



Principal Head of Westerton Primary Academy Information Pack

January 2022



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<https://www.leodisacademiestrust.com/>

Welcome

Dear Candidate

Thank you for your interest in applying for the role of Principal (Head of Academy) at Westerton Primary Academy, as part of Leodis Academies Trust. I am delighted that you are considering applying for this exciting role to lead this successful school.

Westerton Primary Academy is an educational centre of excellence that prides itself on the ability to develop all aspects of a child. The Academy aims to provide high quality education in a caring and inclusive setting. Working together, staff enable all pupils to achieve well, gain confidence and contribute in a positive way to the Academy and community.

The emphasis on academic success is matched by a commitment to developing high artistic standards, physical prowess and enriching, positive opportunities open to all that develop collaboration and emotional well-being.

A tour of the learning environment reveals confident, enthusiastic young people who are willing to learn and enjoy new challenges. They question, experiment and persevere as they engage with and apply new knowledge, skills and understanding. Their respect and encouragement for each other is derived from the safety of knowing each and every person is valued, diversity is embraced and personalised approaches ensure individual needs are addressed.

Westerton has an extremely committed staff team who work hard, are focussed on improving the school further and on meeting the needs of all. At the heart of this is our Trust wide Professional Growth Policy for staff, which values reflective learning and the sharing of best practice both within and beyond the Academy.

Westerton has a supportive and experienced governance structure and highly values the contribution of parents working in harmony with the Academy to provide a strong partnership between home and school before a child even enters the classroom.

The new Principal will want to work within our Trust ethos of making our children to be happy, healthy, safe and successful, to believe in themselves and to make a positive mark in the community. They must have strong interpersonal skills, as well as being a supportive leader who is passionate and knowledgeable about pursuing quality teaching and learning in schools. As a leader, they will have the confidence, wisdom, and experience to take the school forward; building on what is currently good to achieve the excellence that we want for all Academies in our Trust.

I hope that the information provided is of use and will encourage you to want to be part of our Trust. If you require any further information or would like to speak to someone about your application, please do not hesitate to make contact. You will find details for this in the 'Application Process' section of this document.

We look forward to receiving your application.



Mrs Joe Barton
CEO Principal

Leodis Academies Trust

Leodis Academies Trust was established in April 2016 to formalise the collaborative working of four high performing schools within close proximity of one another. In September 2018, Blackgates Primary Academy joined the Trust cementing our place at the heart of the Tingley and Ardsley Community. Leodis offers young people the opportunity to experience consistency and security in their education from 2 to 18 years old; from the start of nursery to the end of sixth form and into adulthood.

Leodis Academies Trust and our individual Academies are committed to 'Forging Young Futures'. To do this, each Academy has its own ethos and identity and has the freedom to develop individually as well as working collaboratively to secure high quality outcomes for all its young people. By providing an extensive curriculum both within and beyond the classroom we cater for the wide range of talent and ability that our students have to offer. We work tirelessly to improve the life chances of all our young people and support them to make a positive contribution to their community.

Whilst Leodis consists of schools closely geographically located, the Trust works collaboratively with a wide range of partner organisations both locally in Morley and south Leeds as well as further afield with our Initial Teacher Training partnerships, Universities and employers.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams led by exceptional leadership teams. We value our staff and the experience that they can bring to the Trust so that we can continue to build on our strengths. Those we recruit need to demonstrate that they want to be part of the collaborative working culture upon which we pride ourselves. We are an employer of choice in the area and working for the Trust, you will be able to access the many staff benefits on offer.





Values and Aims

At Leodis Academies Trust we are committed to developing every young person's full learning potential through a wide variety of educational experiences in an environment that fosters positive relationships based on mutual respect.

Every individual part of the whole:

Each of our schools have their own identity and ethos that reflects their specific community and the needs of the young people within them. They are, however, all underpinned by a strong sense of purpose, order and control which in turn produces confident and enthusiastic young people who value education and the opportunities it affords them.

Building on excellence together:

Not content with focusing on academic excellence, we all work hard to shape our young people into fully rounded individuals, ready to face the demands of a rapidly changing society. We access a comprehensive range of support and development services, in-house and externally, to ensure barriers to learning are tackled and their impact on attainment is reduced to allow every young person to make significant progress.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams lead by exceptional leadership teams. Our tireless focus on quality first teaching secures a safe, happy and high achieving learning environment for all our young people. We value every success and celebrate the achievements of all our young people through events, newsletters and our websites.

