



**Inspire Education Trust**

Together we achieve, individually we grow

# RECRUITMENT PACK

## Inclusion Mentor



**Frederick Bird**  
Academy



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## WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

**Lois Whitehouse – CEO**

## DEPUTY CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

**Rob Darling – Deputy CEO**

## ABOUT THE ROLE

|                     |                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------|
| <b>Post Title</b>   | <b>Inclusion Mentor</b>                                                                                |
| <b>Salary Range</b> | <b>Support Staff Pay Scale – Grade 4 £21,106 - £23,990 pro rata, per annum (£25,183 - £28,624 FTE)</b> |
| <b>Reporting to</b> | <b>Pastoral Lead/ Senior DHT</b>                                                                       |
| <b>Status</b>       | <b>Permanent, 35 hours per week, term time only plus INSET days</b>                                    |
| <b>Flexibility</b>  | <b>Flexible working available</b>                                                                      |

### Job Purpose

To support the classroom teachers/SENDCo with their responsibility for the development and education process by providing care and supervision to pupils, including those who have special



physical, emotional and educational needs. To support provision for pupils who need help in overcoming barriers to learning.

### **Main Duties and Responsibilities:**

#### **Support of Pupils/Families/Staff**

- To develop positive relationships with pupils and families.
- To develop a good working relationship with teaching and support staff.
- To engage pupils 'lost to learning', particularly those at risk of suspension/PEX.
- To contact parents, informing them of individual pupils behaviour as part of effective lines of communication between school and home.
- To undertake direct work with pupils and their families and support others to deliver an individual programme in order to overcome barriers to learning and barriers to accessing school.
- To be a first response for pupils requiring additional Social, Emotional and Mental Health support.
- To be a visible presence around an identified phase and visit classrooms to ensure pupils are settled and engaged.
- Signpost parents and pupils in need of additional support, liaising with Pastoral Lead and SENDCo.
- To model positive behaviour management ensuring pupils being good are praised.
- Assist with pupil and school needs as appropriate during the school day.

#### **Interventions**

- Work directly with individuals or groups to raise self esteem and confidence of pupils with a view to improve personal and social skills.
- Work directly with individuals or groups to deliver interventions to support their Social, Emotional and Mental Health development. E.g. The Thrive Approach
- Work directly with individuals to deliver 'in the moment' support.
- To work in class to support students on reintegration to learning as well as 1:1 and in small groups.
- Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
- Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.

#### **Monitoring & Evaluation**

- To ensure any package of support for individuals is communicated effectively to all.
- To contribute to the monitoring and evaluation of pupils' progress in achieving pastoral and behavioural targets; using outcomes of evaluation to assist further improvement.
- To provide information, reports and analysis on specific pupils to include; behaviour, support and progress as requested.
- To regularly evaluate the success of interventions put in place including regular reporting on pupils progress and attitude to learning.



- To liaise with class teachers/Phase Leaders/SENDCo/Pastoral Lead regarding the progress of pupils
- Monitor and support attendance of specific pupils.
- To liaise with Phase Lead/ Pastoral Lead/ SENDCo regarding additional SEND support for pupils.
- To offer advice and model best practise approaches to school staff, parent / carers and others to help pupils manage their emotions, behaviour and social skills more effectively.
- To provide support at times of key educational transitions for pupils and families.

#### Training & Development

- To attend Pastoral Team meetings and contribute effectively to these.
- To attend relevant training to develop knowledge to undertake the role. E.g. The Thrive Approach

#### Wider School Responsibilities

- Promote and safeguard the welfare of children and young persons in our school.
- Ensure timely reporting of any and all concerns to an appropriate person.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, behaviour.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/values/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Undertake additional supervision duties, such as playground duties and gate duties.
- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encourage, setting challenging and demanding expectations and promote self-esteem and independence.
- Prepare and maintain equipment and intervention resources for activities.
- Ensure that pupils are able to safely use equipment and materials provided

#### Safeguarding and Child Protection

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

#### Other

- Carries out any other duties as directed by the Pastoral Lead/ Senior DHT that are within the scope, purpose and spirit of the role
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice





- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate

## ABOUT FREDERICK BIRD ACADEMY



**Frederick Bird**  
Academy

### FACTS AT A GLANCE

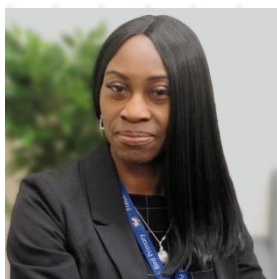
4-FORM ENTRY

NUMBER OF PUPILS: 816

NUMBER OF STAFF: 122

BASED IN: HILLFIELDS, COVENTRY

## WELCOME FROM HEADTEACHER



It is a privilege to be the Headteacher at Frederick Bird Academy, where the children are enthusiastic and motivated to achieve endless possibilities.

