Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

Class Teacher KS2 – Maternity Cover

Walsgrave

Church of England Academy

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Inspire Education Trust
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WELCOME FROM OUR CEO

It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

DEPUTY CEO

We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.

We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

Rob Darling – Deputy CEO

ABOUT THE ROLE

Post Title	**Class Teacher Lower KS2 – Maternity Cover**
Salary Range	**MPS - UPS**
Reporting to	**Headteacher**
Status	**Fixed Term until August 2026**
Flexibility	**Flexible hours are available**

Job Purpose:

We are seeking to appoint an inspiring primary classroom practitioner to join our friendly and supportive team from January 2026.

The teacher will:

- Positively impact the lives and outcomes of our young people through the delivery of a first-class education
- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Main Duties and Responsibilities:

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Be aware of the most effective pedagogical strategies for delivering individual lessons
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Adapt teaching to respond to the strengths and needs of pupils
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Whole-school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school and Trust's values and vision
- Make a positive contribution to the wider life and ethos of the school and Trust
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in

mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Professional development

- Take part in the school's appraisal procedures
- Take part in further and actively use training and development provided in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Take time, where applicable, to develop own pedagogical knowledge and understanding by referencing latest research by Education Endowment Foundation (EEF), The Sutton Trust and other relevant professional bodies.

Communication & Collaboration

- Work collaboratively with others to develop effective professional relationships in own school and across the Trust
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with other schools and colleagues within Inspire Education Trust and relevant external bodies
- Make a positive contribution to the wider life and ethos of the school and Inspire Education Trust
- Personal and professional conduct
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Safeguarding and Child Protection

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themself with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

Other

- Carries out any other duties as directed by the Headteacher that are within the scope, purpose and spirit of the role
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice
- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate

ABOUT WALSGRAVE C OF E ACADEMY

Walsgrave
Church of England Academy

FACTS AT A GLANCE

2-FORM ENTRY
NUMBER OF PUPILS: **462**
NUMBER OF STAFF: **50**
BASED IN: **BINLEY, COVENTRY**

WELCOME FROM HEADTEACHER

We would like to extend a warm welcome to all the children, their families, friends, and members of the local community who are central to the life of Walsgrave CE Academy. Our whole school community values the contribution every child brings, which makes our school a happy and fun place to learn and work. Our mission statement is: 'Together We Thrive' and this sentiment underpins all we do.

As a Church of England Primary School, we have close links with St Mary's Church, collaborating regularly throughout the year. This collaboration, as well as celebrating our school's cultural diversity, helped us to achieve our Outstanding SIAMS (Statutory Inspection of Anglian and Methodist Schools) inspection result in June 2015.

At Walsgrave CE Academy we believe in encouraging children to know how they learn best. Pupils need to understand why learning is important and to be as involved as much as possible in their own learning. We get to know each pupil extremely well, recognise their potential, tailor individual learning needs and support each pupil's

learning with high quality teaching, learning and resources. We offer a bespoke and exciting, broad and balanced curriculum that is enriched by visitors, educational visits and memorable experiences. We are passionate about all children having core skills in Reading, Writing and Maths, as well as opportunities for them to become artists, musicians, historians etc. Children feel safe and happy in school and they tell us that they look forward to coming to school every day (and so do we!).

We believe that every child can do amazing things, and it's our job to help make this potential a reality. With an outstanding education, every child has the freedom to choose their own future. As you're the most important person in your child's life, it's really important that we work together to support each other in making sure your child gets the best education possible.

Damien Sowerby – Headteacher

OUR CHRISTIAN VALUES

Friendship - If one falls down, a friend can lift him up. *Ecclesiastes 4:10 (NIV)*

Endurance – We also pray that you will be strengthened with all his glorious power so you will have all the endurance and patience you need. *Colossians 1 10-11 (NLT)*

Thankfulness – Give thanks to the Lord, for he is good; his love endures forever. *Psalm 107:1 (NIV)*

Forgiveness – Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us. *Matthew 2:12 (GNT)*

Service – God has given each of you a gift from his great variety of gifts. Use them well to serve one another. *1 Peter 4:10 (NLT)*

Hope – For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. *Jeremiah 29:11 (NIV)*

OUR EXTENDED SCHOOL VALUES

Fun

At Walsgrave, we jump in and buckle up for each and every school day. Walsgrave is the rocket that blasts us into a world of unknown adventures which take us on a memorable and fun journey which we all can be a part of. Walsgrave helps us to enjoy life in all its fullness.

