

Head of Religious Studies and PSHE

Required September 2022



Linton Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced DBS Check and a barred list check. Other checks may be requested if applicable.

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LINTON VILLAGE COLLEGE, Cambridge Road, Linton, Cambridge, CB21 4JB

A comprehensive 11 – 16 Academy of 835 students

Principal: Helena Marsh, MEd

Head of Religious Studies and PSHE

Full time / Part time

Main Scale / Upper Pay Spine with TLR2b

September 2022



We are seeking to appoint a capable, dynamic and creative individual with excellent subject knowledge and a passion for teaching Religious Studies and a commitment to delivering a high-quality RS and PSHE curriculum experience. The appointed candidate will demonstrate excellence in teaching and learning and an ability to engage and inspire students of all ages and attainment levels.

The Religious Studies department achieves outstanding results in OCR GCSE Philosophy and Ethics, encourages critical and reflective thinking and fosters a culture of respect for different faiths and beliefs. The successful candidate would work as part of an experienced and supportive team of Humanities teachers and would also lead the PSHE curriculum as part of a specialist PSHE teaching team. Following the effective introduction of PSHE as a timetabled subject for all students this academic year, we are keen to appoint someone who will continue to lead and develop this highly valued aspect of the curriculum. This aspect of the role would provide excellent experience for a someone seeking to develop their experience of pastoral and whole-school leadership.

Linton Village College is a high-achieving comprehensive 11-16 school at the heart of its local community. Ensuring a high-quality education for all of our students on a daily basis is our core priority. This is underpinned by a culture in which strong relationships, effective pastoral care and personal development opportunities are of paramount importance. We are committed to offering enriching learning experiences and we strive for educational excellence. We have very high expectations and provide a nurturing, friendly and supportive environment in which everyone can thrive and achieve.

We support colleagues' professional learning in national programmes as well as through a broad in-school and Trust-wide training offer. We also enjoy strong links with primary partner schools, sixth form colleges and the Faculty of Education at the University of Cambridge. Our membership of Anglian Learning provides further opportunities for career development and collaboration.

To find out more about this vacancy, please download an application form and information pack from our website at www.lvc.org. We welcome contact from interested candidates to discuss the role. Please contact humanresources@lvc.org to make an appointment.

Requests for flexibility in working arrangements/patterns will be considered.

Applications must be submitted on the College's application form; **CVs will not be accepted**. Closing date for receipt of applications is **9.00am on Monday 23rd May 2022**.

All staff share a commitment to Safeguarding and staff in regulated activity will be subject to an Enhanced DBS Check and a barred list check and other checks may be requested if applicable. We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered.

Dear Applicant



Head of Religious Studies and PSHE

Thank you very much for your interest in this position at Linton Village College. I hope that the information enclosed will encourage you to apply to join our dedicated team of staff and helps you to appreciate what makes Linton Village College a special place to work and learn.

College ethos

We are a relatively small 11-16 comprehensive secondary academy with around 835 students on roll. Our culture is characterised by an inclusive and caring ethos. At Linton Village College everyone is a learner and every learner matters. Opened in 1937 as the third of Cambridgeshire's Village Colleges, the school is still true to Henry Morris' founding vision for cradle to grave learning. We operate a community sports centre and adult education provision in addition to community users.

Location and facilities

Linton Village College is situated on the outskirts of Cambridge. Our students come from a large number of primary schools in South Cambridgeshire and bordering Essex and Suffolk villages, plus the town of Haverhill. There are excellent transport links and we have an expansive campus with lots of green spaces and some fabulous facilities including a beautiful library, science labs, dance studio and excellent sports amenities. Our staff and students also benefit from links with the Granta Special School that is co-situated on our site.

School culture

Having been a pilot school for the Relational Schools research project, we prize the importance of developing strong relationships between all members of the College community. As a close-knit staff, there is collaboration and support across departments. We are people-centred and committed to having reasonable workload expectations of our staff (as showcased by the DfE) and access to high quality professional development. The six Linton Learner attributes are the qualities that we recognise, develop and promote in our students: curiosity, reflection, ambition, care, independence and responsibility. We have a strong safeguarding culture at the College.

