

English Teacher / Head of Department Bretonside, Plymouth



**Giving every learner
the opportunity to
succeed**



English Teacher / Head of Department

Dear Prospective candidate,

Thank you for taking the time to look at our advert for the Teacher / Head of Department for English position.

As a teacher you will oversee and shape the lives and education of primary and secondary aged children who receive a personalised curriculum.

There is a strong team of subject specialists at ACE who visit regularly to support teachers at other bases and you will be part of several teams who work collaboratively to ensure our curriculum meets the needs of our pupils and all teaching staff and mentors have what they need to deliver high quality teaching and learning.

Our core curriculum focuses on Maths, English, Science and PSHE and we particularly welcome applications from staff who specialise in these areas. Other areas of the curriculum are often delivered thematically and through practical learning out in the local community.

As Head of Department you will be part of our middle leadership team who oversee and shape the lives and education of pupils who have been permanently excluded from school or who require bespoke and intensive support at one of our eleven sites across the Southwest.

You will be responsible for ensuring English at every base meets each young person's educational needs and that they are provided with a broad curriculum including sports, activities and healthy living opportunities. In your role you will have an opportunity to fulfil our aspiration of having a comprehensive extra-curricular offer similar to those seen in mainstream settings. You will be ensuring that we continue to develop and grow our curriculum and offer a range of qualifications that young people will achieve in their time with us. Our expectation is that all our year 11 pupils leave with a recognised qualification in English.

You will be supporting both English specialists and non-specialists in delivering high quality teaching and learning. This will involve spending some of your allocated leadership time visiting other bases to provide direct teaching support, training for non-specialists (for example through team teaching), joint planning, moderation of work and providing remote support through our blended learning offer. As part of the role you will be expected to provide leadership and moderation around elements of examination English.

We are keen to meet experienced candidates from special and mainstream settings who want to take on the challenge of supporting young people whose needs can only be met by the exceptional staff at ACE.

Our desire is that every young person has an outstanding experience of English during their time with us and as the leader of this area across the entire school you will be at the forefront of making life changing differences to their educational experience.

If you are looking for an exciting opportunity that will directly impact on pupils across Plymouth and allow you to represent the ACE team in our community, we would welcome your application.



Ruth Westwood
Headteacher
01752 396100

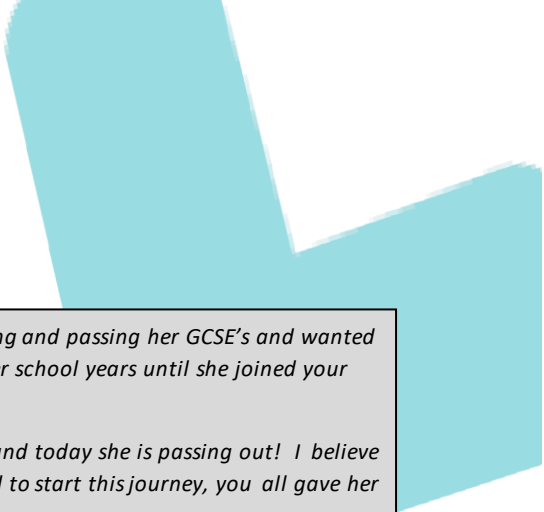
Welcome to
ACE



Where learners are
ready, respectful
and safe

www.aceschools.transformingfutures.org.uk





"My daughter was a student with you during the pandemic and remained with you until taking and passing her GCSE's and wanted to take the opportunity to say a very sincere thank you! My daughter struggled through her school years until she joined your school. She thrived with you. The support she received was fantastic.

I just wanted to let you know while at your school she decided she wanted to join then Navy and today she is passing out! I believe the dedication and hard work the staff she had put into her has given her the skills she needed to start this journey, you all gave her the time and effort to support her, even during lockdown.

You have turned my daughters life around and made her believe in herself, for this I will be forever grateful.

It's important you all know how much of a difference you make. So thank you again."

Parent of a former pupil

ACE Schools - who we are?

ACE schools is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.

The school is based on 11 sites across the three localities and these sites are divided into three primary areas of need. These include: bases to support young people's health and welfare needs, this can include mental and/or physical illness that prevents them from attending school; reintegration, and intervention bases to support young people with challenging behaviour and social emotional needs back into school; WRAP bases where we provide one to one support for pupils with Education Health Care Plans (EHCP).

We currently employ over 200 members of staff across the school in a range of positions. At present in the school, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum, and professional development leads as well as teachers, teaching assistants and mentors.

In February 2019 Ofsted inspected the whole school rated us as a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

This is a good school

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.