Trust

Walsgrave is like the Shepherd tending to his flock, just as the sheep trust in their shepherd's direction, up hills, down dales, when there's a wolf around or when the sun shines and wee bask in it, everything we do at Walsgrave is based on trust. Here we trust in God's direction, trust that he and all of us will support each other in life's highs and lows and we trust when we can be honest and open, kept safe and enjoy learning. If any sheep get lost or hurt, the shepherd will find it and look after it, so our trust means that we are all kept close and can move together through our school journey.

Resilience

Sailing along your way you come across may obstacles. Rocks can block your path, you don't turn back, Walsgrave has taught you to paddle around them. Waters can become choppy and cause you to fall out, Walsgrave has taught you not to panic and to keep moving forward. Sometimes you drift into the reeds, Walsgrave can be the team to re-direct you on your journey. Obstacles don't stop you along your path, Walsgrave has shown you not to fear change, but face it and never turn back.

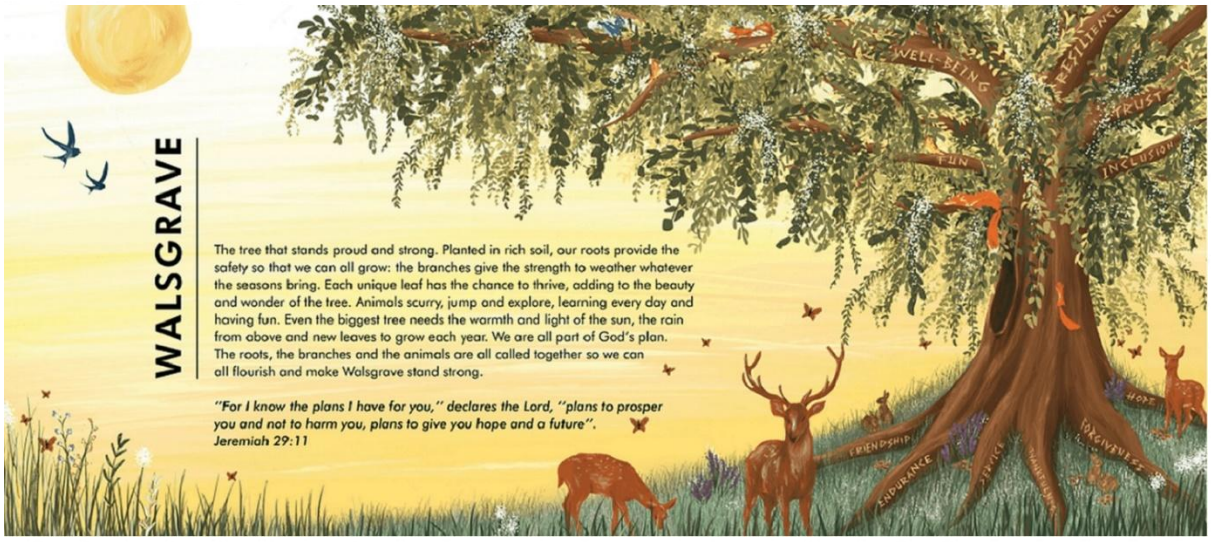
Well-being

We all walk different paths on our way to Walsgrave. Some paths are smooth, full of sunlight, blue skies, laughter and happy memories. Others are stormy, cold, dark and lonely – but all lead to Walsgrave. Walsgrave can be the warm blanket at the end of your journey, the friendly smile or the safe place to be your whole self. Walsgrave gives you the tools to face your future paths, whatever they may hold.

Inclusion

All of the children and staff are like the body. God has placed us together here at Walsgrave so that when one part of the body is hurt we stand together to make it strong again. We all look different, have different parts to play but it is only when we work together that we can stand and walk through life day by day.

MISSION AND ETHOS



WALSGRAVE ACADEMY ONLINE

Please see below the ways to connect with Walsgrave Academy online. We have so much great content on our website and our social media, which is where you can see what life at Walsgrave is really like.

www.walsgraveacademy.org

Facebook

Facebook.com/walsgravecofeprimary

Instagram

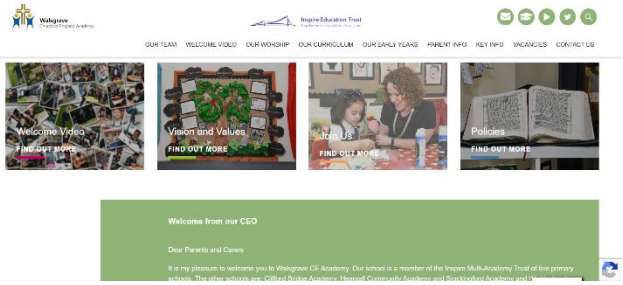
instagram.com/walsgravecofeacademy

X/ Twitter

twitter.com/walsgraveschool

YouTube

youtube.com/@walsgraveacademy



ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.