Student profile

As Linton Village College has grown, its student demographic has diversified. Our cohort varies year on year but is typically above national average with a significant proportion of higher-attaining students. Our intake is very comprehensive and in recent years we have attracted more students with acute SEND. Some have benefited from bespoke provision with the Granta Special School while others have needed more in-house modification to meet their needs. The proportion of students eligible for the Pupil Premium is lower than the national average (around 11%). We have relatively few EAL students.

Pastoral care

The care and support on offer to students is a strength at Linton Village College. Each student is a member of a horizontal tutor group within a vertical House. The form tutor plays an integral role in offering pastoral care and supporting educational success. A Support Hub houses the four Heads of House and a range of other colleagues with specific pastoral expertise including an inclusion and safeguarding team, caseworkers and a counsellor. This team works in partnership with the SEND team in our Henry Morris Centre.

Academic success

The College has maintained above-average levels of attainment and progress over a number of years with Progress 8 results of around/above +0.3 since the introduction of this measure. We are consistently within the top 25% of all schools nationally. In 2019, all students achieved positive value added, including vulnerable groups, with exceptional outcomes achieved in Science and Art. We are keen to sustain this success and strive for even stronger outcomes and to close achievement gaps, particularly in Maths, for SEND students and low/middle prior attaining boys which are areas of relative underperformance.

Enriching education

We value the importance of a holistic education. Students at Linton Village College benefit from a wealth of enrichment activities including trips and visits to support the curriculum (particularly in STEM subjects and careers education) in addition to a thriving extra-curricular programme. A 5-day enrichment week in the summer term enables all students to engage in cultural opportunities beyond the classroom – the ambition is for every Year 9 student to experience a residential excursion. There are plentiful lunchtime and after school clubs on offer and we are also proud of our exceptional provision in the Arts.

Professional networks

We joined Anglian Learning Trust on 1st April 2020. Membership of this local, community-focused and like-minded group of schools affords us lots of opportunities for professional development and school improvement. Our staff body benefits from accessing training through The Cambridge Teaching Hub and through membership of Whole Education. We also have close links with the University of Cambridge and other teacher training providers as well as our local primary schools.

College Improvement priorities

Our College improvement plan centres on the importance of achieving consistency in the quality of educational provision:

- achieving an ambitious curriculum experience for all students in all subjects;
- embedding consistent and effective behaviour for learning across the school;
- ensuring that SEND teaching and provision enables all students to be successful.

It is my seventh year as Principal and it is a privilege to lead the College. However, there is much to be done to ensure that Linton Village College continues to be a vibrant, high-performing and successful school that meets the needs of all of its learners. I hope that you feel inspired to join us and play an integral role in the College's improvements.

Thank you, in anticipation, for the time you will give to your application.

Yours sincerely



Helena Marsh

Principal

The Religious Studies Department at Linton Village College

The Religious Studies department consistently achieves excellent results year on year and provides an ambitious and inclusive learning environment in which all students can engage and achieve. There are currently two specialist RS teachers (one full time and one part time), both of whom also teach PSHE.

The Curriculum

We place a strong emphasis on intellectual rigour combined with imaginative and innovative teaching and learning. We believe this is fundamental to the achievements of our students, who have consistently achieved at the highest levels both at grades 9-4 but also at grade 7 or above.

RS is taught as a discrete subject at Key Stage 3 in line with National Curriculum requirements. Philosophy and Ethics is offered as a GCSE options subject. Core RS is also delivered to all students in Years 10 and 11 through timetabled PSHE lesson time. Lessons are taught in 60-minute periods and students follow a two-week timetable.

The department values its relationship with the Faculty of Education, Cambridge. Each year RS trainee teachers are supported through mentoring and placements at LVC.

PSHE at Linton Village College

PSHE was introduced as a discrete timetabled subject for all year groups in September 2021. All students experience an hour of PSHE a fortnight and are taught by a committed, specialist teaching team which includes members of the College's safeguarding and pastoral teams.