Frederick Bird Academy is a proud member of the Inspire Education Trust, a 'family' of like-minded schools, which collaborate to provide mutual support, share good practice and learn from each other whilst retaining their own distinctive character.

We are a large primary school of just over 800 children serving the Hillfields area of Coventry. Our team of dedicated, hardworking, and skilled staff are committed to ensuring that our children achieve excellence and enjoyment in all that they do. In promoting a culture of aspiration and achievement, we aim to provide a high-quality education that prepares our children for their next step and beyond, as well as equip them to meet the challenges of a changing society.



Our vibrant community is celebrated and reflected in our curriculum offer which provides children with a wide range of memorable experiences and values their individuality and heritage. All children regardless of disability, race religion, belief or gender are encouraged to reach their full potential, uphold British values and embrace the rich cultural diversity of our community.

We are a truly inclusive school and expect the highest standards of learning, behaviour and attendance from our children. Through our partnerships with parents, we aim for all children to be the best learners they can be.



In this recruitment pack, we aim to give an insight into our school and a glimpse of our values, our curriculum, and our community.

We hope that you will find this information a useful starting point.

Please feel welcome to pop in and see Frederick Bird in action.

**Michelle Porter – Headteacher**

## **OUR SCHOOL VALUES**

### **“Aspire and Achieve”**

Our shared vision is for every child to be a proud member of our community, surrounded by care, positivity, and happiness. We will educate and nurture them to be the best that they can be in our ever-changing world.

#### **We aim to achieve this by motivating children to:**

- Be positive, curious and enthusiastic about learning
- Surpass expectations of themselves and follow their dreams, interests and talents
- Understand their role in the school community and beyond
- Use their voice to ask questions, share their opinions and demonstrate their learning

#### **Providing an environment which:**

- Challenges ALL, whilst providing an ethos in which mistakes are a part of learning
- Nurtures respect of others and themselves whilst valuing diversity and equality
- Is built on trust, enabling children to feel safe and secure
- Is a positive place where all are aware of their roles, contributions and impact on one another
- Values the physical learning space





- Sets high expectations and instils a sense of pride in all aspects of school life
- Nourishes and supports everyone's mental health and ambitions

#### **Teaching and encouraging children to:**

- Celebrate the journey as well as the outcome
- Become self-aware by knowing their strengths and weaknesses
- Aspire to greatness by providing children with a range of wider opportunities which influences their current and future success
- Take on board feedback as an instrument to improve and achieve potential

#### **Helping children to develop:**

- A wide range of skills across the curriculum and to be literate and numerate in order to succeed beyond our school
- The ability to process their emotions in a healthy and constructive way
- Pride in their work, themselves and their intellectual worth
- The confidence and resilience needed to thrive
- An understanding of what it means to live and work in a diverse community

#### **Valuing the role of ALL adults to shape children's lives by:**

- Modelling positive attitudes and relationships
- Engaging parents to enable them to be an active partner in their child's learning
- Recognising the strengths and skills of all staff, ensuring everyone feels valued





## FREDERICK BIRD ACADEMY ONLINE

Please see below the ways to connect with Frederick Bird Academy online. We have so much great content on our website and our social media, which is where you can see what life at Frederick Bird is really like.

