



# Appointment Information Pack



## Our Boothroyd Values

Honesty Excellence Aspiration Respect Teamwork

<b>Vacancy</b>	Educational Teaching Assistant
<b>Location</b>	Boothroyd Primary Academy
<b>Start date</b>	ASAP
<b>Closing date &amp; time Interview and assessment</b>	<ul style="list-style-type: none"><li>• Closing date for applications: <b>5<sup>th</sup> April at noon</b></li><li>• Shortlisting: <b>Mon 8<sup>th</sup> April</b></li><li>• Interview and Assessment Day: <b>ASAP following shortlist</b></li></ul>
<b>Salary</b>	<b>Grade:</b> Focus Trust Grade 3 (Point 9-13) <b>Hourly Rate:</b> £13.02 to £13.93 <b>Actual Salary:</b> £16,219 to £17,352 per annum <b>Hours of work:</b> Term Time only plus one week 27.5 hours per week
<b>Contract</b>	<i>Permanent full-time position</i>
<b>Return application to</b>	Please return completed application forms to Matt Birkett, Principal via email to: <a href="mailto:Boothroyd.recruitment@focus-trust.co.uk">Boothroyd.recruitment@focus-trust.co.uk</a>



## Welcome from Mr Matt Birkett, Principal, Boothroyd Primary Academy

Dear Applicant

Thank you for taking an interest in the Educational Teaching Assistant vacancy at Boothroyd Primary Academy.

We are incredibly proud of our school and our community, where we have the privilege to support, nurture and educate approximately 600 wonderful children aged 3-11, from a wide range of cultural and social backgrounds.

Our vision is for Boothroyd to be the heartbeat of the community, where we empower all, so we all shine brightly. We collectively contribute to a positive culture and learning environment that enables everyone to thrive and be the best version of themselves, by living out our school values of Honesty, Excellence, Aspiration, Respect and Teamwork.

I have been the Principal at Boothroyd since January 2023, after previously been head at another school for 6 years. I can honestly say that the school is a fantastic place to work. Every day is different, but every day is rewarding. We are building something special, a place where every child has the chance to fulfill their potential through an enriching curriculum and the support of staff who truly care.

Our committed staff and children make Boothroyd a good place to work and learn. The children act as fabulous ambassadors for the school and demonstrate this through the many leadership roles they have within school. The school's standing in the community, links with local mosque leaders, and a high level of parental satisfaction creates a high level of trust in the school.

Our school website gives a good flavour of what we offer at Boothroyd and the extensive work we have done on the school curriculum. However, the best thing to do is visit the school. You will then get a clear idea of the school's culture and positive energy, see the school in action and meet the staff and our wonderful children.

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school. I would be delighted to show you around. Please contact Academy Business Manager, Lisa Lynch, on 01924 562425 to make an appointment.

Please do not hesitate in contacting us if you would like a further conversation about any aspect of this post or about working as part of Focus-Trust. You can email me directly at [m.birkett@focus-trust.co.uk](mailto:m.birkett@focus-trust.co.uk) or contact Lisa Lynch who will arrange a telephone call.

Kind regards

**Matt Birkett**  
Principal



## Welcome from Lisa Wales, Chair of Governors

Dear Applicant

Thank you for taking the time to consider applying for the role of Educational Teaching Assistant at Boothroyd Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little about myself and Boothroyd.

Boothroyd Primary Academy became an academy in October 2013 and is part of Focus-Trust, which is a multi-academy chain of 15 primary academies. The school is in North Kirklees, half a mile from Dewsbury town centre in an area of significant socio-economic deprivation. It is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

I joined the Governing Board in 2015 and became Chair of Governors in 2022. Having worked as an HR Leader in education for some time, I was keen to contribute the skills and knowledge I had developed by supporting a school in a more challenging area than where I lived. The school has a dedicated staff team who work hard to educate our children and address any barriers to learning. Boothroyd is a warm, friendly place where children receive a high level of educational and pastoral support. The staff are skilled in managing the many challenges the children face and the pupils are an absolute delight. We all work hard to improve outcomes for pupils and ensure everyone can shine brightly and achieve their full potential. As a Governing body, we focus on quality of education and standards and enjoy completing evidence trails in school to ensure what we hear in meetings is having impact in the classroom.