The Curriculum

We have worked with the PSHE Association and through consultation with parents and students to devise a curriculum map which includes age appropriate learning of core PSHE topics. A tutor time programme complements learning of RSE to enable a comprehensive learning experience.

In line with our Linton Learner values, we want all students to be caring, responsible, independent citizens. The PSHE curriculum supports students to make informed decisions and to lead safe and healthy lifestyles. The Healthy Relationships working party, consisting of student focus groups and a range of committed staff, has helped to inform topical PSHE developments.

Job Description: **Head of Religious Studies and PSHE**

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.

Site	Linton Village College
Grade	Main scale/ UPS and TLR 2b
Responsible to	Assistant/Deputy Principal

Teaching Job Description

Purpose	To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. To monitor and support the overall progress and development of students. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment. To share and support the College's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to	Assistant/Deputy Principal
Liaising with	Principal, Deputies, Assistants, teaching/support staff, external agencies and parents/carers
Working time	195 days per year, full-time or part-time as per contract
Salary/Grade	As per teachers' pay scales with TLR 2b
Disclosure level	Enhanced

MAIN DUTIES	
Operational/strategic planning	To make a positive contribution to the work of the department, assisting in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies and taking responsibility for particular facets of the department's work. To contribute to the curriculum area and department's development plan and its implementation. To plan and prepare courses and lessons. To contribute to the whole school's planning activities.
Curriculum provision	To assist the Head of Department and Senior Leadership Team to ensure that the curriculum area provides a range of teaching that complements the school's strategic objectives.
Staffing	To take part in the school's staff development programme by participating in arrangements for further training and professional development.
Staff development	To continue personal development in the relevant areas including

	subject knowledge and teaching methods.
Recruitment/ deployment of staff	<p>To engage actively in the appraisal process.</p> <p>To ensure the effective/efficient deployment of classroom support.</p> <p>To work as a member of a designated team and to contribute positively to effective working relations within the College.</p>
Quality assurance	<p>To help to implement school quality procedures and to adhere to the requirements outlined in the school's quality assurance policy.</p> <p>To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures.</p> <p>To seek/implement modification and improvement where required.</p> <p>To review from time to time methods of teaching and programmes of work.</p> <p>To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College.</p>
Management information	<p>To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers etc.</p> <p>To complete the relevant documentation/online records to assist in the tracking of students.</p> <p>To track student progress and use information to inform teaching and learning.</p> <p>To ensure the security and confidentiality of all such information.</p>
Communications	<p>To communicate effectively with the parents/carers of students as appropriate.</p> <p>Where appropriate, to communicate and co-operate with persons or bodies outside the College.</p> <p>To follow agreed policies for communications in the College.</p>
Marketing and liaison	<p>To take part in marketing and liaison activities such as open evenings, parents' evenings and liaison events with partner schools.</p> <p>To contribute to the development of effective subject links with external agencies.</p>
Management of resources	<p>To contribute to the process of the ordering and allocation of equipment and materials.</p> <p>To assist the Head of Department to identify resource needs and to contribute to the efficient / effective use of physical resources.</p> <p>To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the College, Department and the students.</p>
Pastoral care	<p>To take responsibility for a group of students whether as form tutor, mentor or co-mentor.</p> <p>To play a full part in ensuring that there is a calm, orderly environment in and outside the classroom.</p> <p>To promote the general progress and well-being of individual students and class groups as a whole.</p> <p>To treat all students with respect.</p>
Teaching	<p>To undertake a designated programme of teaching.</p> <p>To ensure a high-quality learning experience for students which meets internal and external quality standards.</p> <p>To teach students according to their educational needs, including the setting and marking of work carried out by the students in school and elsewhere.</p> <p>To assess, record and report on the attendance, progress, development</p>