<https://frederickbirdacademy.org/>

### Facebook

Facebook.com/frederickbirdprimary

### Instagram

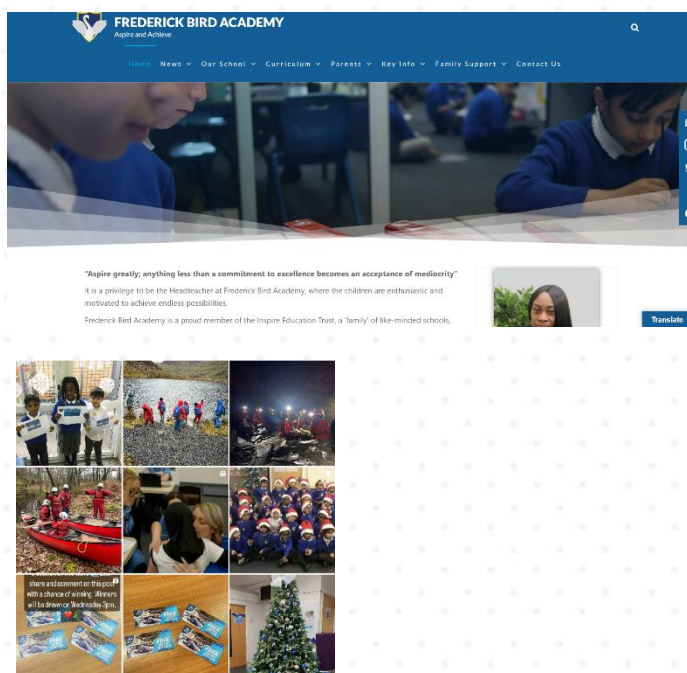
instagram.com/frederickbirdacademy

### X/ Twitter

twitter.com/FBirdAcademy

### YouTube

youtube.com/@frederickbirdprimaryschool





## ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



### Inspire Education Trust

Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

#### Inspire Education Trust is made up of 8 schools.

Arley Primary School, New Arley, Warwickshire (2024)  
Blue Coat Church of England School & Music College, Stoke, Coventry (2020)  
Clifford Bridge Academy, Binley, Coventry (2015)  
Frederick Bird Primary School, Hillfields, Coventry (2024)  
Hearsall Community Academy, Earlsdon, Coventry (2017)  
Stockingford Academy, Nuneaton, Warwickshire (2019)  
Walsgrave Church of England Academy, Walsgrave, Coventry (2015)  
Whittle Academy, Walsgrave, Coventry (2015)

#### Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

*"Together we achieve, individually we grow"*



#### KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

3,800 PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES



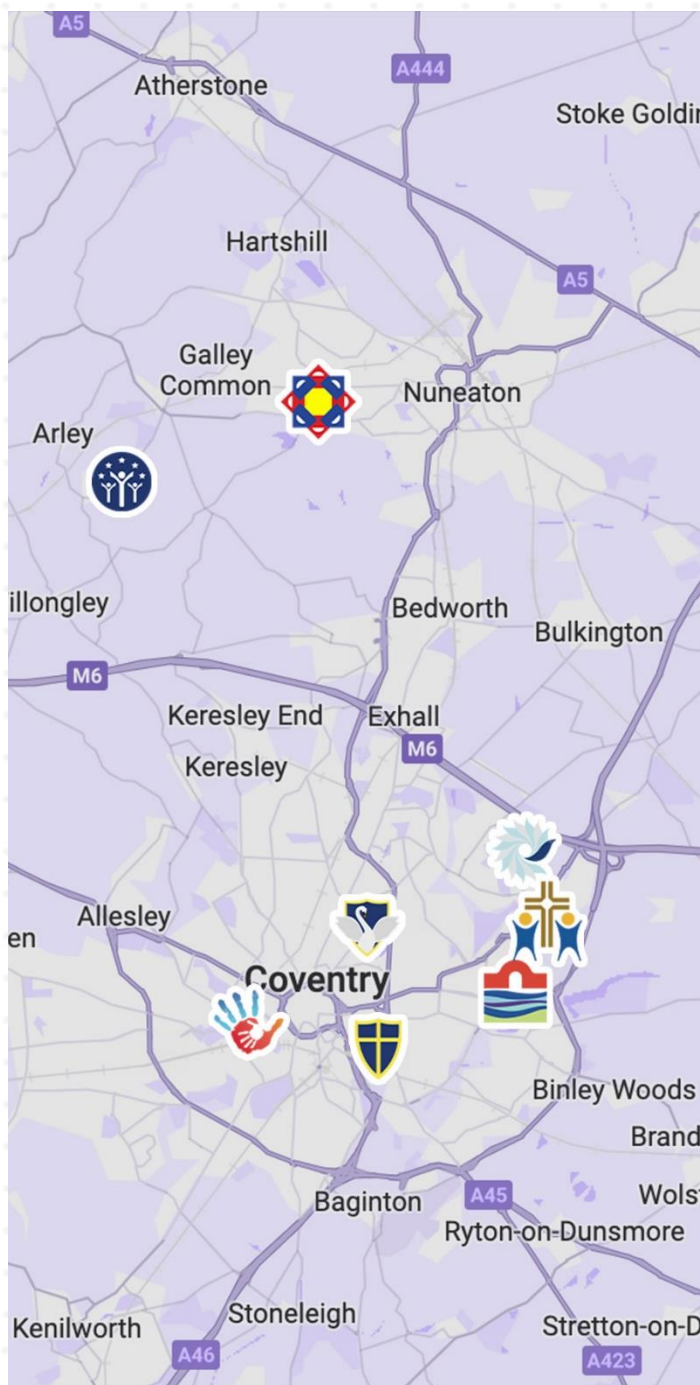


The mission statement for our Trust is “Together we achieve, individually we grow’. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that “**Expectations Shape Outcomes**” and we expect the very best for all members of our school’s communities.