As a school we can offer you:

- Children who are keen to learn.
- Outstanding opportunities for professional development and career progression.
- A superb support network as part of the wider Focus-Trust MAT to help develop the potential of teachers earlier on in their careers.
- Opportunities to help develop teaching and learning through school and the wider Trust.
- Opportunity to be able to shape the curriculum to develop pupils' knowledge and understanding across school.
- Wellbeing support and access to Kirklees Occupational Health Schemes.

I hope I have given you a flavour of Boothroyd Primary Academy. We are a very supportive governing body with high expectations for our young people and staff, and hope that you feel encouraged to apply for the above post.

Kind regards

**Lisa Wales**

Chair of Governors

## Academy details

<b>Address</b>	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
<b>Telephone</b>	01924 562425
<b>Email</b>	<a href="mailto:boothroyd.recruitment@focus-trust.co.uk">boothroyd.recruitment@focus-trust.co.uk</a>
<b>Website</b>	<a href="http://www.Boothroydprimaryacademy.co.uk">www.Boothroydprimaryacademy.co.uk</a>

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## Job description

<b>Academy</b>	Boothroyd Primary Academy
<b>Job title</b>	Teaching Assistant - <b>Level 1</b>
<b>Grade</b>	<b>Focus Trust Grade 3</b> (Point 9-13)
<b>Line Manager</b>	Class Teacher

### Purpose of the role

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher/s in the management of pupils and the classroom.

### Main Duties

#### Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS1 or KS 2 or early years.
- Adjusting activities according to pupil responses and needs, including for those with special educational needs.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Promote self-esteem and independence amongst pupils.
- Support the implementation of Individual Education Plans and Behaviour Plans
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

#### Support for teachers

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.

- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required
- Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities

### **Support for school**

- To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team
- Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons. (If this is an agreed part of the working pattern)
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained schools or other academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- To attend relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

### **Personal and professional conduct**

A Teaching Assistant is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Teaching Assistant's career.

Teaching Assistants uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.



Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

## General

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the school or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Principal.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and school.
- Ensure that all statutory requirements are met.

Signed ..... Post holder

Signed ..... Principal/Line manager

Dated .....

**Person Specification for Teaching Assistant - Level 1**

Essential Criteria	How Identified	Desirable Criteria	How Identified
<p><b>Skills:</b></p> <p>Interpersonal skills to build effective working relationships with pupils and colleagues</p> <p>Communication skills to liaise sensitively and effectively with parents and carers</p> <p>Working with or caring for children of a relevant age to those in the school</p> <p>Experience of working with learning resources and helping with their preparation to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation</p> <p>Able to promote a positive ethos and good role model</p> <p>Able to continually improve own practice/knowledge through self evaluation and learning from others</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and selection process.</p> <p>Application form and selection process.</p> <p>Application form and selection process.</p>		<p>Provide evidence by producing certificate.</p>

<p><b>Knowledge and Understanding</b></p> <p>Basic understanding of a child's development and learning.</p> <p>Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role</p> <p>General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of equal opportunities and an awareness of potential barriers children may have around learning</p>	<p>Application form and selection process.</p> <p>Application form and selection process.</p>	<p>Appropriate knowledge of first aid.</p> <p>To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</p>	<p>Application form</p> <p>Application form and selection process.</p>
<p><b>Qualifications / Training</b></p> <p>NVQ 2 for Teaching Assistants or equivalent qualification or experience</p> <p>Literacy and Numeracy skills equivalent to Level 1 of the National Qualification &amp; Credit Framework</p> <p>Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)</p> <p>Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3</p>	<p>Application form and selection process.</p>	<p>GCSE Maths and / or English grades 4-9 CSE Level 2</p>	<p>Application form and certificate.</p>



Pediatric First Aid certificate (where appropriate)			
Other conditions	Enhanced CRB Disclosure clearance		

## About our Academy

### Academy Vision & Strategy



# Our Boothroyd Strategy 2023-2024



**Our vision: We empower all so we can all shine brightly.**

**Our commitment:**  
 To work in partnership with families to enable all children to thrive academically and socially including attendance.  
 To improve end of Key Stage outcomes and achievement across school.

