



## CLASS TEACHER

**GRADE: MPS/UPS +SEN1**

**ACTUAL SALARY: £30,000 to £46,525 +£2,539**

**(Pending Teachers' Pay Award 2024-25)**

**Contract: Full time Teacher**

**Start Date: January 2025**

## CANDIDATE INFORMATION PACK



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## What is included within this pack?

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

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

## Welcome from Esteem Multi-Academy Trust



Dear applicant,

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

We are eager to appoint an outstanding Teacher with a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

Holbrook School for Autism is a successful school and is proud to meet the educational and social needs of students aged 4 – 19 with ASD, SLD and who have challenging behaviour as a result of their communication difficulties and their lack of social understanding. We also have a primary provision for students with autism and average ability.

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

For further information, please contact Sam Bayliss, Headteacher on 01332 880208, via email to [sbayliss@holbrookschoolforautism.co.uk](mailto:sbayliss@holbrookschoolforautism.co.uk) or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Julian Scholefield'.

Julian Scholefield  
Chief Executive Officer

## About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of 14 academies from the East and West Midlands. Many of our pupils have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision in the Midlands. However, we want mainstream schools to join us too as they have many pupils with SEND or who are disadvantaged. We want all our pupils to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

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

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

- We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.
- We will deliver high standards and value for money from our support services, resources, estate and technology.
- We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice
- Our people are our most valuable resource. We invest in them by providing high-quality specialist training, and opportunities to collaborate and develop their careers within Esteem.

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

## Welcome from the Headteacher



Dear applicant,

Thank you for your interest in the post of teacher at Holbrook School for Autism. I am very pleased that you are considering applying to work in a successful, fun and innovative special school.

Every autistic child and young person at Holbrook has individual needs and abilities. As a staff team, we are passionate about working with students with autism, enabling our students to overcome challenges and make the most of life's opportunities by preparing and supporting each one of them to be active citizens in the wider community.

As Headteacher, I am committed to promoting emotional wellbeing and positive mental health, we embed a culture which values the happiness and emotional welfare of all our students, staff, parents and stakeholders. We were awarded the Wellbeing Award for Schools which recognised the fantastic work we do as a school.

We are keen to employ an outstanding teacher within our exciting individualised curriculum provision. You should have a strong track record of innovation and creativity. You will be a team player working closely with other teachers, SLT, support staff and the residential care team. You should have a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

As well as making a positive contribution to the lives of our students, we can offer you:

- a supportive, collaborative and friendly staff environment in a rural school setting where you will have the chance to make a real and positive impact on the lives of Holbrook School for Autism's students
- professional and continuous training programmes and a supportive career progression
- generous pension schemes (Teachers' Pension Scheme)
- A range of health and wellbeing services through Westfield Health
- Free, on-site car parking
- School social events
- A commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience and strength of character to fulfil the challenges of the role. The closing date for applications is 23:59 on 20 October 2024.

Interviews for this post will be held Wednesday 23 October 2024.

I wish you well in your application.

Yours faithfully,



Sam Bayliss  
Headteacher

## About Holbrook School for Autism

Holbrook School for Autism provides specialist education and care for students with a diagnosis of autism aged 4-19, split over two sites in Holbrook and Belper; there are currently 159 students on roll. We also have a residential facility based at the Holbrook site that provides accommodation for up to 28 students a week, 7 per night, Monday to Thursday term time only.

The main cohort of our students have autism with profound learning difficulties and can present extremely challenging behaviour. The academy practices 'Team Teach', a holistic approach to behaviour support and interventions.

In addition to the main school, we also have our Waterfalls Pathway, which supports primary aged students with autism who can be working at age-related expectations. These students are currently unable to access mainstream school due to complex needs and behaviours and may have additional mental health needs.

Based in a rural area, the Portway site in Holbrook has expansive grounds housing specialist equipment for students, trampolines and outdoor gym equipment. It also has access to a wooded area enabling us to provide Forest Schools.

The Whitemoor site in Belper accommodates 6 classes of students aged 11-19. The town location allows for community cohesion, work experience opportunities and has good access links enabling students to participate in travel training.

We provide a personalised curriculum, designed to address the holistic needs of our students. Students have identified differentiation as part of their 'My Plan' and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy and all the national curriculum subjects.

Situated in Derbyshire, most of our students live within the county including a significant number from Derby City. We also accept a small number from Staffordshire, Leicestershire and Nottinghamshire.

