Briefing Pack for Applicants
Finance Assistant

Minerva
Learning Trust

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

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

Minerva
Learning Trust

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: **Finance Assistant**
Location: **Minerva Learning Trust Central Office**
Pay scale: **NJC Grade 4, point 7: £27,274 to 12: £29,542 gross per annum**
Contract: **Permanent, full time, 37 hours per week, 52 working weeks**
Start date: **As soon as possible**

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision and employs just over 1000 staff. We have a strong track record of school improvement, supporting schools to achieve significantly stronger outcomes for pupils and sustained improvements in quality of education and leadership.

The Opportunity

We are seeking a highly organised and detail-oriented Finance Assistant to join our Central Finance Team. This is an excellent opportunity for an individual looking to develop their finance career within a supportive and professional environment. Working under the direction of the Transactional Finance Manager, you will play an important role in ensuring the smooth operation of the Trust's day-to-day financial processes.

You will support a wide range of transactional finance activities, including procurement, purchase ledger, income collection, banking and supplier administration. The role will provide exposure to all aspects of finance operations and offers an excellent foundation for further professional development within a large and growing organisation.

About the Role

As Finance Assistant you will:

- Support the administration of the Trust's finance operations, procurement and financial processes.
- Process income and expenditure transactions accurately and efficiently.
- Assist with purchase ordering, goods receipt administration and invoice processing.
- Perform routine reconciliations and financial reporting activities.
- Post cashbook transactions and undertake bank reconciliations.
- Support cash flow monitoring and forecasting activities.
- Work with schools to ensure prompt collection of income.
- Liaise with suppliers and support the resolution of routine financial queries.
- Administer and reconcile the Trust's procurement card arrangements.
- Maintain accurate financial records in accordance with Trust policies and procedures.

About You

We are looking for someone who:

- Has experience in an administrative or finance support role.
- Has a good understanding of financial systems and processes.
- Has strong organisational skills and excellent attention to detail.
- Is confident using Microsoft Office applications, particularly Excel.
- Can manage competing priorities and work effectively to deadlines.
- Has excellent interpersonal and communication skills.
- Works effectively both independently and as part of a team.
- Is committed to delivering high levels of customer service.

Applications are welcome from candidates who have worked in education, local government, finance administration, customer service, banking or other administrative environments and who can demonstrate transferable skills. This role would also suit someone looking to develop a long-term career in finance.

Professional Development

We recognise that our staff are our greatest asset. We are committed to supporting professional growth and development and welcome applications from ambitious individuals who are keen to develop their skills and progress within the finance profession. Funding and support may be available for relevant professional qualifications, including AAT studies.

What We Can Offer You

- Be a member of the Trust Central Team and join a strong and dynamic team of professionals across our organisation.
- Be supported in the continued development of a career in Finance.
- Have access to the Trust comprehensive professional development programme.
- Access to a range of wellbeing and employee support initiatives
- Have access to the local government pension scheme and terms and conditions aligned to the National Joint Council for Local Government Services
- 26 days annual leave plus bank holidays, rising to 31 days after five years' service.
- Continuous service may be recognised for eligible employees transferring from specified public sector organisations, preserving relevant employment benefits

Why Join Us?

This is an exciting time to join Minerva Learning Trust. As our Trust continues to grow, we are investing in our finance services to ensure we provide excellent support to our schools and deliver the best possible value for money. As Finance Assistant, you will be part of a team that plays a vital role in supporting educational success across the Trust.

Candidates are encouraged to have an informal discussion about the role with Ben Gascoigne, Interim Finance Business Partner. Arrangements for this can be made by contacting bgascoigne@central-mlt.co.uk

The closing date is at 9am on Monday 26 October 2026, and interviews will take place on 06 November 2026.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Ben Gascoigne Interim Finance Business Partner via e-mail bgascoigne@central-mlt.co.uk

The application form and information pack is available on the Trust website. **Please ensure that you do <u>not</u> fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the Members, are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014 with the vision of providing outstanding education for students from a wide variety of backgrounds across Sheffield.