Looking outwards to strengthen within:

With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools. We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

Whilst we focus on working together across the schools we recognise that we cannot grow, develop and fulfil our vision for every young person without strong partnerships. Central to this is the relationship between home and school; strong communication and open, honest dialogue ensuring we know our young people well and can work together to meet their needs.



Staff Benefits & Wellbeing

At Leodis Academies Trust we pride ourselves on our collaborative approach to working together. We look for individuals who can contribute to this and make a difference to the academies that form our Trust. In return we can offer:

- Attractive salaries and annual leave entitlements.
- Dedicated parking space on site.
- Enhanced maternity, paternity and adoption leave.
- Auto-enrolment into an attractive pension scheme (West Yorkshire Pension Fund for support staff and Teachers Pension Scheme for teaching staff).
- Access to an Employee Assistance Programme providing confidential support 24 hours a day, 7 days a week.
- Access to job related learning and development opportunities, such as NPQH.
- Access to an expanding range of lifestyle benefits including Simply Health cash plan, free flu vaccinations and a cycle to work scheme.



Job Description

Job title: Principal (Head of Academy) of Westerton Primary Academy

Scale: Group 5 (L23 – 29)

Contract: Permanent

Responsible to: CEO Principal

Purpose of the role

To lead and manage Westerton Primary Academy, overseeing the day to day operation of teaching & learning, behaviour & conduct, and daily life in Westerton Primary Academy.

To be responsible for all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff.

The Principal is expected to demonstrate consistently high standards of principled and professional conduct, exemplifying the moral imperative and unconditional positive regard for all stakeholders. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. They will uphold and demonstrate the Seven Principles of Public Life (the Nolan principles) at all times.

The Headteacher Standards provide guidance as to how the Principal (Head of Academy) can successfully undertake the role.

School Culture & Strategic Direction

- Working with the CEO, Trust Board and Local Governing Board develop a strategic view for the academy in its community, analyse and plan for the future needs and further development of the academy within the local and national context.
- To create, with the CEO, an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, social, cultural, mental and physical development, thus preparing them for the opportunities, responsibilities and experiences of adult life.
- To lead by example, provide inspiration, motivation and embodiment for the pupils, governors and parents, of the vision, purpose and leadership of the academy.
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole school community.
- To be able to build a school culture and learning environment which overcomes disadvantage and builds equality of opportunity.
- To ensure that all those involved in the academy are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the academy.
- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- To ensure a culture and ethos of challenge and support where all pupils can achieve success, become engaged in their own learning, identify and fulfil their potential.
- To secure the commitment of parents and the wider community to the vision and direction of the academy.

Teaching

- To work with the CEO to secure and sustain effective teaching and learning throughout the academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.
- To ensure pupils are taught according to their educational needs and that a high quality learning experience underpinned by high levels of subject expertise is provided for pupils which meets internal and external quality standards.
- To establish creative, responsive and effective approaches to teaching and learning.
- To ensure that effective teaching and learning is at the centre of strategic planning and resource management.
- To maintain a high profile as an example of best practice within the classroom and foster high expectations to which the Academy aspires.
- To ensure that pupils develop skills in order to learn more effectively and with increasing independence.
- To ensure that the academy complies with the statutory requirements that promote equal opportunities for all.
- To monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement.
- To ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for the Early Careers Framework
- To ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document are fulfilled.
- To ensure that policies and practices take account of national, local and academy data, and inspection and research findings

Curriculum and Assessment

- To be able to determine, organise and implement a broad, knowledge rich and ambitious curriculum which promotes the development of cultural capital and social justice for all learners.
- To implement an effective assessment framework in line with Trust expectations.
- To ensure that all pupils receive a good quality education through a well sequenced curriculum which is engaging in style and ambitious in scope.
- To establish effective curricular leadership.
- To ensure all pupils are taught to read through evidence informed/approved approaches.
- To ensure that valid, reliable and proportionate assessment of pupils' progress, development and attainment are made and recorded as are required.
- To undertake assessment of pupils as requested by external examination bodies and Trust procedures as required.
- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the academy's targets for improvement

Behaviour

- To create with the CEO and maintain an environment and a code of behaviour and conduct which promotes and secures good teaching, effective learning, high standards of

achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;

- To ensure that effective, appropriate pastoral support is available to pupils.
- To maintain a positive ethos around the Academy with regard to student and staff welfare addressing issues of equality and diversity, bullying and safeguarding
- Ensure that staff act as role models and within policy guidelines teaching the behaviour of good citizens who contribute positively to society.
- To ensure that good attendance is prioritised and realised.

