



Inspire Learning Trust



Deputy Headteacher

(with a career path to progress to Headteacher)

Closing Date: Monday 11 March 2024 at 12 noon

Interview Date: Tuesday 19 & Wednesday 20 March 2024

Responsible to:	Headteacher then Chief Executive Officer
Salary:	As Deputy: L19 - L22 (£73,508 to £79,110 per annum depending on experience) As Head of School: L23 – L26 (£81,070 to £87,251 per annum) As Headteacher: L27 – L33 (£89,413 to £103,578 per annum)
Working hours:	Full time, Monday to Friday

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

The post is based at Oakwood High School, rated 'Good' by Ofsted. We are seeking applications from current Deputy Headteachers/Vice Principals who are looking to advance to the next stage in their career.

This is an exciting opportunity for teaching professionals who have the potential to become a Headteacher within 3 years. The post provides the opportunity for a suitable candidate to develop their practice in a supportive and progressive environment, in the first instance as a Deputy Headteacher, with the potential to move in to Head of School role in year two and Headteacher in year three.

It is essential that candidate's evidence and share with us their educational ethos and personal characteristics that demonstrate their potential to lead the school and command the respect of the pupils and staff body. You will be mentored by the existing Headteacher and Trust CEO.

As a Trust we are truly community based and committed to developing a set of shared values through every aspect of our work. These values are the development of respect, responsibility, resourcefulness, resilience, reflection, risk taking and relationships.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/> **PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.**

We would welcome any prospective candidates to speak to the Headteacher/Head of School or arrange a visit before applying, to organise please contact Faustina Challans at f.challans@inspiretrust.uk

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its workplaces. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online searches which will be done as part of due diligence checks ahead of interview. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust



Why work for us?



Employee Assistance Programme
24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement
Generous annual entitlement for all our professional support staff.



Accredited living wage
We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS
Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme
Obtain a free eye test and discounts on glasses



Flu jabs
Flu jab vouchers available on an annual basis.



Cycle to work Scheme
Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking
Free car parking at all sites.



Employee Referral Scheme
You could earn £500 for recommending an appointed friend or family member



Evening Language Classes
Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters
Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions
Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes
Gym membership and exercise classes at only £10 per academic year.



Urban Yoga
Access free yoga classes at Oakwood High School.



Sports Facility Hire
Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme
A salary sacrifice scheme that gives quality health cover.



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Job Description and Person Specification

Main Purpose of Job

The Deputy Headteacher is a key leadership role with a focus on Outcomes and Culture. The post holder will line manage the Assistant Headteachers and through this have oversight of and drive the development and delivery of teaching, learning, assessment, pupil wellbeing and behaviour and outcomes for pupils. The Deputy will support the Headteacher in providing whole school strategic leadership and management and will ensure that the regulatory and statutory duties of the school are met.

The Trust provides key support services, which allows the Leadership Team to focus on pupils, teaching, learning and assessment, whilst at the same time providing the opportunity to input into Trust Services and develop an understanding of how they operate.

It is likely that the school will be asked to contribute more widely to Trust and wider learning community school to school improvement. The Deputy Headteacher must be able to demonstrate that they can:

- represent the school and the Trust positively and professionally in a range of contexts;
- forge and establish links with other practitioners in other institutions through a support and challenge network.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Key Accountabilities	A	L	O
1.1 To provide clear and strong leadership that commands the respect of the pupils and staff body.	✓	✓	✓
1.2 To lead and direct the work of the Assistant Headteachers and other colleagues to drive up the Quality of Education and Outcomes.	✓	✓	✓
1.3 Specific Accountabilities will be provided against professional skill set and the post holder working with the Headteacher will have the opportunity to shape this.	✓	✓	✓
2. Leadership and Management	A	L	O
2.1 In support of the Headteacher, develop and implement the strategic direction of the school within the framework established by the Trust.		✓	✓
2.2 Within the framework established by the Trust formulate the 'School Improvement Plan' for approval by the Board.		✓	✓
2.3 Within the framework established by the Trust ensure delivery of the 'School Improvement Plan' to secure the improving TLA.		✓	✓
2.4 Within the framework established by the Trust ensure delivery of the 'School Improvement Plan' to secure the agreed Outcomes for Pupils.		✓	✓
2.5 Within the framework established by the Trust ensure delivery of the 'School Improvement Plan' to secure the agreed Pupil Personal Wellbeing and Behaviour outcomes.		✓	✓
2.6 Ensure that the school operates within the Trust Safeguarding Policy.		✓	✓
2.7 Scrutinise, review, challenge and report to the local governing body (LGB), Executive Leadership Team (ELT) and external agencies on the educational performance of the school.		✓	✓
2.8 Scrutinise, review, challenge and report to the LGB, ELT and external agencies on the operational performance of the school.		✓	✓
2.9 Advise and assist the LGB and ELT in the exercise of its functions and to make such reports as may be required.		✓	✓
2.10 Support in ensuring the efficient and effective day to day management and control of the school.		✓	✓



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2.11 As directed, develop school specific Policy and Procedure to support the Strategic and Operating Frameworks, for approval by the Trust.		✓	✓
2.12 Supporting in the development of and ensure delivery of accountabilities contained in the Trust's Operational Scheme of Delegation.		✓	✓
2.13 Line manage Assistant Headteachers.		✓	✓

3. Teaching, Learning and Assessment (TLA)		A	L	O
Through the line management of the Assistant Headteacher with responsibility for TLA have oversight of and drive the development of the following:				
3.1	In accordance with the Trust TLA Framework ensure the effective deployment of strategies to secure improving outcomes for pupils.	✓	✓	✓
3.2	Lead and direct the TLA framework of the school via effective monitoring, review and evaluation and quality assurance improvement planning appropriate to the school.	✓	✓	✓
3.3	Evaluate standards of teaching and learning and ensure proper standards of professional performance are established and maintained, agreeing and implementing actions for improvement and for sharing excellent practice.	✓	✓	✓
3.4	Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance.	✓	✓	✓
3.5	Alongside the Headteacher and the LGB set targets for pupil cohorts and subject achievement and actions to assure achievement.	✓	✓	✓
3.6	Communicate pupil performance levels to the LGB, ELT and external agencies, staff, pupils and their parents/carers.	✓	✓	✓
3.7	As directed respond to all first and second level complaints ensuring effective responses are provided in respect of teaching, learning or assessment.	✓	✓	✓
3.8	Lead and direct TLA assessment and CPD; including development at all levels from entry level to senior leadership.	✓	✓	✓
3.9	Develop and ensure delivery of the TLA actions assigned via the Trust's Operational Scheme of Delegation.	✓	✓	✓
3.10	Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust as directed.	✓	✓	✓
3.11	Lead and direct all day-to-day aspects of TLA for the school in line with Trust Policy and Procedures.	✓	✓	✓



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4. Outcomes for Pupils (OPS)		A	L	O
Through the line management of the Assistant Headteacher with responsibility for OPS have oversight of and drive the development of the following:				
4.1	In accordance with the Trust OPS framework ensure effective deployment of strategies to secure the agreed outcomes.	✓	✓	✓
4.2	Lead and manage an appropriate curriculum model to be approved by the Trust.	✓	✓	✓
4.3	Ensure that the curriculum model meets statutory requirements and the needs of pupils that complies with national curriculum requirements and meets qualification and exam board requirements.	✓	✓	✓
4.4	Evaluate and report on the effectiveness of the curriculum model in meeting the needs of pupils and allowing for improving outcomes for pupils.	✓	✓	✓
4.5	Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance.	✓	✓	✓
4.6	Dis-apply pupils from the National Curriculum and examinations, where appropriate.	✓	✓	✓
4.7	Lead and manage the school's educational logistics.	✓	✓	✓
4.8	Ensure that all aspects of the curriculum and its requirements are communicated effectively to staff, pupils and their parents/carers.	✓	✓	✓
4.9	As directed respond to all first and second level complaints in respect of the curriculum and outcomes for pupils and ensure effective responses are provided.	✓	✓	✓
4.10	Lead and direct OPS related CPD; including development at all levels from entry level to senior leadership.	✓	✓	✓
4.11	Develop and ensure delivery of the OPS actions assigned via the Trust's Operational Scheme of Delegation.	✓	✓	✓