During 2017/2018, the Trust united four secondary schools to establish a strong partnership, supporting the teaching and learning of approximately 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, enhancing post-16 provision in the north of the city. This growth continued in September 2021, when Woodthorpe Primary School became the Trust's first primary school, marking the beginning of an exciting expansion into the primary phase.

In 2024, the Trust merged with another Derbyshire-based trust, adding three primary schools and one secondary school with post-16 provision. This expansion significantly increased our student population to 7,500, further strengthening our commitment to delivering high-quality education across all phases.

As a growing Sheffield and North Derbyshire-based Multi-Academy Trust, we believe that we are stronger together. Each school within the Trust has its own unique strengths, and we celebrate their diverse qualities. We are passionate about ensuring all students experience a happy and fulfilling education, reaching their full potential.

Minerva Learning Trust is led by Chief Executive Officer Bev Matthews and Chair of the Trust Board, John Doyle. Bev is an experienced Headteacher and School Improvement Leader, while John is an experienced Governor, having previously served as a senior leader in the local authority.

The Trust employs just over 1000 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

As a Trust, our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Our Mission, Vision, Values and Beliefs

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together'

WORKING TOGETHER	LEARNING TOGETHER	OUTSTANDING TOGETHER
Our students, staff and stakeholders work in partner-ship to maximise attainment and achievement and create successful and confident citizens.	Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.	Our students, staff and stakeholders work tirelessly and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and the decisions that we make.

INCLUSION	INDEPENDENCE	RESPECT	SUCCESS
We place the needs of our students at the heart of everything we do and we all support and encourage each other.	We promote and support strong leader-ship within our students, staff and stakeholders and we are all accountable for each other.	We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.	We celebrate and communicate our successes; share good practice and we all promote a culture of continuously learning from each other.

OUR BELIEFS

We believe that:

- we will have a significant impact on young people in our region by providing an outstanding provision
- we can empower exisiting and aspiring leaders to drive school improvement
- through quality of education we can support students to be successful in life after school and to positively contribute to society
- a child's background and circumstances should not pre-determine their future
- we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom

Our Schools

We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.



Schools within our Trust are listed below, alongside an overview of their context

Academy	Headteacher	Age range	Pupil Admission Number
Barrow Hill Academy	David Smith	2-11	118
Chapeltown Academy	Dom Pinto	16-19	300
Dunston Primary and Nursery Academy	Louise Parker	2-11	270
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1680
Netherthorpe School	Rachel Sutcliffe	11-19	907
Stocksbridge High School	Dave Williams	11-16	900
Whittington Moor Nursery and Infant Academy	Lauren Kay	2-7	120
Woodthorpe Community Primary School	Dave Smith	3-11	455

Section 4: Valuing our Staff

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

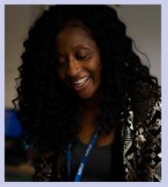
Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar



Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee s pay through payroll for health care e.g. Westfield Health.

Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.





Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/ team encourage to monitor and discuss workload issues.

Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Health and Wellbeing Services

The Trust provides health and wellbeing support through the Schools Advisory Service (SAS), offering staff access to a wide range of services, including free counselling, 24/7 GP appointments, physiotherapy, nurse support and guidance, men's health resources, the SAS Gym, weight management programs, and additional counselling services.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

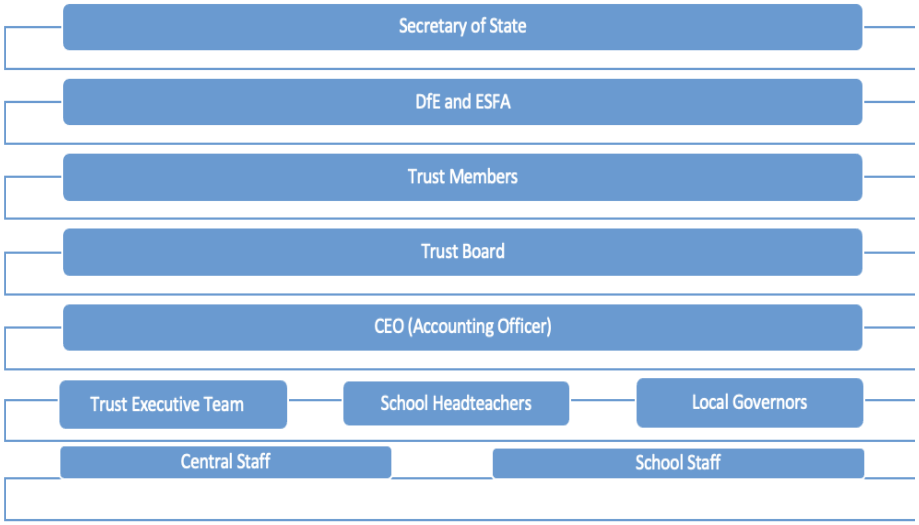
All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifice Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 5: Governance and Leadership Structure

