



## Job Application Pack

Job Position: Ashbrook Junior School Headteacher

Closing Date: Sunday 24<sup>th</sup> September 2023 at 5pm



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## Message from Rebecca Meredith CEO

Dear Applicant,

Thank you for your interest in working with Transform.

The recruitment pack should give you all the information needed, if you should need anything further please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> and the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equity and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration "Together we Achieve".

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

Rebecca Meredith

CEO – Transform Trust

## 2. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding. Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice

We currently have over 7,000 children in 21 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1200 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

| School                               | LA              | Date joined Transform | Current Ofsted grading            |
|--------------------------------------|-----------------|-----------------------|-----------------------------------|
| Allenton Community Primary           | Derby           | 1 January 2015        | Good (April 2023)                 |
| Ashbrook Junior                      | Derbyshire      | 1 September 2020      | Good (June 2023)                  |
| Breadsall Hill Top Primary           | Derby           | 1 July 2017           | Good (October 2021)               |
| Brierley Forest Primary              | Nottinghamshire | 1 October 2022        | Inadequate (November 2021)        |
| Brocklewood Primary                  | Nottingham      | 1 January 2015        | Good (March 2023)                 |
| Bulwell St Mary's C of E Primary     | Nottingham      | 1 August 2016         | Good (March 2019)                 |
| Burford Primary                      | Nottingham      | 1 August 2016         | Good ( May 2019)                  |
| Edale Rise Primary                   | Nottingham      | 1 April 2014          | Good (June 2023)                  |
| Highbank Primary                     | Nottingham      | 1 October 2013        | Good (February 2023)              |
| Lawn Primary                         | Derby           | 1 December 2019       | Outstanding (April 2016)          |
| Parkdale Primary                     | Nottinghamshire | 1 July 2018           | Good (November 2022)              |
| Pear Tree Community Junior           | Derby           | 1 July 2017           | Good (November 2021)              |
| Ravensdale Junior                    | Derby           | 1 September 2019      | Good (June 2017)                  |
| Robert Shaw Primary                  | Nottingham      | 1 June 2017           | Good (September 2021)             |
| Rosslyn Park Primary                 | Nottingham      | 1 January 2015        | Good (November 2017)              |
| Sneinton St Stephen's C of E Primary | Nottingham      | 1 January 2013        | Outstanding (May 2011)            |
| South Wilford Endowed C of E Primary | Nottingham      | 1 January 2018        | Good (December 2022)              |
| Whitegate Primary                    | Nottingham      | 1 July 2017           | Good (September 2021)             |
| William Booth Primary                | Nottingham      | 1 June 2017           | Good (September 2021)             |
| Woodland View Primary School         | Derbyshire      | 1 May 2023            | Requires Improvement (April 2019) |
| Zaytouna Primary                     | Derby           | 1 September 2018      | Requires Improvement (July 2019)  |



Through our Trust, we offer unrivalled opportunities for professional development and networking, from specialist leadership support and mentoring for our Headteachers to bespoke CPD for teaching and support staff. This is through Transform's unique and highly regarded CPD offer Transform Applied [www.transformapplied.co.uk](http://www.transformapplied.co.uk).

In 2021 the Teaching School model was changed nationally so although no longer a Teaching School we now work closely with Flying High Teaching School Hub. We are also strategic partners in East Midlands Maths Hub and Derby Research School. Our links with the Flying High Teaching School Hub, allows us to offer access to a comprehensive range of professional development, research and innovative programmes and networks from initial teacher training to Senior Leader development as well as special events designed to inspire and motivate.

We have cultivated a strong supportive environment for our schools that utilises the collective skills and knowledge of our independent-minded Headteachers and practitioners, enabling our schools to achieve high educational standards.

Centrally, we have a team of Governance, Safeguarding, Programme / Project, Finance and Human Resources specialists who ensure all the functions of the Trust operate effectively and efficiently. Each service area has an Executive Lead responsible for setting the strategy for improvement and development.

### **Our Purpose**

To be an innovative and inclusive Trust working for all children.