	<p>and attainment of students and to keep such records as are required.</p> <p>To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</p> <p>To ensure that literacy, numeracy and school subject specialisms are reflected in the teaching / learning experience of students.</p> <p>To ensure that students have the opportunity to further their experience of IT within the subject area and to assess their competence and progress with this skill set.</p> <p>To prepare and update subject materials.</p> <p>To use a variety of delivery methods which stimulate learning appropriate to student needs and demands of the syllabus.</p> <p>To maintain discipline in accordance with the College's procedures, and to encourage good practice with regards to punctuality, behaviour, standards of work and homework.</p> <p>To undertake assessment of students as requested by external examination bodies, departmental and College procedures.</p> <p>To mark, grade and give written /verbal and diagnostic feedback as required.</p> <p>To contribute to the development, promotion and active use of the College's learning platform.</p>
PSHE	<p>To be able to demonstrate skills and knowledge in teaching PSHE as a subject.</p> <p>To take responsibility for leading and developing this highly valued aspect of the curriculum.</p>
Other specific duties	<p>To undertake duties according to the rota and discharge the responsibility proactively.</p> <p>To contribute to good order across the College by responding proactively where there is a cause for concern.</p> <p>To play a full part in the life of the school community.</p> <p>To support its aims and values and to encourage staff and students to follow this example.</p> <p>To promote actively the College's policies.</p> <p>To attend staff briefings and staff meetings.</p> <p>To continue personal development as agreed.</p> <p>To comply with the College's Health and Safety Policy and undertake risk assessments as appropriate.</p> <p>To undertake any other duties as specified in the STP&CD not mentioned in the above.</p>

The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or line manager to ensure efficient and effective operation of the College.

TLR Job Description

Anglian Learning is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.

The duties outlined in this document are in addition to those covered in the [Teachers' Standards](#). The scale of the subject leadership responsibilities will reflect the number of curriculum hours and subject responsibilities the TLR/allowance holder is responsible for and whether they are leading an entire subject area or aspect of the curriculum.

Core Purpose	<ul style="list-style-type: none"> To provide leadership vision, direction and drive to ensure an inclusive, ambitious and enriching curriculum experience for all students. To secure excellent standards of teaching and learning and academic attainment and progress for all students. To model teaching and learning excellence and lead with integrity and determination. To model high standards by implementing school policy and conducting whole school duties.
Reporting to	SLT line manager/Head of subject
Responsible for	Subject teachers and other relevant members of support staff
Salary/Grade	TLR 1c-2c / TLR3 / Allowance (depending on the scope and scale of the role)

Key accountabilities and tasks	
1. Ensure consistently high standards of teaching and learning.	<ul style="list-style-type: none"> a) Establish an inspiring curriculum experience with passionate teaching and fostering the Linton Learner attributes in all students. b) Ensure that the curriculum design enables all students to acquire appropriate knowledge and gain the necessary skills to be successful in the subject. c) Ensure that well-sequenced curriculum plans and comprehensive schemes of learning are suitably challenging and accessible to all. d) Evaluate and develop the curriculum to ensure effective progression, success in public examinations and to incorporate whole school priorities. e) Ensure an excellent quality of teaching across the department that meets the needs of all learners. f) Provide extra-curricular opportunities and curriculum enrichment to broaden students' cultural experiences and promote wider personal development. g) Liaise with primary schools and post-16 providers to ensure effective curriculum transition and partnership.

