



# PRINCE ALBERT COMMUNITY TRUST

RECRUITMENT PACK





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# WELCOME FROM OUR CEO

I was born and have grown up in inner city Birmingham. As a child I attended Highfield Junior & Infant School, a large Victorian built primary school in the Saltley area of the city. I was delighted when Highfield joined our family of schools, becoming the third member of the Prince Albert Community Trust (PACT) in 2016. My parents were first generation immigrants from Pakistan and from a very early age instilled in me the value and transformational power of education, a journey that I began at Highfield in 1978 as a four-year-old who spoke no English.



My background and experiences give me a unique insight into the communities I currently serve as Executive Headteacher and CEO of PACT. We have many children at our ever-growing group of PACT schools and I have the same high expectations for all of them. We understand that from time to time some of our children and families experience very challenging circumstances, we are clear in our belief however that there is no excuse for underachievement and that regardless of their situation; all of our students will fulfil their potential. It is this belief that was the genesis of the idea of Prince Albert High School and led to its conception.

PA High is without a doubt the most exciting project I have had the privilege to be involved in. The school opened in September 2021 next to the Athletes Village of the Birmingham Commonwealth 2022 Games. It will provide the opportunity for us to continue to educate our PACT primary aged children through to 16 and 18 years old. As educators and those responsible for building the foundations for future educational success for our children, we believe that everything that happens in our schools has to be good enough for our own children, if we are to accept it as good enough for the students that we serve. I insist that all staff have to buy into this philosophy. This message has been embraced by staff and as a result: all of the PACT schools provide an excellent quality of education led by a dedicated and talented Senior Leadership Team. I would be proud to send my own children to any of our schools.

I lead a highly committed and talented group of people who go above and beyond on a daily basis in order to ensure that our students get the most out of their primary school education. We value highly and invest heavily in staff development in order that we have the very best people working with our children. PA High will enable us to continue to do this and take the responsibility for preparing our children for adult life.

For many of our students, as it was for me, growing up in inner city Birmingham, this is their one chance to secure a future for themselves and their families. The gravity of our responsibility must never be underestimated.

Sajid Gulzar OBE

# WELCOME FROM OUR DEPUTY CEO



I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.

I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Deputy Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision of “united we are world class” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

I am exceptionally excited to have managed the PA High build. This will enable us to further serve our community and prepare our students for life in modern Britain. We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

A handwritten signature in black ink that reads "Phillipa Sherlock-Lewis". The signature is written in a cursive style.

Phillipa Sherlock-Lewis

“

***We work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.***

”

# OUR PURPOSE

## WE ARE HERE TO:

- Enable every student to succeed at school and in life by developing the whole child through a rich, innovative and inspiring curriculum that lays strong foundations for active citizenship and future study and work
- Be a driving force for social justice in the communities we serve
- Contribute to developing the wider school system by raising standards in schools that join us, by sharing our approach to school improvement and by learning from others

# OUR AMBITION

## THROUGH WORKING TOGETHER WE ASPIRE TO ACHIEVE:

- **Exceptional education** - for all our students, in all our schools
- **Exceptional staff** – the best people working with and for our students
- **Exceptional infrastructure** – systems, processes, policies, resources and buildings that enable excellent education for our students and an excellent environment for our staff to work in
- **Sustainability and growth** – a resilient, sustainable and nimble organisation with sound financial management and good governance at the heart of delivering excellence

# OUR VALUES

## OUR THINKING AND BEHAVIOUR ARE BASED ON:

- **Passion** - for excellence; being professional and striving to achieve consistently high standards in everything we do
- **Ambition** – wanting the very best for our students, our schools, our families and communities and our staff
- **Collaboration** – working together and in partnerships to achieve our goals. We show respect for and value the skills, experiences, creativity and contributions of others
- **Trust** – being reliable and honest, creating a safe and respectful environment for all to learn and work

# SAFEGUARDING POLICY

## CHILD SAFEGUARDING POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, 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 in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## KEEPING CHILDREN SAFE IN EDUCATION 2022