Inspire Education Trust
Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

Arley Primary School, New Arley, Warwickshire (2024)
Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
Clifford Bridge Academy, Binley, Coventry (2015)
Frederick Bird Primary School, Hillfields, Coventry (2024)
Hearsall Community Academy, Earlsdon, Coventry (2017)
Stockingford Academy, Nuneaton, Warwickshire (2019)
Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"

KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES

The mission statement for our Trust is "Together we achieve, individually we grow'. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that "**Expectations Shape Outcomes**" and we expect the very best for all members of our school's communities.

OUR VISION

At Inspire Education Trust we provide an exceptional, inclusive education that empowers everyone in our communities to flourish, grow and achieve. Together, we will live life in all its fullness.

This Vision sets the aspiration for everything we do.

For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

OUR SCHOOL'S VISION

ARLEY PRIMARY ACADEMY	BLUE COAT SCHOOL	CLIFFORD BRIDGE ACADEMY	FREDERICK BIRD ACADEMY	HEARSALL COMMUNITY ACADEMY	STOCKINGFORD ACADEMY	WALSGRAVE ACADEMY	WHITTLE ACADEMY
New beginnings, endless posibilities	Living life in all it's fullness.	See you at the top	Aspire and achieve	Reach your true potential	Nuturing hearts, Inspiring Minds, Shaping Futures.	Together we thrive	Soaring Beyond What We Imagine Possible

OUR VALUES

Our values drive our behaviours, decision making and ambitions:

Inclusive: We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture: We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

Servanthood: We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership: We work collaboratively, recognising we achieve more together than on our own.

Integrity: We are open, honest and have strong moral principles which we use to guide us.

Respect: We show care, consideration, and courtesy for ourselves and all around us.

Excellence: We always strive to be better in order to become first class in all we do

Inspire Education Trust
Together we achieve, individually we grow

STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are comitted to working towards the best balance of hard work, commitment and wellbeing aswell as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.

- External coffee van visits site for staff use
- Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)
- Calendars regularly reviewed with staff workload in mind
- No Student or class data collected for data's sake
- Prayer and worship time across our CofE schools
- 8 free external counselling sessions for all staff
- PPA time designed to promote a healthy work life balance
- Dedicated classroom wherever possible for all teaching staff
- Free Wellbeing App Subscription
- Time off for staff wellbeing
- Staff wellbeing intergral to the appraisal process.
- Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay
- Gym and fitness membership discount through CV-Life (based in Coventry)
- Flexible and generous approach to family appointments, children's events, nativities, sports days etc
- Opportunities for staff to get involved in sport and physical activity
- Opportunities for career development always considered
- Measured approach to lesson drop-ins
- Staff marking & workload group to guide and develop policy
- Communications protocol which promotes a healthy work life balance
- Cycle to work scheme
- Approachable Senior Leadership Teams
- Staff social events (e.g time to talk)
- Staff wellbeing champion network of support
- EAP (Employee Assistance Programme) - Health Assured
- Employer pension contributions of 23% + for teaching and support staff.
- Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)
- Access to trained Mental Health First-Aiders for all Staff

PERSON SPECIFICATION – Class Teacher

		Essential	Desirable
Education and Qualifications	Qualified Teacher Status	✔	
	Evidence of continuing and recent professional development relevant to the post		✔
Experience	Experience of promoting positive behaviour conductive to learning and which is focused on raising standards	✔	
	Experience of teaching in the relevant key stage and year group		✔
	Teaching in classes with high number of children with SEN and EAL needs		✔
Skills and Knowledge	Knowledge and understanding of current theory and best practice in learning and teaching	✔	
	Understanding of a diverse range of teaching and learning styles and techniques	✔	
	The theory and practice of providing effectively for the individual needs of all children	✔	
	Statutory National Curriculum requirements at the appropriate key stage	✔	
	The monitoring assessment, recording and reporting of pupils' progress	✔	
	The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection	✔	
	Good understanding of effective procedures for managing and promoting positive behaviour among pupils	✔	
	The positive links necessary within school and with all its stakeholders	✔	
	Latest research around effective teaching and learning strategies to maximise pupil outcomes		✔
	Develop good personal relationships within a team	✔	

