Why do we use this information?



We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom

- To check that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered.

For further detail please ask to see the appropriate section of our Information register which details our retention and storage of information.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Jill Wilkinson, Transform Trust Data Protection Officer if employed centrally by the Trust:
dataprotection@transformtrust.co.uk; or, if employed in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data;
- Have inaccurate or incomplete personal data about them rectified;
- Restrict processing of their personal data;
- Object to the making of decisions about them taken by automated means;
- Have your data transferred to another organisation; and
- Make a complaint for damage caused by a breach of their data protection rights.



If an individual wants to exercise any of these rights, then they should contact Jill Wilkinson on the contact details above. The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact Jill Wilkinson, or Rachel Hannon (HR Director for Transform Trust; rachel.hannon@transformtrust.co.uk).

10. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book (Support) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

Pension Teachers Pension Scheme/ Local Government Pension Scheme

Employee Benefits: Employee Discount scheme (Vivup and Health Assured);

Flu Jabs

Salary Sacrifice Schemes eg cycle to work

Discounted Leisure club membership for some Local Authority Leisure Centres

Right to work: The successful applicant will need to provide proof of the right to work in the UK before taking up the post

Safeguarding: The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.