## OUR VISION

*To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported, and developed. Together, we will live life in all its fullness.*

This Vision sets the aspiration for everything we do.

### For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

### For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

### For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

## OUR SCHOOL'S VISION

| ARLEY<br>PRIMARY<br>ACADEMY           | BLUE<br>COAT<br>SCHOOL            | CLIFFORD<br>BRIDGE<br>ACADEMY | FREDERICK<br>BIRD<br>ACADEMY | HEARSALL<br>COMMUNITY<br>ACADEMY | STOCKINGFORD<br>ACADEMY                            | WALSgrave<br>ACADEMY | WHITTLE<br>ACADEMY                      |
|---------------------------------------|-----------------------------------|-------------------------------|------------------------------|----------------------------------|----------------------------------------------------|----------------------|-----------------------------------------|
|                                       |                                   |                               |                              |                                  |                                                    |                      |                                         |
| New beginnings, endless possibilities | Living life in all it's fullness. | See you at the top            | Aspire and achieve           | Reach your true potential        | Nuturing hearts, Inspiring Minds, Shaping Futures. | Together we thrive   | Soaring Beyond What We Imagine Possible |





## OUR VALUES

Our values drive our behaviours, decision making and ambitions:

**Inclusive:** We celebrate diversity and difference. All are valued as members of our community knowing they belong.

**Nurture:** We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

**Servanthood:** We considerately put the needs of others before our own, recognising that in serving each other we serve all.

**Partnership:** We work collaboratively, recognising we achieve more together than on our own.

**Integrity:** We are open, honest and have strong moral principles which we use to guide us.

**Respect:** We show care, consideration, and courtesy for ourselves and all around us.

**Excellence:** We always strive to be better in order to become first class in all we do







**Inspire Education Trust**

Together we achieve, individually we grow

## STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



**External coffee van visits site for staff use**



**Flexible and generous approach to family appointments, children's events, nativities, sports days etc**



**Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)**



**Opportunities for staff to get involved in sport and physical activity**



**An annual flu jab for all staff available upon request each winter.**



**Opportunities for career development always considered**



**Calendars regularly reviewed with staff workload in mind**



**Measured approach to lesson drop-ins**



**No Student or class data collected for data's sake**



**Staff marking & workload group to guide and develop policy**



**Prayer and worship time across our CofE schools**



**Communications protocol which promotes a healthy work life balance**



**8 free external counselling sessions for all staff**



**Cycle to work scheme**



**PPA time designed to promote a healthy work life balance**



**Approachable Senior Leadership Teams**



**Dedicated classroom wherever possible for all teaching staff**



**Staff social events (e.g staff quiz)**



**Free Wellbeing App Subscription**



**Staff wellbeing champion network of support**



**Time off available for staff wellbeing**



**EAP (Employee Assistance Programme) - Health Assured**



**Staff wellbeing integral to the appraisal process.**



**Employer pension contributions of 23% + for teaching and support staff.**



**Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay**



**Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)**



## PERSON SPECIFICATION – Inclusion Mentor

|                                     |                                                                                                                                 | Essential | Desirable |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Education and Qualifications</b> | Good literacy and numeracy skills                                                                                               | ✓         |           |
|                                     | Level 2 for Teaching Assistants or equivalent qualifications and experience                                                     | ✓         |           |
|                                     | Level 3 for Teaching assistants or equivalent qualifications and experience                                                     |           | ✓         |
|                                     | Recent CPD evidence relating to SEND.                                                                                           | ✓         |           |
| <b>Experience</b>                   | Recent experience working with Primary Pupils with Social, Emotional and Mental Health difficulties in school.                  | ✓         |           |
|                                     | Strong behaviour management and confident with challenging behaviour                                                            | ✓         |           |
|                                     | SEND experience                                                                                                                 | ✓         |           |
|                                     | Recent experience of planning and delivering intervention programmes.                                                           | ✓         |           |
|                                     | Experience of supporting other staff/families                                                                                   |           | ✓         |
| <b>Skills and Knowledge</b>         | A good understanding of the range of children's emotional and behavioural difficulties related to SEMH and their manifestations | ✓         |           |
|                                     | A good understanding of current legislation and guidance relating to the SEND Code of Practice and other relevant guidance.     |           | ✓         |
|                                     | Ability to work collaboratively with teachers, parents and other professionals                                                  | ✓         |           |
|                                     | A good understanding of a wide range of SEND, and barriers to learning which can impact on engagement.                          |           | ✓         |
|                                     | Ability to work as an effective team member.                                                                                    | ✓         |           |
|                                     | Ability to take responsibility and work with autonomy within set boundaries                                                     | ✓         |           |
|                                     | Excellent communication skills                                                                                                  | ✓         |           |
|                                     | Knowledge of Child Development and how children learn                                                                           |           | ✓         |
|                                     | Ability to use IT                                                                                                               | ✓         |           |