Additional and special educational needs and disabilities

- To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- To ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- To ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional Development

- To prepare and deliver training to Leodis Academies Trust staff, colleagues and governors from other establishments and evaluate its effectiveness.
- To promote and support well-being.
- To ensure that staff understand their professional responsibilities and are held to account
- To ensure staff have access to high quality, sustained professional development opportunities.
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers and associated staff.
- To coach and develop staff to maximise impact on effective teaching and learning.
- To take the lead role in leading the Senior Leadership Team, ensuring relevant CPD, advice, support and holding to account senior members of the Senior Leadership Team for the performance of their relevant responsibilities.
- To distribute leadership effectively through appropriate delegation and hold relevant senior leaders to account for their performance.
- To participate in arrangements for Principal performance management with the CEO.
- To ensure the Academy effectively and efficiently operates within the required regulatory, careers and professional frameworks and meets all statutory duties.

Organisational management

- To work with the CEO, Central Team, Trustees, Governors and senior colleagues to recruit staff of the highest quality.
- To undertake responsibilities as defined in the Trust Policies
- To work with Executive Leaders and the Senior Leadership Team to deploy and develop all staff effectively in order to improve the quality of education provided.
- To ensure any staff conduct issues are addressed in a timely and decisive manner.
- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other

members of staff, in work carried out in school and work carried out elsewhere.

- To ensure that the management, finance, organisation and administration of the academy, support its vision and aims;
- To work alongside the School Business Manager to monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education using recognised benchmarking tools, improve pupils' achievements, ensure efficiency and secure value for money.
- To ensure there are adequate services to support the work of the academy, making sure there are adequate resources to manage all known risks.
- To make arrangements, if so required, for the security and effective supervision of the academy buildings, contents and grounds, ensuring that any lack of maintenance and/or health and safety matter is reported to the appropriate colleague, contractor or service provider.
- To ensure a commitment to safeguarding and promoting the welfare of children and young people including co-operating and working with relevant agencies to protect children.
- To ensure that robust risk management is in place and that appropriate risk assessments are undertaken before sanctioning any participation in any potentially hazardous activity.
- To lead, promote and develop marketing and liaison activities such as open evenings, parents' evenings, curriculum evenings, community events and publicity materials.

Continuous school improvement

- To actively promote the Trust's strategic development plan
- To offer support for other Academies in Leodis Academies Trust as required.
- To create with the CEO and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- To work alongside the Central Team on appropriate priorities for expenditure, allocating funds and to ensure effective administration and financial control in line with Trust policies
- To ensure any staff conduct issues are addressed in a timely and decisive manner.
- To oversee and implement to Academy quality assurance procedures.
- To contribute to and implement Trust quality assurance procedures.
- To strategically monitor, evaluate and review whole school practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective support.

Working in Partnership

- To encourage inter-school links and events of mutual benefit to all of Leodis Academies Trust children.
- To create and maintain with the CEO an effective partnership with parents to support and improve pupils' achievement and personal development.
- To develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning.
- To ensure learning experiences for pupils are linked into and integrated with the wider community.
- To ensure a range of community-based learning experiences including the provision for lettings.
- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative

initiatives.

Governance and accountability.

- To be accountable for the efficiency and effectiveness of the school to the CEO, Trust Board, Governors and others, including pupils, parents, staff, local employers and the community.
- To provide information, objective advice and support to the CEO, Trust and Local Governing Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- To report to the CEO, Trust Board and Local Governing Board on the discharge of the Headteacher's functions and the affairs of the school.
- To work alongside Trust leaders to implement decisions updating the Local Governing Board when appropriate.
- To present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, including parents, Governors, the local community, OFSTED and others, to enable them to play their part effectively.
- To report to the CEO and Governors annually on the appraisal of teachers/school leaders at the school in relation to the School Teachers Pay and Conditions Document
- To work alongside the Central Team to ensure the Academy meets all the required financial and accountability standards required by the Trust, ESFA and relevant Company law.