### **Our Vision**

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

### **Our Values**

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect,  
Kindness,  
Equality,  
Creativity  
Key facts:

- We host a Children's Parliament, Children's Celebration, Sports and Arts festivals and work together to support children and families with SEND – we care passionately about the whole child.
- Our unique Trust Guardians group provides school support, guidance and challenge to ensure children are kept safe, attend, have equal access and their welfare promoted.
- We employ over 1100 staff and enjoy a high staff satisfaction rate. We recognise that our school leaders and teams are our most important resource and we value their work, passion and commitment. We recognise the importance of staff welfare and a managed workload, and the place that wellbeing plays in the recruitment and retention of staff.
- We don't operate performance related pay for Main Pay Scale teachers- you will increment each September up to Main pay point 6 unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management / appraisal cycle



and have not been addressed through support provided by the school by the conclusion of that process. Thereafter you must apply to move through threshold.

- Support staff increment each April up to the maximum point for their grade
- We undertake an annual staff survey plus termly shorter surveys to gather your views and make changes to help shape our Trust.
- We encourage staff to undertake training and development, and where appropriate, to explore new challenges within their own school or through opportunities for secondments or promotions to other schools within the Trust. Professional development is key to our success. We work closely with Flying High Teaching School Hub and other strategic partners to produce bespoke CPD.
- We encourage the sharing of good practice between schools and have set up Professional Learning Communities (network groups) and partnerships to support this. We have a well-developed secondment policy and system across the Trust that allows opportunities for people to develop their potential in a different role.
- Running through our core principles is the FED style of leadership (Future, Engage Deliver) and we work closely with the founder, Steve Radcliffe to deliver this.
- Prior to Covid we held a whole Trust Inset day each October where we come together to “learn together” . Our first one post covid was held in October 2022
- We are clear about our expectations of employees and offer a transparent and supportive working culture in return.
- We offer staff benefits such as 24/7/365 employee welfare support; tax saving salary sacrifice schemes; a staff benefits scheme that offers a host of benefits and discounts, discounted gym/leisure membership at some local authority run leisure centres, free eye tests for those who use VDU equipment; we offered ‘flu jabs for staff this year and actively seek employee views on what they would like as part of an employee benefits package.
- We have a highly-skilled team that offer Trust schools tailored teaching and learning and leadership support. The team work directly with schools and facilitate collaborative planning and Continuing Professional Development (CPD) across the Trust through our high regarded CPD service [www.transformapplied.co.uk](http://www.transformapplied.co.uk).
- Our dedicated Trust Associates deliver a comprehensive annual calendar of over 40 high quality CPD programmes meeting the needs of our staff. These include coaching, reading specialist, TA workshops, mastery maths, early years leadership, curriculum development, NQTs and digital teach-meets.
- We have Lead Associates driving key strategic areas such as Equality, Diversity and Inclusion, Talent, Wellbeing and Early Career Teaching as well as a Lead Associate driving the development of Transform Applied.
- Access to apprenticeship levy funded training to enhance our CPD offering.
- We also run ECT Programmes to nurture and develop our early career teachers working in partnership with Flying High Teaching School Hub.
- In 2017 we launched our Transform Enrichment Diploma (TED) which provides an age-related framework for enrichment to access a range of activities to develop skills, talents and character for all our pupils.

Access to our policies including child protection and safeguarding; health and safety; and recruitment and selection can be found on our website <https://www.transformtrust.co.uk/policies/>

### **3. Role:**

**Head Teacher – Ashbrook Junior School**

**Required for January 2024**

**NOR: 170 (Group 2)**

**Leadership Points 15 - 21 (£62,561-£72,483 FTE per annum)**

The Governing Body of Ashbrook Junior School and Transform Trust are seeking to appoint an aspirational Headteacher who can lead the school forward with integrity, enthusiasm and courage. Our new leader will be passionate about excellence in teaching and learning and support our committed and dedicated staff team to deliver the best for our children. We strive to ensure every child has the confidence to be positive, to think creatively and to go on to be the best that they can be.

In our Ofsted inspection, June 2023, we were judged good in all areas.