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2022. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please visit each school's website by clicking on the images below for their full policy.**



# DEPUTY HEAD TEACHER

## LEADERSHIP PAY SCALE 12 - 16

To accommodate growth across trust The Prince Albert Community Trust has multiple openings for innovative Deputy Headteachers, who will work alongside an established Leadership Team. We are looking for inspirational leaders who have vision, passion, commitment and high expectations that will bring a fresh perspective to our already diverse community. The ideal candidates will be adaptive with enthusiasm for building relationships that make a difference to the lives and futures of our children and the communities we serve. Highly motivated and driven, applicants must have previous leadership experience with exceptional skills in people management and strategic planning to support the development of an already talented team.

The Prince Albert Community Trust (PACT) is a forward thinking and innovative Multi Academy Trust (MAT) with fantastic pupils, trustees and supportive local academy committee members and a great community. We place bespoke professional development and support at the heart of all we do. We are relentless in the pursuit of excellence for all our stakeholders and firmly believe in the coaching model. We are passionate about children's learning, creative in our approach and constantly reflective in our philosophy. Our family of schools consists of Prince Albert Primary School, Heathfield Primary School, Highfield Junior & Infant School, Birchfield Primary School, Sutton Park Primary and PA High School.

We are a developing MAT, growing steadily with the opportunity for further internal promotion. Current benefits include:

- A working culture that promotes diversity, equality and social justice
- An iPad for all teachers
- Children who love learning and an extensive inclusion and pastoral support team
- Excellent CPD opportunities
- Exceptionally supportive staff and leadership
- Well-resourced schools
- Subsidised Private Health Care package includes counselling, discounted retail and gym membership
- 'Well - being' days
- Commitment to School Teacher's pay and conditions
- Opportunities for promotion and progression

We are proud to offer a supportive and experienced leadership team to work alongside, a hard-working and enthusiastic group of staff, and a well-developed central support team to provide support. If you believe you possess the qualities to take on this exciting challenge, then we would be delighted to hear from you.

To apply for this role, please visit the link below:

[Careers \(the-pact.co.uk\)](https://the-pact.co.uk)

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

"This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role"

**Closing date: 27th January 12pm**

# ROLE INFORMATION

**Post:** Deputy Head Teacher

**Salary:** Leadership 12 – Leadership 16

**Conditions of Employment:** The duties and responsibilities contained in the current Education (School Teachers' Pay and Conditions of Employment) Order apply to this post; the working time will be in accordance with the school's annual time budget, issued by the Trust.

**Responsible to:** The PACT Board of Trustees, Academy Committees, CEO and deputy CEO of the MAT, Head of School.

## JOB DESCRIPTION: DEPUTY HEAD TEACHER

**Job Description:** Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

**Core Purpose:** To work within a collaborative strategic leadership team that has responsibility for the impact of teaching and learning, behaviour and safety across a school within the PACT. To provide outstanding leadership of a school so as to ensure its continuing improvement and success. To provide access to the best possible education for every pupil to secure high standards. To lead a curriculum area across the Multi Academy Trust.

### Part 1: Leadership and Strategic Development

To undertake the professional duties of a teacher, as set out in the most recent School Teachers' Pay and Conditions Document, including those duties particularly assigned by the Head of School and Deputy;

As required in the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the Head of School and Deputy in:

- a) formulating the aims and objectives of the Trust;
- b) establishing the policies through which they shall be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement;

in accordance with the policies of the PACT and the school development plan determined by the Board of Trustees, and Local Governing Body;

- To undertake any professional duties of the Head of School and Deputy reasonably delegated by the Head of School and Deputy.
- To be a member of the strategic leadership group responsible for the educational outcomes of the MAT.
- Provide strategic leadership that secures the delivery of high standards of attainment and personal development for all pupils and staff.
- Provide leadership in the development of innovative teaching and learning and extended community activities.
- Provide the strategic leadership for the curriculum across the MAT.