"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important"

Pastoral Lead



WELCOME

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people.

As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies see first-hand the purposeful environments within them.

Matt Sambrook

Chief Executive Officer

ABOUT US

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.



GOVERNANCE, RESPONSIBILITY & LEADERSHIP

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a Chair and Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for setting Trust Strategy and making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

OUR VISION

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

OUR VALUES

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success

During the academic year 21/22 we asked staff what it was like to work at ACE and here is what they said;

I am proud to work for ACE?

[More Details](#)

 Insights

169

Responses



4.46 Average Rating

"The relationships we have with the students are really strong" Teaching Assistant

"It's been so nice having him at ACE, with all the support he has been given." Parent

"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher

"ACE is just brilliant. I couldn't ask for a better school. You work miracles" Parent

"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher

"Having worked for ACE for only a short time and I have been impressed at how the students are supported" Teaching Assistant

"The work we do at ACE is brilliant and I am delighted to have joined the team this September" Teacher

"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent

"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important" Pastoral Lead



***“My son enjoys coming to school which
is so nice to hear after years of
struggling to get him into the right
place where he can get a good
education”***

Parent at ACE Schools

About the role

Job Title: English Teacher / Head of Department for English

Base: Bretonside

Salary Range: MPR 1-6 to UPR 1-3 + TLR2B + SEN (FTE £30,000 - £46,979 to + £5,401 + £2,561)

Contract Type: Permanent

Closing Date: 2nd July 2024

Interview Date: 10th July 2024

Start Date: September 2024, or as soon as available, pending pre-employment checks

Job Description

As a teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment and acutely aware of the strategies required to achieve the highest standards within their subject area. You will be focused on achieving the best possible outcomes for your pupils in terms of externally accredited qualifications and in personal development.

Responsibilities

- To be an outstanding teaching and learning practitioner
- To ensure curriculum coverage in English for all pupils, including those of high ability and those with complex SEND needs through planning lessons and sequences of lessons, showing how they will assess pupil's learning
- To ensure that information about pupils' achievements in previous settings is used effectively to secure good progress in the subject/s
- In collaboration with your Heads of Department establish clear targets for pupil achievement, and evaluate progress and achievement in science by all pupils, including those with additional needs
- Use a trauma informed approach to positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem
- Maintain/establish good order and discipline among the students and safeguard their health and safety
- To ensure the effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve your own planning and teaching
- Give prompt and constructive feedback to support pupils as they learn and involve them in reflecting on, evaluating and improving their own performance.
- Report pupil's progress accurately, concisely and informatively using ACE Assessment system and use this to help pupils review their own progress and to inform parents
- Identify and support more able pupils, those working below age related expectations, those under-achieving and those who experience behavioural, social and emotional difficulties. Where necessary you may seek advice and guidance from experienced colleagues
- Assist pupils to set targets for themselves and to contribute to the identification of team and whole school targets.
- Differentiate your teaching to meet the needs of pupils.
- Organise and manage the physical teaching space, materials, tests and other resources safely and effectively with the help of support staff where appropriate
- Use ICT effectively in your teaching
- Teach across the age and ability range for which you are trained
- Where appropriate set and mark homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently
- Recognise and respond effectively to equal opportunities issues as they arise in the classroom, including challenging stereotyped views and by challenging bullying or harassment, following relevant policies and procedures.
- Contribute to the work of the department teaching teams.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time

- Be a role model to pupils through personal presentation and professional conduct. Establish effective working relationships with professional colleagues and associate staff
- Keep up-to-date with research and developments in pedagogy and the subject areas

Teacher Responsibilities

- Registering pupils and maintain the base register according to set procedures
- Supporting the academic, pastoral and personal development of all pupils at the base
- Monitoring individual progress in relation to Arbor performance data and helping pupils to identify targets for improvement
- Completing reports on pupils as required including Team Around Me paperwork and holding termly review meetings
- Ensuring effective communication between schools and home
- Attending and contributing to other meetings as appropriate.
- Have knowledge and understanding of the components of outstanding pastoral care for pupils and work with the Pastoral Lead to ensure pupils receive it.