Based on a split-site with the Infant School in Borrowash, Derby we are fortunate to have extensive outdoor space for sports and other activities. In addition, we're well-equipped inside with lots of classrooms and space for the children to use including a newly renovated library courtesy of funding through the PFA.

We believe this is a fantastic opportunity for a senior leader to make a difference to our whole school community. This would ideally suit someone who is an experienced Deputy or Head of School ready to lead in their first headship. You will be mentored by an existing Headteacher from across the Trust as part of your introduction into the role.

Being part of Transform Trust means that you will have access to the following:

- peer to peer networking, collaboration, challenge and support;
- the security of working in a climate of shared accountability
- investment in your professional development and future career
- opportunities to contribute to the development of a growing organisation and
- access to a range of core services that enable you to focus on leading, teaching and learning

Our new Head Teacher will:

- Have proven senior leadership experience within a primary age-range school.
- Be an ambitious and inspirational leader, able to motivate and empower staff and children to achieve their full potential.
- Have a determination to drive standards across the school and the ability to do so effectively.
- Have excellent interpersonal skills, able to build on and maintain strong relationships with staff, parents and carers, children, governors and the local and wider community.
- Inspire a passion in others so as to create leaders at every level throughout the school
- Care passionately about children and their development with high expectations for attainment and progress.

In return, we can offer:

- The opportunity to be innovative in supporting school improvement and to make a real difference to the lives of children.
- Motivated, friendly and hardworking children.



- A welcoming community and a highly motivated, professional staff team that are driven towards continuously raising standards.
- Calm and purposeful learning environments
- Excellent partnerships between pupils, staff, parents, governors and community
- The opportunity to join a fast growing, well respected and highly effective Trust that embraces each individual member schools' identity and staff groups.

### **How to apply:**

Equality and diversity matter to us. If you think you'd be suited to one of our roles we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality. We are a Disability Confident Committed Employer and as such anyone who is registered disabled and meets the essential person specification criteria will be shortlisted for interview.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>.

Please ensure that you follow the instructions within the application form and ensure that there are no gaps in your education or employment history that are not accounted for.

**Closing date: Sunday 24<sup>th</sup> September 2023 at 5.00 pm**

**Interviews: Friday 29<sup>th</sup> September 2023**

For an informal discussion please contact Transform Trust CEO Rebecca Meredith by email via Sarah Doig, on [pa.ceo@transformtrust.co.uk](mailto:pa.ceo@transformtrust.co.uk)

Should wish to arrange a visit to the school please contact [hradmin@transformtrust.co.uk](mailto:hradmin@transformtrust.co.uk)

### **Safeguarding**

**Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education.**

**All school roles are classed as regulated activity and as such, it is an offence to apply to for this role if you are barred from engaging in regulated activity relevant to children.**



## 4. Job Description and Person Spec

### Job Description

|   |
|---|
| <b>School: Ashbrook Junior School</b>                                       |
| <b>Post Title: Headteacher</b>  |
| <b>Grade/Pay Range: Leadership</b>  |
| <b>Hours/weeks: full time</b>   |
| <b>Reporting to: The Governors of the school and CEO of Transform Trust</b> |
| <b>Department/Team: Leadership</b>  |

### Overall Purpose of Post

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body and the Board of Trustees, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

### Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

#### Statutory Duties:

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document
- To meet the National Standards for Headteachers as published by the Department for Education (DfE).

- To achieve any performance criteria, objectives or targets agreed with or set by the school's governing body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children within the school. To create and sustain an environment, which safeguards children and adults, based on a clear understanding of individual and collective responsibilities for safeguarding.

### **Qualities and Knowledge:**

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the children they serve.
- Ensure that the strategic planning recognises the social, emotional, intellectual and spiritual aspects of life, and takes account of the diversities that comprise the make up of the school and wider community.
- Demonstrate leadership behaviours, positive relationships and attitudes towards our children and staff, parents, Governors, the Trust and members of the local community.
- Lead by example with integrity, creativity, resilience, and clarity, drawing on their own understanding, experience, capabilities, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development for themselves and for all staff.
- Work with political and financial astuteness, within a clear set of principles centred on the school/Trust's vision, ably translating local and national policy into the school's individual context.
- Compellingly communicate the school's vision through demonstrable behaviours, and proactively drive its strategic leadership, empowering all children and staff to achieve and excel.
- Engage in school-to-school support that contributes to the development of education within and beyond our school.