### Part 2: Safeguarding

- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- Evidence of implementing safeguarding and Equal Opportunities and other legislation essential for the health, safety and well-being of the school and community.
- Ensure that all statutory requirements are met.
- The policies and procedures adopted by the MAT are fully implemented and followed by all staff.
- Receive training in order to be a lead designated senior person ensuring other staff are supported in order to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

## Part 3: Standards

- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met and in consultation with Birmingham local authority, where appropriate.
- Develop and implement a broad and relevant curriculum which embraces innovative approaches to teaching and learning, and is at the forefront of best practice, to meet the needs of all pupils.
- Monitor and evaluate the curriculum for both quality and value for money.
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school wide focus on pupils' achievement which engages the support of parents/carers and the assistance of other stakeholders.
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance.
- Develop an ethos and structure for managing behaviour which enables each pupil to achieve their potential, including the management of pastoral care, pupil welfare and effective anti-bullying procedures.
- Maintain effective assessment, recording and reporting systems of pupil progress.
- Involve pupils, as partners in the learning process, in the development and decision-making of the school.

## Part 4: Leading People

- In partnership with each individual schools Academy Committee, lead the selection, appointment, deployment and management of high-quality staff to ensure that effective learning takes place throughout the school.
- Create, maintain and enhance effective working relationships with staff, including consultation with professional associations, as appropriate.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of the school.
- Manage the effective deployment and performance of staff by supporting and ensuring their professional development.
- Involve staff in decision-making, as appropriate, in order that all who work across the MAT are committed to its development.
- Develop the leadership skills of staff at all levels and the pupil body.
- Regularly review own practice and performance, set personal targets and take responsibility for own development.
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.
- Engage philosophically and in practice with MAT's ethos of using coaching and mentoring to develop others.

## Part 5: Accountability

- Produce regular reports and provide information, support and objective advice to the Academy Committee on the educational, and community aspects of the school.
- Develop an organisation in which staff recognise they are responsible for the success of the school and individual accountabilities are clearly defined, understood, agreed and acted upon.
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant.
- Ensure that effective communications are maintained within and beyond the MAT and with stakeholders.
- Ensure that parents/carers and pupils are well informed about all aspects of each of the schools and, in particular, about attainment, progress and targets for further improvement.
- Take responsibility for performance management for a group of staff. Implement and sustain effective systems for review and where necessary follow policy and procedure to hold staff accountable.

## Part 6: Working across MAT

- Engage fully in the MAT's ethos of working together as a family to ensure success for all schools, 'One school, lots of buildings.'
- Work across all schools ensuring consistency in all policies and procedures.
- Ensure through effective communication that the very best outcomes are achieved for all schools.
- Work alongside the Central Support team to ensure that all advice is followed.
- Understand, embrace and respect all teaching and non-teaching leaders, allowing them to lead in their field of expertise.

## Part 7: Strengthening Community

- Develop and encourage good relations between the schools and the wider community.
- Collaborate with parents/carers and with other agencies to ensure that the school meets the wider needs of its pupils, staff and the local community.
- Work closely with other schools and academies locally, nationally and internationally, and, where deemed appropriate, providers of further and higher education.
- Work closely with the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the pupils.
- Develop each of the schools as an asset for the local communities, in line with the shared vision, to enable all to benefit from the facilities for education, training, health, fitness and recreation opportunities.
- Work with the Academy Committees, partners and other representatives to develop the school as a hub for the community to deliver multi-agency services for the family – working in close collaboration with the pre-school provider in particular.
- Ensure the school reflects a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the schools.

## Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

## Special Conditions of Employment

### **Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

### **Health And Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### **Equality and Diversity**

Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### **Training and Development**

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

## PERSON SPECIFICATION: DEPUTY HEAD TEACHER

Category	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Relevant degree</li> </ul>	<ul style="list-style-type: none"> <li>• Safer Recruitment training</li> <li>• DSP training</li> <li>• A Master's or equivalent</li> </ul>
Further Qualifications/ Professional Development	<ul style="list-style-type: none"> <li>• Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Experience of effective senior level leadership in a Primary school environment</li> <li>• A proven track record of providing vision and leading change and effective improvement strategies to raise standards for pupils of all abilities</li> <li>• Use of innovative approaches to the development of teaching and learning, including assessment for learning</li> <li>• Experience of Ofsted processes and reporting on key areas</li> <li>• Leadership in staff professional development and leading training sessions</li> <li>• Successful partnership working with other schools, relevant service agencies and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to work under pressure and able to meet deadlines</li> <li>• The ability to coach others (a coaching qualification)</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Demonstrate ability to manage the process of change effectively</li> <li>• Thorough knowledge and understanding of national priorities, current curriculum developments and an ability to design and implement an innovative curriculum based on pupil needs</li> <li>• In depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support pupil achievement</li> <li>• Ability to plan strategically and to monitor, evaluate and review all aspects of the school</li> <li>• Personal impact and presence</li> <li>• Positive and energetic approach to work</li> <li>• Understanding the need to promote positive role models</li> <li>• Demonstrate an understanding and application of school improvement and school effectiveness principles and best practice</li> <li>• Demonstrate ability to lead, motivate, develop and inspire staff and to encourage pupil and parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate experience of effective collaboration with other education providers and agencies, including cross-phase partners</li> </ul>

## PERSON SPECIFICATION: ASSISTANT HEAD TEACHER

Category	Essential	Desirable
Skills and Abilities	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the principles and practices of performance management for all staff</li> <li>• Ability to analyse, interpret and report on setting challenging but realistic performance targets and intervening where necessary</li> <li>• Ability to work effectively as part of the school team and with Trust Board or Academy Committee members, leadership team, pupils, parents/carers, stakeholders and partners beyond the education sector</li> <li>• Ability to build the commitment of all stakeholders to the vision and ideals of the Trust Board or Academy Committee members</li> <li>• Ability to think strategically, creatively and to prioritise</li> <li>• Excellent communication (including written, oral and presentation skills) and interpersonal skills</li> <li>• Ability to effectively work across a MAT balancing contribution and benefit in terms of time resource</li> <li>• Willingness to learn from others and to both seek and take advice</li> <li>• Demonstrate commitment to equality of opportunity and inclusive education</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of effective use of e-learning and ICT to support innovative teaching and learning</li> <li>• Ability to work effectively with members of the local community in developing the school as a community resource</li> </ul>
Other	<ul style="list-style-type: none"> <li>• Evidence of motivation for working with children.</li> <li>• Evidence of ability to form and maintain appropriate relationships and personal boundaries with children.</li> <li>• Evidence of emotional resilience in working with children exhibiting challenging behaviour</li> <li>• Designated Senior Person training or willingness to be trained</li> </ul>	
Suitability to work with children	<ul style="list-style-type: none"> <li>• Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with</li> <li>• Not barred from working with children</li> </ul>	

# EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, 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, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, 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, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

## INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. 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.

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
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidate's 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

## CONDITIONAL OFFER: PRE- EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

## HOW CAN I APPLY?

Please submit and online application through the links provided on the **the-pack.co.uk** careers page. If you have any queries please contact HR via **hr@the-pack.co.uk**. This is an exciting and very rewarding role and we look forward to receiving your application.

**Adverts Open**  
**13th January 2023**



**Deadline for Applications**  
**27th January 2023 12pm**

**Shortlisting**  
**WCM 30th January 2023**



**Interviews**  
**WCM 6th February 2023**

All applications will receive an email confirmation within 48 hours of receipt of application; if you do not receive this please contact the **PACT HR team** via [HR@the-pact.co.uk](mailto:HR@the-pact.co.uk). The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 2 working days of the closing date of this position, unfortunately you have been unsuccessful on this occasion. Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

Prince Albert Community Trust pays full regard to 'Keeping Children Safe in Education' guidance 2022. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

We reserve the right to withdraw from this recruitment process at any given point.



# CONTACT US

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