Other Specific Duties

- To act as a Designated Safeguarding Lead and to be committed to Safeguarding and Child Protection procedures, promoting the welfare of children and young people.
- To play a full part in the life of the Academy and Trust community, to support its distinctive values and ethos and to encourage staff and pupils to follow this example.
- To support the Academy in meeting its legal requirements including worship/assembly.
- To be a registered key holder for an establishment within the Trust and be contactable in the event of an emergency outside of school hours.
- To undertake any other duty as specified by the current Pay and Conditions

General Responsibilities

- Attend and participate in staff meetings, training and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, in particular those relating to safeguarding, child protection, health, safety and security, confidentiality and data protection.
- Contribute to the positive overall ethos, work and aims of the Trust.
- Maintain own continuing professional development, keeping up to date with legal requirements and relevant HR developments.
- To maintain professional standards of conduct and appearance at all times providing an excellent role model for other colleagues and pupils.

The duties and responsibilities highlighted in this job specification are indicative and may vary over time. Post-holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

The Principal has the responsibility to work across academies within the Trust where required to do so, including leading a school which is not the one applied for. Any such request will be supported through dialogue, a review of terms and conditions and full consideration of personal circumstances.

Person Specification

		Essential/ Desirable	Evidence
Qualifications:	<ul style="list-style-type: none"> Degree or equivalent Qualified Teacher Status Willingness to undertake NPQH or further professional qualification Level 3 Safeguarding trained 	E E E D	AC AC AC AC
Knowledge & Experience	<ul style="list-style-type: none"> A clear philosophy of primary education and understanding of how children learn. Proven classroom practitioner with the ability to demonstrate good primary practice and act as a role model for colleagues. Evidence of Continuing Professional Development relating to school leadership/curriculum development and delivery of this to colleagues. Successful senior leadership experience. Successful headship (or equivalent) experience Understanding of the principles of how to engage pupils through an engaging and ambitious curriculum Experience of monitoring, evaluating and improving the quality of learning and teaching. Evidence of developing effective strategies for school improvement. Experience of leading, coaching and managing staff performance. Secure knowledge of the Ofsted Framework. Knowledge of current education issues and developments. Knowledge of statutory requirements. Knowledge and experience of school self-evaluation. Experience of assessment, data analysis, target setting and strategies raising standards. Experience of school improvement planning. Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils' learning Budgetary management at whole school level 	E E E E D E E E E E E E E E E E E E D	ARIT ARI ARI AI AI ARI ARIT ARIT ARIT ARI ARI ARI ARIT ARIT ARI ARI ARI ARI
Skills and Ability:	<ul style="list-style-type: none"> A commitment to the values and vision of Leodis Academies Trust. Ability to provide clear educational vision and direction and lead by example. Ability to work in partnership with senior leaders and governors. Ability to inspire and motivate all stakeholders. Ability to lead, manage and inspire the whole school community through change management. Ability to manage, monitor and review available resources, ensuring value for money. 	E E E E E E	ARI ARI ARI ARI ARI ARI

	<ul style="list-style-type: none"> • Ability to analyse and use pupil data on attainment and progress to raise standards. • Ability to use ICT efficiently and effectively. • Flexibility and a positive 'can do' approach. • Commitment to liaison with parents and community. • Ability to manage own time effectively; work to deadlines and to prioritise and plan workload. • Ability to work accurately and with attention to detail. • Ability to work as part of a team. • The desire to constantly evaluate and improve own practice and learn from others. • Commitment to continuing professional development for all staff. • Ability to demonstrate unconditional positive regard with all stakeholders in all verbal and written correspondence. 	E E E E E E E E E	ARI ARI ARI ARI ARI ARI ARI ARI ARI

Key

A – Application form
R – Reference
I – Interview

C – Certificate
T – Task

Application Procedure

For a discussion regarding this role or to visit the academy, please contact Sara Cubitt, Leodis HR Manager on 0113 887 3608 or s.cubitt@leodis.org.uk

Please apply using the online application form - [click here](#). In compliance with Safer Recruitment guidelines, CVs will not be accepted. Candidates may wish to submit a covering letter of no more than two sides of A4 to accompany their application outlining their visions and philosophy for education.