The diagram below illustrates lines of accountability within all Multi Academy Trusts:



Members

Minerva Learning Trust has five Members. Members are from a range of professional backgrounds including education, finance and legal services.

The Members have a role akin to shareholders. Founding Members are signatories to the Articles of Association. They have the power to amend the Trust's Articles, receive the annual accounts and appoint Trustees.

The Members meet twice yearly, including the Annual General Meeting. Details of the Trust's Members can be found on the Trust's website www.minervalearningtrust.co.uk

Minerva Learning Trust Members as of October 2026

John Bowers	David Burkinshaw	Barbara Walsh	Samantha Twiselton

Trustees/Directors

The Trust is overseen by a Board of Trustees, currently consisting of eight. Trustees are responsible for governing and exercising all of the powers of the Trust, including:

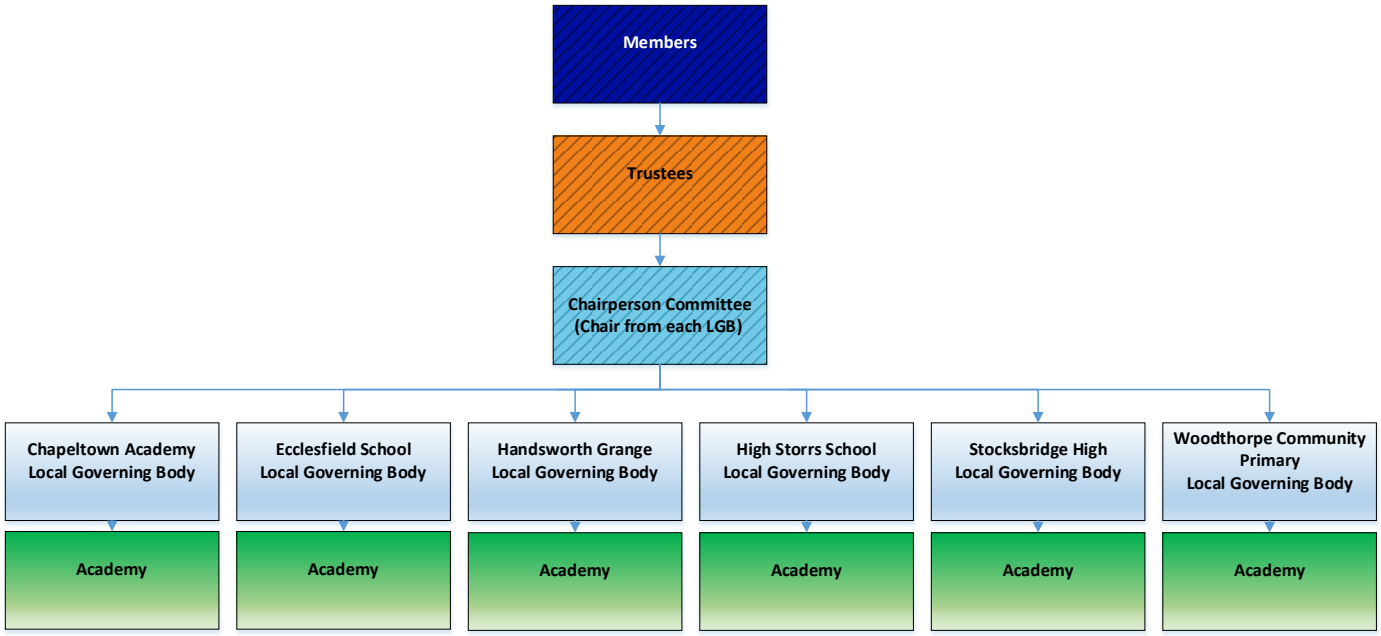
- Ensuring clarity of vision, values and strategic direction.
- Holding the Chief Executive Officer to account for the educational performance of the Trust's schools.
- Overseeing the financial performance of the Trust, managing risks and ensuring legal compliance.