**Our five priorities:**



Having strong partnerships with parents to support them with their child's learning, including attendance.



Developing strong leadership across our children, staff and governors so all can develop an effective learning culture.



Ensuring the highest quality education by embedding our pedagogical strategy across the curriculum.



Support improved mental and physical health and well-being for families, children, staff and governors.



Improving outcomes for all children in all subject areas.



**Our Boothroyd HEART values:**  
 Honesty, Excellence, Aspiration, Respect, Teamwork

**Who can help us achieve this?**  
 600+ Children    100+ Staff  
 250+ Families    10+ Governors

### Here at Boothroyd Primary Academy we aim to provide:

- A wide range of experiences to enhance learning through a rich broad and balanced curriculum
- Teaching that inspires and challenges
- A safe, bright, welcoming and happy environment in which to learn
- A warm welcome for all, working in, and with the whole school community to ensure success of our children
- Equal opportunity for each individual to succeed, and respect for differences
- Opportunity for children to express themselves creatively, to grow in confidence, and to fulfill their potential.

### Furthermore, we aim to develop children and young adults who are:

- Honest, loyal and trustworthy
- Considerate, kind and tolerant
- Courageous, resilient and strong of character
- Loyal, loving and fair
- Aspirational and the best versions of themselves

### We believe in education that is free to all and that:

- entitles all children to the same high standards and expectations
- is the responsibility of all – staff, parents and the wider community
- reflects the background and needs of our children, whilst instilling ambition and independence
- gives all children access to their learning and helps them to develop skills for life

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**We believe our children are growing up in a rapidly changing world. We will strive to prepare them for this by:**

- developing their skills and interests in technological innovations that will enable them to take their place in a changing employment market
- ensuring that the values that our families currently hold dear are strengthened
- supporting them to play their part in combating global warming and encouraging them to use our natural resources carefully.

### **Our Curriculum**

Learning experiences at Boothroyd Academy are rich and varied in order to expand the experiences of the children. Learning is planned for both in and out of the classroom, and will involve many visits to sites outside school, including Crow's Nest Park and local museums. The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through themes chosen to fuel the imagination of the children.

### **Our Pupils**

The school is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

### **Our Staff**

Our leadership team comprises the Principal, Deputy Principal, two Assistant Heads and two senior leaders (Senior Academy Business Manager/Pastoral Care Leader & DDSL). In addition to middle leaders, teachers and teaching assistants, we have a pastoral team who works with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, site, kitchen and lunchtime teams.

### **Our Facilities**

Boothroyd Primary Academy is a bright and welcoming two-storey traditional construction that, in addition to classroom accommodation, has been extended and adapted from its original construction to provide:

- EYFS Unit and Nursery
- Stand-alone outside classroom containing full ICT Suite and Community Room
- Fully equipped music room
- School kitchen providing over 400 daily school meals which are cooked fresh on site
- Hall and gym with large screen/full surround sound technology
- Extensive school grounds/playing fields
- School Minibus
- Breakfast and after school provision

### **Our School Organisation**

Our pupil admission number is 90 and there are three classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants and higher-level teaching assistants – the number of these is dependent upon needs within classes/year groups. There is also a 26 place Nursery within EYFS.