Closing date: 7 February 2022

Interviews: 10 & 11 February 2022

Shortlisted candidates will be contacted with details of the interview process. We will contact everyone who has submitted a correctly completed application form to let you know whether you have been successful or not. If you have not been shortlisted, unfortunately, due to the number of applications that we receive, we are unable to comment and give feedback on your application.

Safer Recruitment

The schools within Leodis Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure.

Equal Opportunities

Leodis Academies Trust is an equal opportunities employer and welcomes applications from all sectors of the community. At Leodis Academies Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Please [click here](#) to view the Privacy Notice for Applicants.

Recruitment Process

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

APPLICATION FORM

You are expected to complete an online application form as the first part of our recruitment process – please [click here](#).

Candidates may wish to submit a covering letter of no more than two sides of A4 to accompany their application outlining their visions and philosophy for education.

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be shortlisted, and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Leodis Academies Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated based on their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check. Prior to your interview you will be required to disclose details of your criminal history as appropriate in line with the Rehabilitation of Offenders Act 2013. Guidance about what you are required to disclose can be found [here](#). Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly.

Failure to disclose required information will result in any offer of employment being withdrawn. A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application. We have a written policy on the recruitment of ex-offenders, which can be found [here](#).

CANVASSING

You must not try to influence any current employee or member of the school governing board or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted

before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORTLISTING & INTERVIEWS

Applicants who meet the requirements will normally be shortlisted for interview, however, places for interview will need to be limited to a manageable number. In addition, the school may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process. At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from British citizens, EU citizens with settled status (in line with right to work guidelines after Brexit) and those holding valid UK visas.

At Interview

Under the Asylum and Immigration Act 1996, we must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. During the period 1 January to 30 June 2021, employers can continue to use European Economic Area (EEA) and Swiss passports and national identity cards as evidence of an individual's right to work in the UK.

As evidence of your right to work in the UK, you will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below. Alternatively you can provide your right to work share code to us so that we can check online your right to work in the UK.

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card. EEA and Swiss nationals who are in the UK before 31 December 2020 have until 30 June 2021 to apply for either settled or pre-settled status, which will give them the right to work in the UK.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A Biometric Residence permit or current passport endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.
- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

- First Combination of two documents

- A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
- Plus, one of the following documents:
 - A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering.

- Second Combination of two documents

- A work visa or other approval to take employment that has been issued by the UK government. Plus, one of the following documents:
- A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the employment in question; OR
- A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the employment in question.

QUALIFICATIONS

At Interview

Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

PROOF OF IDENTITY

At Interview - In accordance with Keeping Children Safe in Education, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

MEDICAL CLEARANCE

At Appointment - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

Policy Statement on the Recruitment of Ex-Offenders

- The Trust is committed to the fair treatment of its staff, potential staff or users of its services, regardless of any protected characteristics (e.g. age, disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, race/colour/nationality/ethnic origin, disability) or their responsibilities for dependants or their offending background.
- This policy will be made available to all applicants at the outset of the recruitment process.
- The Trust actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A DBS check is usually required for most positions in the Trust. For positions requiring a DBS check, all application forms, job adverts and recruitment briefs will contain a statement that a satisfactory DBS check is an essential condition of employment with the Trust.
- A DBS check will be requested after an offer of employment has been made, and the person has accepted the offer of employment. Therefore, any offer of employment is subject to receipt of a satisfactory DBS check.
- Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. Applicants called for interview should provide details of their relevant criminal record by completing the self-disclosure form which will be sent to them when they are invited for interview. This form should be given to the Chair of the interview panel. This is to ensure that only those who are entitled to see the information are privy to it. If you are unsure what constitutes a relevant criminal record, please refer to [this document](#) for clarification.
- Failure to provide full details of a criminal record or information that is directly relevant to the position sought could lead to the offer of employment being withdrawn or dismissal if the successful candidate has already commenced employment in the post.
- The Trust will take advice from a suitably trained person (usually the Trust's HR Manager or Legal Adviser) to identify and assess the relevance and circumstances of offences.
- At interview, or in a separate discussion, the Trust will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.
- The Trust makes every subject of a DBS check aware of the existence of the Code of Practice and make a copy available on request.
- The Principal (or designated senior manager) and the HR Manager will be made aware that all information in relation to previous convictions given by applicants must be treated in the strictest confidence.
- The Trust undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.
- The Trust will comply with its obligations under the Data Protection Act 2018 in its storage, handling, use, retention and disposal of disclosures and disclosure information.