The Board of Trustees meet on a termly basis. The Trust also has an Audit and Risk Committee that meets on a termly basis. Details of individual Trustees can be found on the Trust's website.

Minerva Learning Trust Trustees as of October 2026

John Doyle (Chair)	Jonathon Crossley-Holland (Vice Chair)
Martin Brader	Carol Castle
Sarah Williams	Pepe Di'Iasio
Jamal Aslam	Karen Robinson
Dawn Walton	Nicholas Wood
Stephen Watson	

The Trust's governance structure is depicted in the following diagram.



Section 6: Job Description

Minerva Learning Trust
Job Description

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

POST TITLE	Finance Assistant
GRADE/SALARY	NJC Grade 04, Point 07 to 12
HOURS/WEEKS	37 Hours x 52 Weeks
LOCATION	Trust Central Office
RESPONSIBLE TO	Transactional Finance Manager
PURPOSE OF THE JOB	To support the administration of routine finance operations procedures and processes in line with Trust Business Operations policies.
RELEVANT QUALIFICATIONS	Business administration experience including finance transaction processing to support the area of work or appropriate work experience that gives transferrable skills and knowledge to perform the role.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

- To support the work of the finance operations team, contributing to finance, procurement and project delivery administration.
- To administer income and expenditure to the trust.
- Perform routine reconciliations and run reports as directed by the Transactional Finance Manager

- Be the point of contact for the administration of orders ensuring that orders are accurately and promptly processed and any associated goods received notes are filed and assigned to the relevant record in the accounting system.
- Ensure invoices due for payment are processed in line with policy.
- Support with routine financial queries in relation to ordering and best value.
- Ensure orders are only placed where there is budget available
- Post cashbook entries, perform bank reconciliations and assist with cashflow forecasting
- Working in collaboration with school based finance assistants ensure that non-grant income is received promptly
- Support with resolving supplier issues
- Maintain financial records in line with the Trust financial policy and procedures.
- Liaise with suppliers relating to orders and invoices.
- Administer and reconcile the central procurement card.
- Assist with other routine financial tasks as directed by the Transactional Finance Manager.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the trust community, to support its mission and ethos and to encourage staff and students to follow this example.

- To actively promote Trust policies.

- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned.

3. This job description will be kept under review and may be amended via consultation with the individual, and the executive as required. Trade Union representatives will be welcome in any such discussions.

Section 7: Person Specification

Minerva Learning Trust
Person Specification

Post title: Finance Assistant

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NVQ Level 2 English and Maths or equivalent.	AF/I
AAT Level 3 (Desirable)	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience in Business administration role.	AF/I
Knowledge of Financial systems and processes.	AF/I
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning	AF/I
SKILLS	
Excellent interpersonal skills.	AF/I
Knowledge and skills in the use of ICT packages such as word, excel, PowerPoint.	AF/I
Perform duties with accuracy and attention to detail	AF/I
Ability to work alone and on own initiative.	AF/I
Ability to work effectively as part of a team.	AF/I
Ability to work accurately and with attention to detail.	AF/I
Ability to work to deadlines and manage workload effectively.	AF/I
QUALITIES AND ATTRIBUTES	
High Expectations of self	AF/I
Demonstrate a positive team approach to work	AF/I
Energy and commitment to professional responsibilities	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application Form
I = Interview
R = Reference

Section 8: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

   You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

   State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

   Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

   When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work in line with the requirements of Keeping Children Safe in Education.

5. Referees

   If you are currently working, or have worked before, your first reference must be your present or most recent employer.

   - Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
   - Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
   - If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
   - If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
   - Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font**.

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to Eve Allen - HR and Payroll Assistant – recruitment@minervalearningtrust.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@minervalearningtrust.co.uk by the closing date.