TLR Responsibilities

In addition to the duties of a teacher the Subject Head of Department has responsibility for:

- Providing strategic leadership so that colleagues are aware of and can act upon both national developments and developments in your subject(s) within the school.
- Ensuring that the core values, vision and ethos of the school are fully expressed by the department.
- Ensuring that school policies are implemented within the department.
- Be a personal tutor and hold review and other meetings for your tutees as required.
- Ensuring that departmental evaluation is effective both in terms of staff performance and the academic standards reached.
- Producing Departmental Improvement (Development) Plans to address the identified priorities.
- Setting appropriate, but challenging, targets for the department as a whole and individual targets for those who work within it.
- Managing the department and its resources, including the deployment of all staff, the appropriate delegation of tasks and the effective use of all finances.
- Ensuring that effective tracking of pupils' progress is in place throughout all Key Stages; through accurate identification, any underperformance is supported by support programmes whose impact are closely monitored.
- Ensures that at each examination Key Stage appropriate revision resources and sessions are in place to fully support each student in achieving their best possible outcome.
- Ensuring that staff are properly appraised (within the timescales given) through the agreed performance management systems and that appropriate training is provided to meet identified needs.
- Ensuring that staff have the opportunity for professional development and supporting the school's NQT programme
- To meet deadlines as required, completing reports, keeping records and using data accurately and ensure teachers in the department meet deadlines for data submission
- Assisting in the appointment of staff as required.
- Ensuring that lively and engaging Schemes of Work are in place for all Key Stages which can be accessed by all students, thereby enabling each one to fulfil his/her potential.
- Attend all relevant meetings appropriate to their role, as specified by the school.
- Attend subject specific meetings and training with subject leads from other schools and build working links
- Keep up-to-date with research and developments in pedagogy and the subject areas
- Ensure the learning environment in the department is of a high quality and is tidy and safe.
- Help maintain a calm and purposeful atmosphere around the school, in and out of classrooms, especially within his/her subject area(s).
- Be a role model to staff and pupils through personal presentation and professional conduct.
- Support efficient deployment of staff to maintain good health and safety and wellbeing for all staff and pupils.
- Establish effective working relationships with professional colleagues and associate staff

TLR Accountabilities

- The standards (this includes the attainment outcomes, and progress outcomes) reached by all students throughout each Key Stage.
- Setting subject specific targets that are challenging and appropriate to pupils' needs.
- The effective and appropriate use of resources.
- Setting and managing the department budget
- Analyse and use the full range of evidence, including performance data and external evaluations to support, monitor, evaluate and improve aspects of the provision including supporting underperformance improvement
- Ensuring that both internal procedures and JCQ regulations are followed for all external exams.

Experience & Job Knowledge

Essential

- Experience of working effectively as a practitioner with young people who would be considered disadvantaged and hard to engage
- Evidence of continually improving the teaching and learning of their pupils' individual needs
- High expectations for accountability and consistency.
- Commitment to the safeguarding and welfare of all pupils.
- Outstanding classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice
- Experienced in teaching SEMH and SEND
- Ability to work under pressure, handle a variety of situations and people and self-manage time
- Experience in using IT and Microsoft Office
- Demonstrative ability to communicate in written and oral context with wide cross section of social and cultural backgrounds.
- High expectations for accountability and consistency
- Able to motivate staff and hold them to account
- Experience of managing a staff team.
- Commitment to the safeguarding and welfare of all pupils on site
- Outstanding classroom practitioner.
- Ability to model effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Have good communication, planning and organisational skills.
- Demonstrate resilience, motivation and commitment to driving up standards of achievement.
- Ability to work under pressure, handle a variety of situations and people and self-manage time.

Desirable

- Experience of successfully managing staff effectively
- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy
- Knowledge of attachment specific teaching strategies and Trauma Informed Practice
- Willingness and experience of teaching other subjects for example PSHE
- A clear understanding of the needs of children and young people with Autism Spectrum / Social Communication Needs
- A willingness to participate in Continuing Professional Development.
- Ability to carry out the full range of teaching responsibilities, planning, delivery, assessment, monitoring, evaluation and reporting
- Experience of leading subject development and developing schemes of work to meet needs of a variety of cohorts
- Knowledge and experience of a wide range of accreditation options in your subject(s)

Qualifications

Essential

- QTS
- Undergraduate degree within your subject area or equivalent
- GCSE (A*-C) in English or (A*-C) in mathematics or equivalent
- Knowledge of relevant procedures and practices relating to working with young people
- Knowledge of Special Education Needs code of Practice, Child Protection Procedures, keeping children safe in Education 2022, the National Curriculum

Desirable

- Further professional qualifications
- Honours degree
- SEN related qualifications
- Further qualification in dealing with young people – Coaching qualifications, youth work or PGCE, PTTLs, KTTLS, DTTLS or equivalent.
- Minibus driving license