Further information about our academy can be found on the website at [www.holbrookschoolforautism.co.uk/](http://www.holbrookschoolforautism.co.uk/)

## The advertisement

**Job Title:** Teacher

**Location:** Holbrook School for Autism, Portway, Holbrook, Belper, DE56 0TE or Whitemoor Site, Belper, DE56 0DB

**Grade/Scale:** MPS/UPS +SEN1 £30,000 to £46,525 +£2,539 (Pending Teachers' Pay Award 2024-25)

**Start date:** January 2025

**Contract:** Full time Teacher

Holbrook School for Autism is a successful school for children and young people with autism and learning difficulties, aged 4–19. Our students, may at times, display challenging behaviour related to their communication, social interaction and/or sensory processing difficulties.

We also have a primary provision for students with autism and average ability. Within a safe, structured and predictable environment, we deliver a person-centred curriculum that supports students in developing independence, confidence, academic and life skills. We strive to enable our students to participate fully in opportunities and experiences both in school and the wider community, so that students can make informed life choices.

We are seeking an outstanding specialist classroom teacher, teaching 4-19-year-olds with autism and learning disabilities. Reporting directly to the Headteacher, the ideal candidate will have a positive approach to behaviour support, experience of working with young people with complex needs, including ADHD, SLD, SEMH and be able to use a range of different teaching styles and strategies appropriately.

Benefits include: Teachers Pension Scheme, Westfield Health membership and free parking.

For further information, please contact Sam Bayliss, Headteacher on 01332 880208, via email to [sbayliss@holbrookschoolforautism.co.uk](mailto:sbayliss@holbrookschoolforautism.co.uk) or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

**Closing date for applications: 20 October 2024 (23:59)**

**Interview date: 23 October 2024**

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



## Job description and person specification

### Job Description: Teacher

### Esteem Multi-Academy Trust

Post Title:		Teacher
Location:		Holbrook School for Autism – Holbrook Site
Purpose:		<ul style="list-style-type: none"> <li>This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document.</li> <li>Members of staff should at all times work within the framework provided by the school’s policy statements to fulfil the general aims and objectives of the school’s improvement plan.</li> <li>To make a major contribution to the successful teaching and learning opportunities offered at The Holbrook School for Autism.</li> </ul>
Reporting to:		Headteacher, Senior Leadership Team
Responsible for:		tbc
Liaising with:		Teaching Staff, SLT, Support Staff, Residential Care Team
Working Time:		Full-time Teacher
Salary/Grade:		MPS/UPS +SEN1 £30,000 to £46,525 +£2,539 (Pending Teachers’ Pay Award 2024-25)
Disclosure level		Enhanced
<p><b>AREAS OF RESPONSIBILITY AND KEY TASKS</b></p> <p>Main responsibilities</p> <p><b>Relationships with children and young people</b></p> <ul style="list-style-type: none"> <li>Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</li> <li>Hold positive values and attitudes and adopt high standards of behaviour in their professional role.</li> </ul> <p><b>Frameworks</b></p> <ul style="list-style-type: none"> <li>Maintain up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.</li> </ul> <p><b>Communicating and working with others</b></p> <ul style="list-style-type: none"> <li>Communicate effectively with children, young people and colleagues.</li> <li>Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.</li> </ul>		

- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Commit to collaboration and co-operative working where appropriate

#### **Personal and professional development**

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

#### **Professional knowledge and understanding**

##### **Teaching and learning**

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

##### **Assessment and monitoring**

- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

##### **Subjects and curriculum**

- Have a secure knowledge and understanding of the curriculum areas and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks.

##### **Subject Coordination, (no TLR)**

- be responsible for the coordination of a subject as determined by the headteacher
- work with the relevant curriculum/pathway leader (who carries responsibility and accountability for the curriculum and who monitors attainment, achievement and with others evaluates the quality of teaching).
- maintain materials and resources for the subject, making them accessible to others.

##### **Literacy, numeracy and ICT**

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Use literacy, numeracy and ICT skills to deliver exciting learning opportunities to your class.

##### **Achievement and Diversity**

- Understand how anxiety, PDA, ADHD and ASD can lead to a breakdown in emotional regulation which should be addressed without judgement.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues with specific expertise
- Know when to draw on the expertise of colleagues.

### **Health and well-being**

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

### **Professional skills**

#### **Planning**

- To take an active part in whole-school development planning.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- To plan for sessions that satisfy academic learning objectives from the national curriculum and long term learning goals from EHCPs.