## Our extra-curricular activities

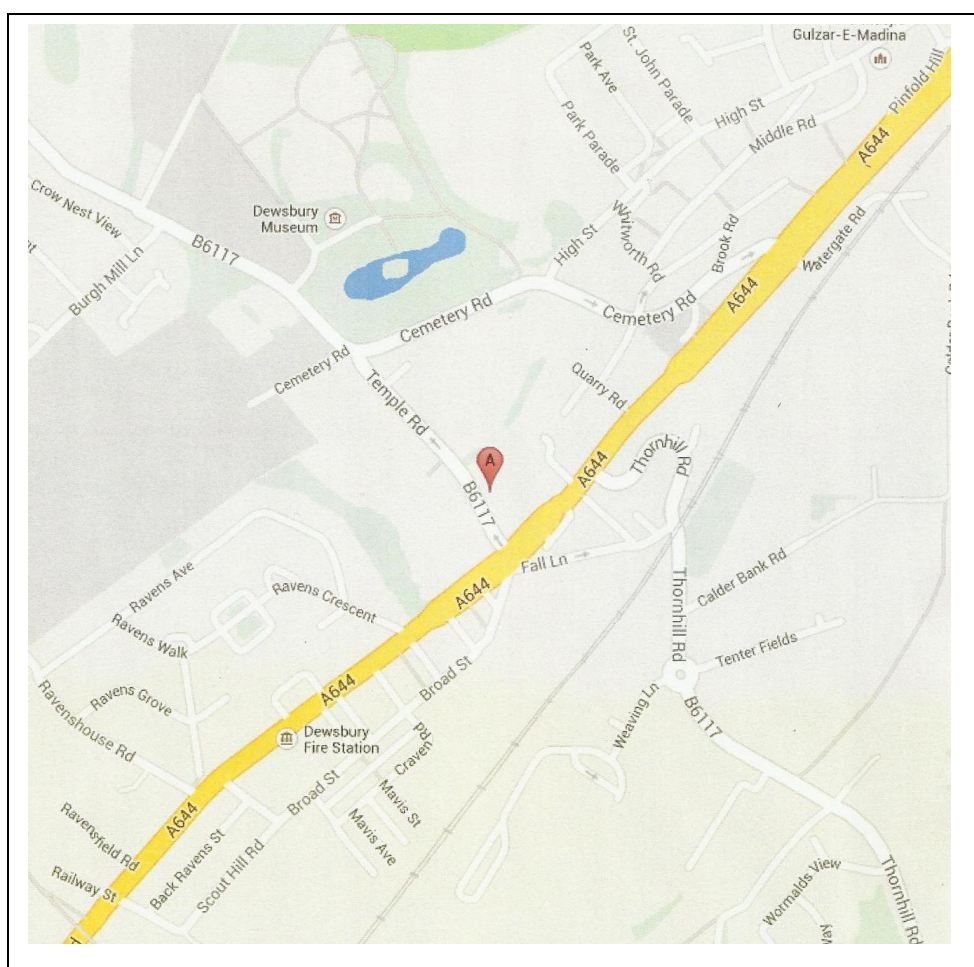
A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include football, choir, multi-skills, cooking, arts & crafts. Children also get opportunities to take part in inter-school sports and community events.

## School Quick Facts

Academy Quick Facts	
Number of children	603
Number of teaching staff	30
Number of support staff	80
% FSM	41%
% SEN	14.2%
% EAL	82.71%