5. Personal Wellbeing and Behaviour (PWB)		A	L	O
Through the line management of the Assistant Headteacher with responsibility for PWB have oversight of and drive the development of the following:				
5.1	In accordance with the Trust PWB Framework ensure the effective deployment of strategies to secure outcomes for pupils.	✓	✓	✓
5.2	Lead and direct the PWB Framework of the school via effective monitoring, review and evaluation and quality assurance improvement planning appropriate to the school.	✓	✓	✓



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5.3	Evaluate standards of PWB and ensure proper standards of professional performance are established and maintained, agreeing and implementing actions for improvement and for sharing excellent practice.	✓	✓	✓
5.4	Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance.	✓	✓	✓
5.5	Set targets for pupil cohorts and subject achievement and actions to assure achievement.	✓	✓	✓
5.6	Communicate pupil performance levels to the LGB, ELT and external agencies, staff, pupils and their parents/carers.	✓	✓	✓
5.7	As directed respond to all first and second level complaints in respect of PWB and ensure effective responses are provided.	✓	✓	✓
5.8	Lead and direct PWB CPD; including development at all levels from entry level to senior leadership.	✓	✓	✓
5.9	Develop and ensure delivery of the PWB actions assigned via the Trust's Operational Scheme of Delegation.	✓	✓	✓
5.10	Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust.	✓	✓	✓
5.11	Lead and direct all day-to-day aspects of PWB in line with Trust Policy and Procedures.	✓	✓	✓
5.12	Implement special educational needs policy; including liaison with external agencies.	✓	✓	✓
5.13	Determine measures to promote good behaviour.	✓	✓	✓
5.14	Decide whether to admit pupils and or to appeal against LA directions to admit pupils.	✓	✓	✓
5.15	Determine, review and ensure that child protection arrangements are in place and effective	✓	✓	✓
5.16	When deputising for the Headteacher, exclude pupils as appropriate.	✓	✓	✓

6. Corporate Services (CS)		A	L	O
6.1	In accordance with the Corporate Services Framework for the school ensure the effective deployment of strategies to secure efficient and effective Corporate Services.		✓	✓
6.2	Regularly review the Staffing Structure, equality, standards and utilisation of all staff.		✓	✓
6.3	Contribute to whole school communication including, Prospectus, School Information published on Web, School Administration and Events.		✓	✓
6.4	To take responsibility for the implementation of and compliance with policies and procedures seeking advice as necessary.		✓	✓



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6.5 To be involved in and where appropriate lead disciplinary, capability, grievance and recruitment processes as required.



7. Finance (Resources)

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7.1 Ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all pupils. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value.



8. Generic Duties and Responsibilities

8.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

8.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

8.3 Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

8.4 Participate and contribute to Talent Development and Service Frameworks and other plans.

8.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

8.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

8.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

8.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

8.9 Organise and support school/college and Trust events as requested.

8.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

8.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

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

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Personal Attributes	Essential	MoA
1.1 Clear educational vision relevant to role.	✓	AF
1.2 Presence and the ability to lead	✓	AF/I
1.3 Positive attitude to working with pupils, staff and parents.	✓	AF/I
1.4 An understanding of and commitment to equal opportunities issues both within the school and the community in general.	✓	I
1.5 Approachable, lively and well organised.	✓	I/R
1.6 A good listener, excellent interpersonal skills.	✓	I/R
1.7 Conscientious, honest and reliable.	✓	R
1.8 Adaptability to changing circumstances and new ideas.	✓	I
1.9 Capacity to see implications beyond the role and make decisions based upon this.	✓	I
1.10 A commitment to whole school improvement.	✓	I/R
1.11 The ability to establish and maintain excellent relationships with a range of stakeholders.	✓	I/R
1.12 Be able to evidence values that support those of the school and Trust.	✓	AF/I