Person Specification

Essential

- Outstanding classroom practitioner
- Operational experience of working with young people with additional needs in special settings or mainstream
- Recent experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of progress and achievement and personal development and wellbeing.
- Experience of working with parents/carers and other agencies
- Demonstrated commitment to the safeguarding and welfare of all pupils on site.
- Demonstrates resilience, self-motivation, and commitment to driving up standards of achievement.
- The ability to work as part of a team with an understanding of the impact of change and different leadership styles on individuals and organisations.
- Ability to articulate a sound educational philosophy consistent with the school aims.
- Experience in using IT and Microsoft Office 365
- Full driving license

Desirable

- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy, Adverse Childhood Experiences and Trauma Informed Practice.
- Understanding of the use of PACE to support pupils
- MAPA/CPI trained
- Experience of managing budgets.
- Mini bus driving license
- Working knowledge of CPOMS/Arbor

Personal Qualities

- The ability to remain calm in stressful situations.
- High expectations for accountability and consistency
- Uncompromising personal and professional integrity, including modelling values and vision.
- Ability to model effective and systematic behaviour management, with clear boundaries, sanctions, praise, and rewards.
- Think analytically and creatively and demonstrate initiative in solving problems.
- Have good communication, planning and organisational skills.
- Ability to work under pressure, handle a variety of situations and people and self-manage time.
- Demonstrate resilience and optimism.

- Excellent interpersonal skills
- A sense of humour
- Must be a good role model for students and staff.
- Must be adaptable and willing to accept guidance and support.
- Able to motivate staff and hold them to account.
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
- Enthusiasm for learning
- Empathy with young people
- Uncompromising personal and professional integrity, including modelling values and vision.

Desirable

- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy and Trauma Informed Practice
- Experience of leading subject development and developing schemes of work to meet needs of a variety of cohorts
- Knowledge and experience of a wide range of accreditation options in your subject(s).

Our schools

Alongside ACE Schools, Transforming Futures Trust is made up of other academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



Mount Tamar in Plymouth supports children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). Mount Tamar supports approximately 100 children from Year 3 – Year 11 over 4 sites in the Plymouth area.

Our passion is meeting the needs of every child, however complex, and seeing them flourish into well rounded members of the community.



"Coming to Exeter WRAP has enabled me to reclaim many of the things that had been lost to the profession in mainstream teaching: the autonomy of planning creatively, an opportunity to get to know the whole child and the day to day reward of knowing that I am making a real difference to the lives of the young people."

Teacher at Exeter WRAP

WORKING WITH US



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employees many exciting benefits:

SCHOOL DAY: The school day for students runs from 8:30am - 3.30pm, except on Fridays when lessons finish at 1.00pm.

HEALTH ASSURED Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD: All members of staff have CPD sessions that take place on a Friday afternoon that are finished by 3:30pm, meaning that none of our training takes place after the school day. Each week we run a wide variety of 'drop in' sessions to allow staff to tailor their professional development.

CAREER PROGRESSION: As a school that covers three counties, staff can move between bases and progress their careers into one of 23 different roles in the school.



INDUCTION AND QUALIFICATIONS: When you join ACE, you will be given an induction to our school and provided with Team Teach (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES: Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely. We encourage staff on our bases to design their own wellbeing activities. In 2022 we were awarded our Silver Wellbeing at work award.

MULTI AGENCY WORKING: Due to the high level of need for a number of our pupils there will often be occasions where you get to work with professionals from other organisations.

WELL-BEING ACTIVITIES: Once a term staff are given opportunities to take part in well-being activities ranging from sporting or cultural to social.

STAFF SUPERVISION: As a school, we purchase the support services of a local Psychology service so that all members of staff can receive supervision from trained professionals when staff need support for issues inside and outside of school.

IT EQUIPMENT: Whatever job role you join ACE in, you will be provided with the IT equipment required to carry out your work.

If you have an understanding and capacity to support young people with learning and communication challenges or emotional, social and mental health needs and you have a desire to help make a difference to young people's lives then we would like to hear from you.

You can view our available opportunities on the **Current Vacancies** page on our website. However, if there is nothing currently matching your skill set or location then don't worry, there's good news, you can sign up to our **Candidate Pool**.

Joining our Candidate Pool is the best way to express your interest in joining the Trust in the future and ensure you are first in line to receive a notification when a suitable vacancy arises.

It's easy to register, simply download the registration form, answer 6 questions to help us identify suitable skills and experience for any future vacancies and return it to TFTRecruitment@deltaservices.co.uk.

We will hold your details on file for 6 months and use the information you have given us to notify you of suitable vacancies arising.

**Transforming Futures Trust C/O ACE Tiverton School
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