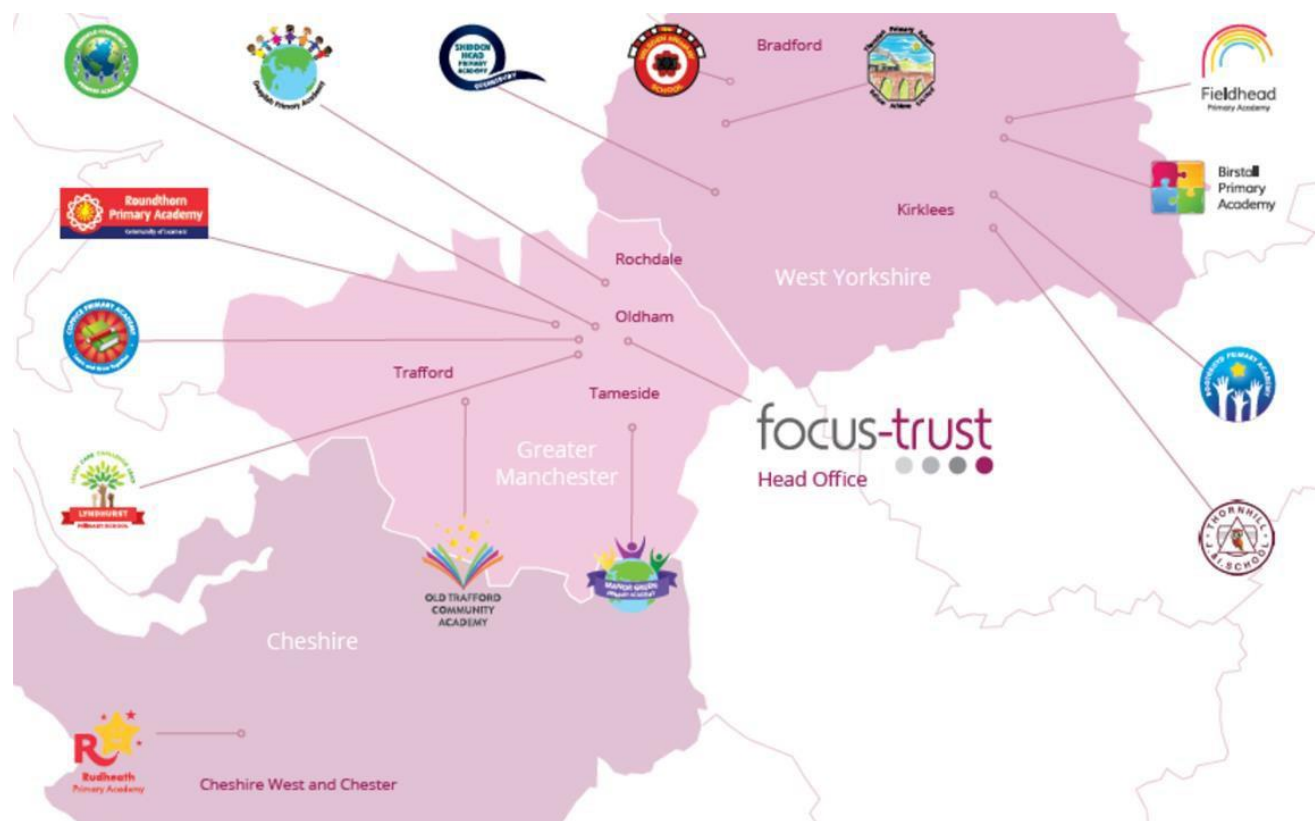
## Our Geographical Area

We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is accessed from Cemetery Road. In addition to our partner academies within Focus-Trust, we also work collaboratively with schools within the local Dewsbury Learning Partnership and with a range of secondary schools in the local area to which our pupils transfer at the end of Year 6.



## Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.



## Our Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

## Focus-Trust Mission

'Learning together, making the difference'

## Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

## The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment

**Dare** to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

**Share** concerns, expertise and best practice for the benefit of all learners

## Our Moral Purpose



### OUR MORAL PURPOSE

Our moral purpose is to create a culture of integrity, empathy, civic responsibility, and respect, where all educators support all children to acquire academic skills and become responsible and compassionate people who contribute positively to their communities. Our moral purpose is determined by an innate sense of what is right and what is worthwhile. At Focus-Trust, our moral purpose binds our school communities together and guides our actions and decisions in a way that reflects our commitment to our values: care, dare, fair, and share.

Care Dare Fair Share



## Our People Strategy



## What you might want to know about Focus Trust

### Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

### Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

### Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

### Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

### Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

### Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are

accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website [www.focus-trust.co.uk](http://www.focus-trust.co.uk) and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

### **Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

### **References and Social Media Checks**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

### **Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

### **Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working

with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents to [boothroyd.recruitment@focus-trust.co.uk](mailto:boothroyd.recruitment@focus-trust.co.uk) by **12noon Friday 5<sup>th</sup> April 2024**

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.