2. Qualifications and Training	Essential	MoA
2.1 Be working towards or committed to undertaking, NPQH		AF/CQ
2.2 Qualified Teacher Status.	✓	AF/CQ
2.3 Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and pupils you will support.	✓	AF/CQ
2.4 Evidence of continuing professional development.	✓	AF/I
2.5 Understanding of current developments in schools and trusts.	✓	AF/I



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2.6 Training/research leading to further qualification.		AF/I
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3. Knowledge and Understanding	Essential	MoA
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3.1 What constitutes excellence in educational provision and the characteristics of effective schools?	✓	AF/I
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3.2 Knowledge and experience of the wider school improvement agenda; including knowledge of Teaching Schools (including Learners First), the National College and other relevant bodies.		AF/I
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3.3 Strategies for raising pupil standards and achievements.	✓	AF/I
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3.4 Strategies for promoting pupils' spiritual, moral, social and cultural development.	✓	AF/I
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3.5 Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF/I
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3.6 Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
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3.7 Use of comparative data to establish benchmarks and set targets for improvement.	✓	AF/I
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3.8 Management, including the application of employment law, equal opportunities legislation, personnel issues, and budget management.	✓	AF/I
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4. Relevant Experience	Essential	MoA
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4.1 Experience at Assistant Headteacher or above.	✓	AF/I
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4.2 Evidence of success working with the 11 to 16 age group and other groups where appropriate.	✓	AF/I
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4.3 Ability to lead and develop services policies and practice related to them.	✓	AF/I
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4.4 Understanding of what makes outstanding teaching and how to promote areas of strength and address areas of weakness.	✓	I
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4.5 Evidence of the capacity to innovate and sustain new initiatives.	✓	I
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4.6 Record of successful dealings with parents and pupils.	✓	AF/I/R
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4.7 Flexibility and confidence to experiment with and expand strategies and resources.	✓	AF/I/R
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4.8 Experience of leading and managing change.	✓	AF/I/R
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4.9 The ability to develop and sustain strategic planning.	✓	AF/I/R
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5. Skills and Attributes	Essential	MoA
5.1 Leadership skills, the ability to lead and manage people to work towards common goals based on raising pupil achievement.	✓	AF/I
5.2 Decision making skills, the ability to determine strategic actions based on the evaluation of appropriate evidence	✓	AF/I
5.3 Communication skills, the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓	AF/I
5.4 Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond the school and Trust.	✓	AF/I
5.5 Self management, the ability to plan time effectively and to organise self well.	✓	AF/I
5.6 A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	AF/I
5.7 A commitment to uphold the Nolan Principles for holders of public office.	✓	AF/I

6. Mandatory Requirements	Essential	MoA
6.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/ I/R
6.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
6.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R

7. Physical Requirements	Essential	MoA
7.1 Health and physical capacity for the role.	✓	AF/I/R
7.2 A good attendance record in current employment (not including absences resulting from disability).		R



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8. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

8.1 Seeing the Bigger Picture: Anticipate the long-term impact on the Department of economic, political, environmental, social and technological developments. Create joined up strategies that put into practice and support the Government's vision for the future. Identify and shape how your work area fits within and supports the priorities of the Trust. Develop an in-depth insight into customers, services, communities and markets affected by your work areas and the wider public sector context. Ensure work is in the national interest whilst meeting the diverse needs of all pupils/students.