### **Children and Staff:**

- Demand ambitious standards for all children, overcoming barriers and disadvantage and advancing equality, and instilling a strong sense of accountability in staff for the impact of their work on children's outcomes
- Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's overall well-being
- Establish a professional development culture of coaching, 'open classrooms' and 'open learning' as a basis for sharing best practice across this school and within and between other Trust schools, drawing on and conducting relevant research and robust data analysis
- Create a school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear and continuous succession planning
- Hold all staff to account for their professional conduct and practice.
- Ensure all people management policies and procedures are adhered to and followed in line with Trust expectations.

### **Systems and Process:**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity aligned to the school's ethos and vision.
- Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and fostering excellent relationships and developing their exemplary behaviour in school and in wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting all staff to improve and valuing excellent practice

- Welcome challenge, ambitious targets, strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance
- Ensure accurate and timely information sharing with the Trust on school performance, analysing this information as part of Trust processes to drive school improvement
- Exercise strategic, curriculum-led financial planning, to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the schools' sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold themselves and each other to account for their decision-making

### **The Self-Improving School System:**

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements and development for all children.
- Forge strong relationships and collaborate with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to create a framework for self-managing and self-improving schools
- Shape the current and future quality of the teaching profession through high quality opportunities, training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, embracing and responding to internal and external accountability
- Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Have significant and evident regard for safeguarding and promoting the welfare of children and follow the child protection procedures developed and adopted by the local authority, the Trust and the Partnership of schools.

### **Accountability**

- Develop and foster a culture that allows pupils and staff members to work in collaboration, share knowledge, celebrate success and accept responsibility for outcomes within the school and the MAT as a whole.
- Collaborate with the MAT's CEO to provide directors, the LGB, parents and others, e.g. Ofsted, with information and accurate accounts of the School's performance.
- Take responsibility for all aspects of the school's performance, including being held accountable to the MAT and LGB. Provide comprehensive information, appropriate advice and support to the MAT CEO, LGB and Board of Trustees to enable them to fulfil their responsibilities.

### **The Position of Designated Safeguarding Lead (DSL)**

The Governing body has appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- This DSL will have the appropriate status and authority within the school to carry out the duties of the post.
- They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so and to contribute to the assessment of children.
- There will be appointed a deputy designated safeguarding leads who will be trained to the same standard as the designated safeguarding lead.

- Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility will not be delegated.

This job description may be amended at any time, by means of appropriate governance, after discussion with the Headteacher, but in any case will be reviewed annually when key tasks related to the school's priorities will be determined.

## General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

## Person Specification

| Areas of responsibility             | Requirements  | Criteria  |                                     |
|-------------------------------------|---|---|-------------------------------------|
|                                     |   | essential   | desirable                           |
| Qualifications                      | <ul style="list-style-type: none"> <li>An honours degree or equivalent and QTS</li> <li>A Good honours degree (2:1 or above) and further recognised qualifications (e.g. Master's degree)</li> <li>Evidence of recent and relevant training and development at senior leadership or headship level</li> </ul>   | <p>*</p> <p>*</p>                                     | <p>*</p>                            |
| Experience                          | <ul style="list-style-type: none"> <li>To have experience of teaching in more than one school.</li> <li>Relevant experience of teaching across all Key Stages</li> <li>Significant strategic leadership experience at SLT or Deputy level</li> <li>Proven senior management experience as a Headteacher with a sustained record of school improvement</li> <li>Proven track record of managing successful school evaluation and improvement</li> <li>Successful strategic experience of leading and managing at SLT level within a MAT or other such educational organisation</li> <li>Working closely with governors and the governing board to help drive the values of the school and pursue improvement.</li> </ul>   | <p>*</p> <p>*</p> <p>*</p>                            | <p>*</p> <p>*</p> <p>*</p> <p>*</p> |
| Leadership                          | <ul style="list-style-type: none"> <li>Proven ability to create a vision and develop an ethos that meets, or even exceeds the aspirations of pupils, parents, staff and governors</li> <li>To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward.</li> <li>To be a high profile, visible role model with a professional approach that demands excellence, confidence, trust and the respect of the entire school and wider community, including members of the Trust and other educational and community partners.</li> <li>To have personal and professional credibility which commands confidence to foster and further develop a positive reputation for the school.</li> <li>Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching.</li> </ul>              | <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>          |                                     |
| Curriculum and learning environment | <ul style="list-style-type: none"> <li>To be committed to and have an in-depth knowledge of Safeguarding both in the school and the wider community</li> <li>To be an outstanding classroom practitioner with the ability to monitor and evaluate performance and policies continuously in order to improve the quality of teaching and learning and maintain and stretch high standards and pupil outcomes.</li> <li>To show a commitment to a child centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount.</li> <li>To have proven experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding.</li> <li>To have successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet all pupil's needs and ambitions.</li> </ul> | <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> |                                     |