2. Achieve high levels of academic attainment and student progress.	<ul style="list-style-type: none"> a) Ensure that subject assessment calendars align with schemes of learning and provide robust and useful assessment data. b) Ensure that targets for pupil attainment and progress are met in line with performance indicators (school and national) including SEND students and vulnerable groups. c) Evaluate the standards being achieved by forensically analysing the performance of all students. d) Implement intervention strategies as appropriate to ensure all pupils make progress towards their targets. e) Ensure that assessment for learning and subject feedback policy is robust, follows agreed College policy and is adhered to consistently by all staff. f) Take responsibility for recording and reporting pupil attainment including the preparation of data for examination and test entries in good time.
3. Assure quality teaching through self-evaluation and subject development.	<ul style="list-style-type: none"> a) Maintain and act upon accurate self-evaluation of the subject's performance through regular lesson observations, work samples, student voice and other mechanisms. b) Produce and implement a Department Development Plan that reflects whole school improvement priorities while remaining abreast of local and national subject specific curriculum developments. c) Develop, maintain and promote strong partnerships with parents and other stakeholders to support teaching and learning standards.
4. Ensure effective staff deployment and professional development.	<ul style="list-style-type: none"> a) Maintain and develop a shared ethos, vision and ambition for the subject. b) Act as a role model for excellent classroom practice and maintain and share personal subject knowledge and pedagogical expertise. c) Plan and implement individual and department training and curriculum development to ensure that teaching and learning is of high quality. d) Review and appraise the performance of staff, recognising and celebrating success, being prepared to address robustly any underperformance. e) Plan for the deployment of staff into the curriculum in the most effective and efficient manner, and lead the recruitment of new staff as appropriate. f) Have full consideration for staff wellbeing and morale, promoting teamwork/collaboration and supporting colleagues as required. g) Demonstrate positivity, professionalism and the ability to motivate colleagues and students. h) Participate in subject networks and seek opportunities for collaboration with other departments to share and develop best practice.

5. Ensure a safe and orderly learning environment.	<ul style="list-style-type: none"> a) Maintain a productive learning environment in which students are ready, respectful and safe. b) Foster a positive climate for learning, instilling a sense of pride, worth and achievement. c) Ensure high behaviour for learning standards in line with the student Code of Conduct and support colleagues to develop behaviour management skills. d) Take ownership of departmental behaviour issues in line with College policy and apply consistent behaviour management expectations. e) Promote and maintain the College's child protection and safeguarding policies and procedures at all times.
6. Manage resources efficiently and effectively.	<ul style="list-style-type: none"> a) Use the available accommodation to create a stimulating environment to support teaching and learning, planning for future development. b) Monitor the use of teaching areas to ensure a high standard of condition is maintained and act as necessary to improve provision. c) Manage financial resources prudently, adhering to the principles of best value at all times and following finance policies and procedures. d) Contribute to the development and maintenance of the College health and safety policy.
7. Contribute to whole school leadership and duties.	<ul style="list-style-type: none"> a) Contribute to the strategic development of the College, helping to develop, implement and evaluate systems, policies and procedures. b) Actively promote the College, attend meetings and events as required and liaise with outside agencies to support the delivery of the school's aims. c) Maintain a presence around the College site to ensure that the highest standards of behaviour are upheld, supporting and contributing to the operational needs of the school as required. d) Evolve and develop personal leadership skills, contributing to and leading whole school initiatives as appropriate. e) Play a full part in the life of the school community, to support its distinctive ethos and to encourage staff and pupils to follow this example. f) Take responsibility for a tutor group and model effective tutor organisation and pastoral care in delivering the tutor programme and fostering positive student relationships.
8. Other specific duties	<ul style="list-style-type: none"> a) To be aware of and comply with policies and procedures related to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person, and attend compulsory safeguarding training as a priority of your role. b) To engage actively in the performance management process and commit to personal professional development. c) To undertake any other duty as specified by STPCD not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each

individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description may be modified by the Principal, in consultation with you, to reflect or anticipate changes in the role, commensurate with the salary and job title.

Person Specification: **Head of Religious Studies and PSHE**

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment.



Education	Essential/ Desirable	Application/ Interview/ Reference
Good honours degree in Religious Studies or equivalent	E	A
PGCE or recognised teaching qualification	E	A
GCSE grade C or higher in Maths and English	E	A

Experience	Essential/ Desirable	Application/ Interview/ Reference
Recent experience of teaching Religious Studies to at least GCSE or equivalent level	E	A/I/R
Recent experience of teaching PSHE	E	A/I/R
Experience of teaching other subjects	D	A/I/R
Experience of involvement in extra-curricular activities	D	A/I/R
Evidence of the successful use of ICT within teaching and learning	E	I
Evidence of ability to develop positive and effective relationships with students, staff, governors, parents/carers and other stakeholders	E	I/R