8.2 Changing and Improving: Challenge the way things have always been done and suggest improvements, learning from experience. Seek, encourage and recognise initiative and imaginative ideas from a wide range of people. Promote an environment where all colleagues feel safe to challenge. Encourage measured risk taking and innovation to deliver better approaches and services. Implement changes that transform flexibility, responsiveness and quality of service. Ensure changes add value to the business and express clearly how and why changes are necessary. Manage change effectively and respond promptly to critical events. Constructively challenge changes which are unhelpful.

8.3 Making Effective Decisions: Act decisively and make bold, unbiased decisions at a strategic level. Make sense of a wide range of political and national pressures and influences to develop strategies which meet Trust goals. Clearly communicate the purpose and reasons for recommendations and decisions. Consult with others where necessary to ensure decisions meet the diverse needs of the pupils/students. Accept and respond to challenge constructively. Clearly recommend the best option articulating risks and impacts on economic, environmental, political and social factors.

8.4 Leadership: Remain visible and approachable to all colleagues and stakeholders. Actively promote the reputation of the Trust with pride, both internally and externally. Display passion and enthusiasm for the work, helping to inspire colleagues and stakeholders to fully engage with the aims and long-term vision. Embed a culture of inclusion and equal opportunity for all, where the diversity of individuals' backgrounds and experiences are valued and respected. Work to influence the strategy, direction and culture to increase effectiveness.

8.5 Communicating and Influencing: Implement communication strategies which ensure effective communications are embedded and take account of people's individual needs. Embed a culture where there is a wide ranging use of the infrastructure in place to support varied communication methods which deliver value for money. Communicate in a straightforward, honest and truthful way with consideration for the impact of the method used. Communicate with conviction and clarity in the face of tough negotiations or challenges. Respect and consider the diversity of the audience when giving messages and deliver these appropriately. Influence external partners and stakeholders successfully securing mutually beneficial outcomes.

8.6 Working Together: Proactively create, maintain and promote a strong network of contacts across the Trust and externally. Embed an inclusive culture of creating positive and supportive teams who consider the diverse needs and feelings of other colleagues. Ensure consideration and support for the wellbeing of all individuals across the Trust. Set out clear expectations that bullying, harassment, and discrimination are unacceptable. Encourage and establish mechanisms to share knowledge and resources across boundaries to support the Trust.



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8.7 Developing Staff and Others: Provide a range of experiences to encourage development, talent and career management for all individuals. Role-model continuous self-learning and development, evaluate effectiveness and plan next steps. Ensure colleagues take responsibility for their own learning and development. Provide colleagues with opportunities to share their knowledge and skills with others to build organisational effectiveness. Share own expertise through coaching and mentoring to support teams to succeed. Create an inclusive environment from which all individuals can develop regardless of their needs or background. Deliver strategies to grow sustainable capability across all groups, including those with high potential and ensuring that the strategies tackle the imbalance in diversity.

8.8 Managing a Quality Service: Clarify and articulate the diverse requirements. Work collaboratively to manage, monitor and deliver agreed outcomes. Identify areas for improvement and make appropriate changes to reach professional excellence. Break down complex aims into clear, practical and manageable plans. Identify the resource requirements to support implementation. Ensure risks are monitored and managed to prevent issues with service delivery wherever possible.

8.9 Delivering at Pace: Translate strategic priorities into clear outcome-focused objectives for managers and teams. Promote resilience and responsiveness in the organisation. Deliver against own objectives, while ensuring others take responsibility for their areas. Establish an inclusive culture which allows people space and authority to deliver their objectives whilst ensuring appropriate support is in place when needed. Give people credit for maintaining focus on priorities, while responding quickly to changing requirements. Act as a role model for delivery by showing efficiency and focus, while being open to new ideas and honest about challenges. Provide clarity about the action required to achieve results and address unexpected developments. Ensure all appropriate tools and resources are available for individuals to fulfil their job role

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure, and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed
to... Educational Social
Responsibility
We are committed to a value led
educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***