|  |  |                                       |            |
|--|--|---------------------------------------|------------|
|  | <ul style="list-style-type: none"> <li>To have proven experience and understanding of the analysis of attainment and achievement data along with the implementation of effective assessment procedures and systems in order that all students achieve ambitious targets.</li> <li>Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching.</li> </ul>   | *                                     |            |
| People Management                        | <ul style="list-style-type: none"> <li>To have a proven track record in leading and managing staff including building a successful team, delegating effectively and implementing, managing and monitoring change.</li> <li>To be articulate and approachable with excellent interpersonal skills both verbally and in writing</li> <li>To be astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict imaginatively.</li> <li>Demonstrate how the use of robust performance management systems and the rigorous review and evaluation of whole school staff appraisal and performance management leads to school improvement, raises achievement, brings high expectations and secures success</li> <li>To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour. To use the qualities to model and develop strong relationships. To encourage staff to take risks and to exceed their highest goals and aspirations.</li> </ul> | *<br><br>*<br><br>*<br><br>*<br><br>* |            |
| Finance, premises, systems and processes | <ul style="list-style-type: none"> <li>To be able to prioritise, plan and organise effectively the school's continued improvement within challenging budgets.</li> <li>To have experience of making tough decisions in the light of financial restraints to ensure the best outcomes for pupils.</li> <li>To have experience of developing an area of school improvement, working with stakeholders and governors. Working within and managing the budget to provide value for money. Upholding the principles of transparency, integrity and probity.</li> <li>To have responsibility for the financial management of whole school resources</li> </ul>   | *<br><br>*                            | *<br><br>* |
| Continuous Improvement                   | <ul style="list-style-type: none"> <li>To have an understanding of the changing role of schools in providing a successful centre for community development and learning</li> <li>To have experience of working alongside other schools, academies or Trusts to secure proven school improvement for all pupils.</li> <li>To have experience of developing, leading and sustaining links across schools, academies, trusts and phases (for example primary to secondary) to ensure the best outcomes for all pupils.</li> </ul>   | *<br>*<br>*                           |            |
| Personal Qualities                       | <ul style="list-style-type: none"> <li>The successful candidate will have:</li> <li>A clear enhanced DBS certificate and barred list check.</li> <li>Excellent verbal and written communication skills.</li> <li>Excellent time management and organisation.</li> <li>High expectations of self and professional standards.</li> <li>A commitment to CPD.</li> <li>Enthusiasm for effective leadership and management.</li> </ul>  | *<br>*<br>*<br>*<br>*<br>*            |            |

## 5. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>. Your personal statement should outline how your skills and experience meet the essential criteria of the role.

Closing date for applications: 9 am Monday 9 January 2023.

Interviews: To be confirmed but likely week commencing 23<sup>rd</sup> January 2023

### Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process.

The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

### Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we will consider any "Flex from 1" applications (which allows an employee to request flexible working from their first day of employment) favourably.

### Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

### Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered. Please refer to the person specification for details of the qualifications required for this role.

### Safeguarding

**Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's**

## **barred list clearance , social media checks and completion of relevant safeguarding training including Safeguarding Children in Education**

**All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children**

All new Trust employees will be required to complete an enhanced DBS with children's barred list check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

### **References**

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer ( or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)
- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie "to whom it may concern"
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues ( unless they were your line manager and can advise on any disciplinary investigations) as named referees.
- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).

References will be called for before interview in line with our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.

### **Completion of the Application Form**

All roles are advertised on the Transform Trust website which links through to HireRoad (previously known as Vacancy Filler) which is an online application portal.

<http://www.transformtrust.co.uk/vacancies>

Please complete the application form before the closing date which will be detailed in the about the role section above

Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The vacancy filler system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the “ about the role” section above . Any technical queries relating to the HireRoad system will be supported by a member of the support team, please contact the team by calling 01509 236434.

**Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance and completion of safeguarding children in education training**

## 6. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient. You will also be asked to complete a self-declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The HireRoad system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been shortlisted on this occasion. Please do not be disheartened- check over your application form and see whether you think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <http://www.transformtrust.co.uk/vacancies>. This will ensure that you receive email alerts as soon as roles are advertised that fit your selected criteria



## 7. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under GDPR the lawful bases we rely on for processing the above information is under Article 6(a), (b), (c) and (e) and for special data under Article 9 (a), (b) and (f).

### Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
- Information regarding your criminal record (which should only be given under confidential cover);\*
- In line with Department for Education, Keeping Children Safe in Education safer recruitment requirements, information found from undertaking online and social media searches which is publicly available. This would be a check that considers safeguarding risks only and your suitability to work with children. In addition, any accessible on-line information that may significantly harm the reputation of the School/Trust would also be reviewed. The search will be independently undertaken by someone not involved in the recruitment / selection process. \*
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity;\*
- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*
- Medical check to indicate fitness to work;\*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list);\*



- If you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers’ Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad we will require letter of professional standing from the professional regulating authority in the country you taught;\*
- If you have lived abroad in the last 10 years we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in; \*and
- Equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

### **Where do we get information from during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process. For online /social media searches we will use common search engines , on-line tools and social media platforms

### **Why do we use this information?**

We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom
- To check that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

### **How long will we hold information in relation to your application?**

We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered.

For further detail please ask to see the appropriate section of our Information Register which details our retention and storage of information.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

### **Who will we share information with about your application?**

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

## **Rights in relation to your personal data**

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Jill Wilkinson, Transform Trust Data Protection Officer if employed centrally by the Trust: [dataprotection@transformtrust.co.uk](mailto:dataprotection@transformtrust.co.uk); or, if employed in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data;
- Have inaccurate or incomplete personal data about them rectified;
- Restrict processing of their personal data;
- Object to the making of decisions about them taken by automated means;
- Have your data transferred to another organisation; and
- Make a complaint for damage caused by a breach of their data protection rights.

If an individual wants to exercise any of these rights, then they should contact Jill Wilkinson on the contact details above. The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

## **Concerns**

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

## **Contact**

If you would like to discuss anything in this privacy notice, please contact Jill Wilkinson, or Rachel Hannon (HR Director for Transform Trust; [rachel.hannon@transformtrust.co.uk](mailto:rachel.hannon@transformtrust.co.uk)).

## 8. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book ( Support ) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

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|---------------------------|---|
| <b>Salary</b>             | Leadership points 15-21   |
| <b>Place of work</b>      | Ashbrook Junior School  |
| <b>Hours</b>              | Full Time   |
| <b>Pension</b>            | Teachers Pension  |
| <b>Employee Benefits:</b> | Employee Discount scheme (Viv-Up and Health Assured);<br>Flu Jabs<br>Salary Sacrifice Schemes eg cycle to work<br>Discounted Leisure club membership for some Local Authority Leisure Centres |

**Right to work:** The successful applicant will need to provide proof of the right to work in the UK before taking up the post.

**Safeguarding:** The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.