#### **Teaching**

- To have responsibility for a class group (unless otherwise directed by the Headteacher).
- To be responsible for delivering the appropriate Holbrook School for Autism curriculum.
- To organise the classroom, its resources, student groupings and displays to provide a stimulating learning environment.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you:
  - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - Build on the prior knowledge and attainment of those they teach so that learners meet learning objectives and make sustained progress
  - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
  - Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
  - Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
  - Follow and implement the remote learning policy.

#### **Assessing, monitoring and giving feedback**

- To become acquainted with the planning and record keeping systems in operation in the school; to keep records efficiently and submit them for inspection regularly upon request.

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

#### **Reviewing teaching and learning**

- To attend meetings when required, mainly during school hours, but sometimes out of school hours.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

#### **Learning environment**

- To direct and coordinate the work of support staff in their class team.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and the school.
- Follow the school's safeguarding policy and procedures
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

#### **Team Working and Collaboration**

- To promote good communications with parents via home/school diaries, telephone calls and meetings.
- To liaise with other professionals and support teachers to develop learning programmes for individual students and /or groups of students.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

#### **Personal responsibilities**

- To co-operate with the school's Performance Management Procedures.
- To support the Headteacher in the implementation of all school policies and procedures.
- To carry out the duties and responsibilities of the post, following the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To undertake training and professional development as appropriate.

- To undertake other duties appropriate to the post that may reasonably be required from time to time.

**Performance standards**

- To manage class and curriculum budgets (as appropriate) according to school policy and practice.
- To keep up-to-date with developments in educational thinking.
- To ensure that all services within the areas of responsibility are provided per the school's commitment to high-quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

**Other Generic Responsibilities:**

- Represent and promote the ethos and values of Esteem Multi-Academy Trust
- To take and be accountable for all decisions made within the parameters of the job description
- Participate with performance management and training and activities that contribute to personal and professional development
- Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities
- Provide a high standard of customer service in all dealings internal and external to the MAT
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

## Person Specification: Teacher Esteem Multi-Academy Trust

<b>QUALIFICATIONS AND EXPERIENCE</b>	
<b>Essential</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of relevant training within the past five years</li> <li>• A commitment to undertake further relevant training</li> <li>• Recent experience of working as a class teacher</li> <li>• Ability to use a range of different teaching styles and strategies appropriately</li> <li>• Experience of working with young people with complex needs, including ASD, SLD, ADHD.</li> <li>• Experience of appropriate behaviour management techniques for children and young people with SEN, communication difficulties and challenging behaviours</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• Previous work in a multi-disciplinary team</li> <li>• Previous experience of leading a subject throughout school</li> <li>• Training or experience with behaviourally challenging students</li> </ul>
<b>KNOWLEDGE AND ABILITIES</b>	
<b>Essential</b>	<ul style="list-style-type: none"> <li>• A demonstrable, passionate commitment to improving the lives and opportunities of children and young people with special educational needs and challenging behaviours</li> <li>• Knowledge of the teachers' standards</li> <li>• Evidence of a sound knowledge of the current curriculum Initiatives to promote good to outstanding teaching, learning and behaviour.</li> <li>• Safeguarding and Child Protection awareness</li> <li>• Awareness of the needs of students with autism</li> <li>• Knowledge of different communication strategies</li> <li>• Provide direct support for students with a range of complex special needs</li> <li>• Communicate professionally and confidently with colleagues, other professionals and families</li> <li>• Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies.</li> <li>• Organise time and resources effectively</li> <li>• Ability to promote a positive image of the School together with high standards of education, care and behaviour.</li> <li>• Ability to contribute effectively to school self-review</li> <li>• Ability to remain calm and reflective when working in a challenging environment.</li> <li>• Good IT skills to support the organisation and management of their own work as well as a teaching tool.</li> <li>• Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines</li> <li>• Able to demonstrate knowledge and understanding of Equal Opportunities and the Equalities Act 2010.</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>• Good problem-solving strategies</li> <li>• Sensitivity and Tenacity</li> <li>• Experience of teaching in a primary school</li> </ul>

## Safeguarding and checks

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

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

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

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2024' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

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

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

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

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



## Application process and timeline

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

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

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

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

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

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

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

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

**Closing date for applications: 20 October 2024 (23:59)**

**Interview date: 23 October 2024**

For further information, please contact Sam Bayliss, Headteacher on 01332 880208, via email to [sbayliss@holbrookschoolforautism.co.uk](mailto:sbayliss@holbrookschoolforautism.co.uk) or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.