Professional Qualities	Essential/ Desirable	Application/ Interview/ Reference
An excellent communicator who is able to work effectively with students, parents, colleagues and outside agencies	E	A/I/R
Good or outstanding classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students	E	A/I/R
Ability to establish productive working relationships and work well in a team	E	A/I/R
Has excellent subject knowledge and is aware of best practice in teaching Religious Studies and PSE	E	A/I/R
An excellent communicator, both orally and in writing	E	A/I/R
Commitment to the promotion of equal opportunities for all	E	I
Evidence of a commitment to the safeguarding of all young people	E	A/I/R

Professional Qualities	Essential/ Desirable	Application/ Interview/ Reference
An awareness of new technologies, their use and impact	D	I
Personal Qualities	Essential/ Desirable	Application/ Interview/ Reference
Enthusiasm, energy and personal dynamism	E	A/I/R
Approachable, friendly and patient	E	I/R
Good humour and an ability to maintain perspective	D	I/R
Able to prioritise and meet deadlines	E	A/I/R
A liking and respect for young people	E	I/R
Appropriate professional relationship with colleagues, parents and children	E	I/R
High level of integrity, honesty and fairness	E	I/R
Demonstrate personal enthusiasm for the learning process	E	I

Teaching & Learning	Essential/ Desirable	Application/ Interview/ Reference
Excellent teaching, pastoral and behaviour management skills leading to evidence of excellent student outcomes	E	I/R
Excellent use of enquiry-based strategies in teaching and learning within the classroom	E	I
A personal commitment to the continuing development of teaching skills in order to have a positive impact on student outcomes	E	A/I

Application instructions/information



Recruitment incentives

- A friendly, community environment.
- Free membership of the College's Fitness Suite.
- Cycle to work scheme.
- A school laptop issued to all teaching staff.
- Access to free parking on site.
- Access to an [employee assistance scheme](#).
- A commitment to supporting healthy staff workload and wellbeing.
- Access to staffroom with free tea and coffee.

How to apply

1. Complete the application form. This is available to download from our [website](#). **CVs will not be accepted.**
2. Write a letter of application to the Principal, Helena Marsh, of no more than two sides of A4. Please make reference to the person specification and job description and explain how your knowledge, skills, values and attributes make you well-suited to this role at Linton Village College.
3. Send your completed application form and letter to Human Resources, no later than **9.00am on Monday 23rd May 2022** to humanresources@lvc.org. Please include the vacancy job title in the subject line and attach your application form and letter. Please do not send hyperlinks or other file formats.
4. References will normally be taken up for shortlisted candidates prior to the interview date. If you specifically indicate that you do not give consent to contact a referee prior to interview then the reference will only be taken up if you are successful at interview.
5. Please read our privacy notice for job applicants and our recruitment and selection policy on our [vacancies](#) page.
6. If you have any queries about the application process please contact Human Resources (humanresources@lvc.org).

Find us

Directions to the College can be found [here](#).

Ofsted

Read our most recent [Ofsted report](#).

Professional development

Linton Village College is a member of the [Anglian Learning](#) multi academy trust and [Anglian Gateway Teaching School](#).

Accompanying documentation

The College is committed to the safeguarding of children and young people. If you are invited to interview, you will be asked to provide the following:

- a completed disclosure of criminal convictions form;
- details of any child protection investigation that you may have been subject to;
- notification of any relationship with any pupil, employee, governor or trustee;
- evidence of your right to work in the UK;
- confirmation that, if appointed, you will provide documentation to allow a DBS check to be undertaken;
- original qualifications certificates, and
- a signed and dated hard copy of your application form and covering letter if you originally submitted them via email.

Full details of the documents required will be sent with your invitation to interview.

Anglian Learning is committed to safeguarding and promoting the welfare of young people and vulnerable adults. We expect all staff to share this commitment and staff in regulated activity will be subject to an Enhanced DBS Check and a barred list check. Certificates of Good Conduct and other checks may be requested if applicable.

This post is exempt from the Rehabilitation of Offenders Act. Our policies for Ex-Offenders, GDPR and Recruitment can be found on our website: www.anglianlearning.org

We value diversity and welcome applications from all, including those with protected characteristics under the Equality Act. Flexible working will be considered.