	Establish and develop close 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	✔	
	ICT skills	✔	
	Ability to create a happy, challenging and effective learning environment	✔	
	Innovative practice in using ICT/ digital technology in the classroom		✔
Classroom Management	Insistence on high standards and expectations of children	✔	
	Well organised and managed classroom where children are independent	✔	
	A creative and exciting learning environment, where children's work is well displayed	✔	
	Work planned to a high standard and regular assessment of children's achievements carried out	✔	
Personal Qualities	Dedicated to our vision that all children are entitled to a first-class education	✔	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✔	
	Self-motivated and able to work on own initiative without supervision	✔	
	Works with honesty and integrity	✔	
	Emotional resilience in working with challenging behaviour	✔	
	Recognises the importance of protecting their own personal wellbeing	✔	
	Committed to making children feel happy, safe and secure	✔	
	Approachable and empathetic	✔	
	Enthusiastic, organised. Patient and resourceful	✔	
Safeguarding and Child Protection	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✔	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✔	

	Awareness of the key safeguarding processes in schools or willingness to understand these	✔	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✔
	A realistic appreciation of the challenges involved in working with children		✔
	Committed to improving safeguarding processes and practices. Sees it as part of their job		✔
Professional Development	Willing to participate in further appropriate professional development	✔	
	Positive approach to own continuous personal professional development and training		✔

CORE COMPETENCIES
Clear understanding and commitment to safeguard and protect children
Adopts an inclusive approach respecting diversity in all forms
Conscientiously adheres to school / trust policies and procedures and works ethically
Works in a way, which abides to the school values
Embraces the vision "Aspire and Achieve" and devotedly helps all students achieve this

MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the Tes website.

The closing date for applications is 9am Friday 17th October 2025.

Interested candidates are encouraged to contact Sabrina Choudhury – Office Manager Sabrina.Choudhry@walsgraveacademy.org to arrange an initial conversation with Damien Sowerby – Headteacher.

Applicants are advised to contact walsgrave.admin@walsgraveacademy.org if they wish to organise a visit to the school.

Shortlisting will take place on Friday 17th October 2025 and all candidates will then be contacted by email.

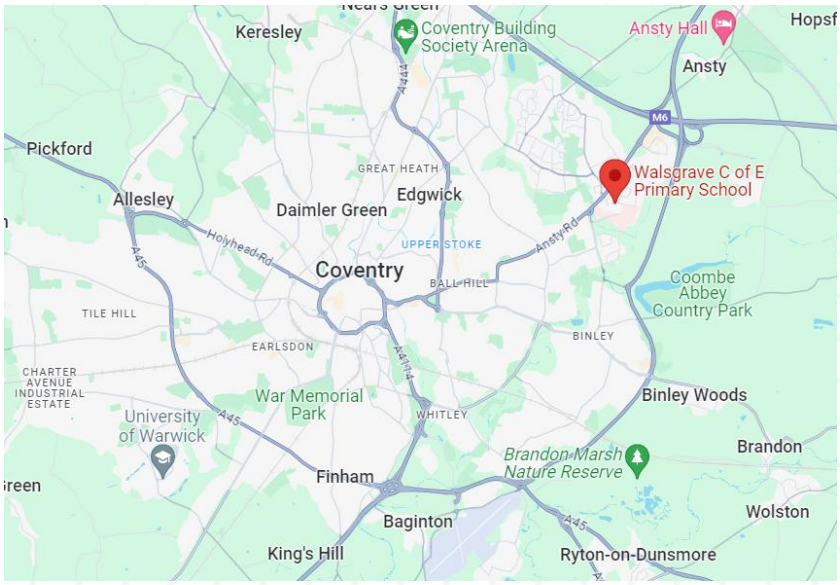
Shortlisted candidates will need to be available for interview week commencing Monday 20th October 2025.

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble – HR and Payroll Coordinator Catherine.alexander-gamble@ietrust.org

We look forward to hearing from you.

HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Walsgrave Academy.



ADDRESS

Walsgrave Academy
School House Lane
Coventry, CV2 2BA

A 2-minute drive from University Hospital Coventry, and a 15-minute drive from Coventry city centre.

PARKING

As you arrive at the front gate, you can request access via an intercom to drive in and there are 2 car park areas that you can park in. See the circled below for parking locations.

FREQUENTLY ASKED QUESTIONS

How do I apply for a vacancy at Inspire?

All applications must be received electronically via our TES page. CVs may be accepted but will not replace the application form.

Top tips for writing my application for Inspire?

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

How does shortlisting work?

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

When will my referees be contacted?

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

How will I be contacted if I am successful?

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.

Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

What is involved in the interview process?

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

Is there an onboarding process?

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

Is there a probation period?

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.

STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."

"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about ant issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."

"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "

"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."

"I feel always cared for by school. It is a really lovely nurturing caring place to work."
"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end is each day."

RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST

Inspire Education Trust
Together we achieve, individually we grow

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the pestion advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contacts details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disabilty Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting https://ico.org.uk/your-data-matters

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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