|                                          |                                                                                                               |   |   |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------|---|---|
|                                          | Good organisation, time management skills and ability to work under pressure                                  | ✓ |   |
|                                          | Ability to self evaluate learning needs                                                                       | ✓ |   |
| <b>Personal Qualities</b>                | Commitment to equality and diversity                                                                          | ✓ |   |
|                                          | Dedicated to our vision that all children are entitled to a first-class education                             | ✓ |   |
|                                          | Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities | ✓ |   |
|                                          | Self-motivated and able to work on own initiative without supervision                                         | ✓ |   |
|                                          | Works with honesty and integrity                                                                              | ✓ |   |
|                                          | Emotional resilience in working with challenging behaviour                                                    | ✓ |   |
|                                          | Recognises the importance of protecting their own personal wellbeing                                          | ✓ |   |
|                                          | Committed to making children feel happy, safe and secure                                                      | ✓ |   |
| <b>Safeguarding and Child Protection</b> | Understands their role in safeguarding and protecting children or a keen willingness to learn this            | ✓ |   |
|                                          | Develops appropriate professional boundaries with children. Knows not to build friendships                    | ✓ |   |
|                                          | Awareness of the key safeguarding processes in schools or willingness to understand these                     | ✓ |   |
|                                          | In-depth understanding of the requirements of Keeping Children Safe in Education                              |   | ✓ |
|                                          | A realistic appreciation of the challenges involved in working with children                                  | ✓ |   |
|                                          | Committed to improving safeguarding processes and practices. Sees it as part of their job                     | ✓ |   |
| <b>Professional Development</b>          | Willing to participate in further appropriate professional development                                        | ✓ |   |
|                                          | Positive approach to own continuous personal professional development and training                            |   | ✓ |





## MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the Tes website.

The closing date for applications is 9am Wednesday 26<sup>th</sup> March 2025.

Interested candidates are encouraged to contact Emma Cafferty – Officer Manager - [caffertye@frederickbird.coventry.sch.uk](mailto:caffertye@frederickbird.coventry.sch.uk) to arrange an initial conversation with Michelle Porter - Headteacher.

Applicants are advised to contact [admin@frederickbird.coventry.sch.uk](mailto:admin@frederickbird.coventry.sch.uk) if they wish to organise a visit to the school.

Shortlisting will take place on Friday 28<sup>th</sup> March 2025 and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview on Wednesday 2<sup>nd</sup> April 2025.

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble – HR and Payroll Coordinator [catherine.alexander-gamble@ietrust.org](mailto:catherine.alexander-gamble@ietrust.org).

We look forward to hearing from you.







## HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Frederick Bird Academy.



### ADDRESS

Frederick Bird Academy  
361 Swan Lane  
Coventry  
CV2 4QQ

*7-minute drive away from  
Coventry City Centre, and a 10-  
minute drive from Coventry Rail  
Station.*

## PARKING

As you arrive at the front gate there is an intercom you can ring that will put you through to the office, they will let you in and you can park in the car park circled below. You can then enter your registration when you sign in as a visitor on our sign-in system.





## FREQUENTLY ASKED QUESTIONS



### **How do I apply for a vacancy at Inspire?**

All applications must be received electronically via our TES page. CVs may be accepted but will not replace the application form.

### **Top tips for writing my application for Inspire?**

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

### **How does shortlisting work?**

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

### **When will my referees be contacted?**

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

### **How will I be contacted if I am successful?**

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.





Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

### **What is involved in the interview process?**

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

### **You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.**

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

### **Is there an onboarding process?**

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

### **Is there a probation period?**

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



## STAFF TESTIMONIALS

*Taken from our 2023 staff wellbeing survey*

*"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."*



*"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."*

*"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."*



*"Employee support program is good and helpful to manage life inside and outside school."*

*"I think the school and Trust does a lot to support wellbeing and workload."*

*"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."*

*"The work of the wellbeing champions. It is much appreciated!"*

*"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "*





*"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."*

*"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."*



*"I feel always cared for by school. It is a really lovely nurturing caring place to work."*

*"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."*

*"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."*

*"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."*





**Inspire Education Trust**

Together we achieve, individually we grow

# RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST

## Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

## Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

## What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

## Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

## Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

## Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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