



Principal

Temple Learning Academy



Temple Learning Academy

Principal

(Leadership Circa L28)
(Full Time)

Start date: September 2021



'Our vision is for Temple Learning Academy to be an exceptional, innovative community offering memorable lifelong learning experiences to enable all to achieve their full potential.

Everyone will develop the moral values, confidence, skills, resilience and ambition to change the future for the better within their local and global communities.'

This is an amazing opportunity – please do take a closer look at our on-line presence, to get to know us a bit more:

[Twitter](#) [Facebook](#) and of course our [website](#)



Temple Learning Academy is an all-through free school academy in east Leeds. We opened our doors to Reception pupils in 2015 and we welcomed our first Year 7 cohort in September 2017. From September 2020, we are an academy with approximately 800 pupils in total across Reception and Years 1,2,3,4,5,7,8,9 and 10. We are ambitious for change, and our vision is to build a world-class all-through school that serves its local community.

We are part of the Red Kite Learning Trust, a multi-academy trust that was formed with the aim of bringing real benefits to children and young people in all our schools. This is achieved through strong partnerships that have the same values of providing *excellence for all* through improving the quality of provision for all our young people aged four to sixteen. We are also members of the Red Kite Teaching School Alliance, a partnership of Yorkshire schools and institutions that work together to improve learning and achievement across the region.

Reward Package & Additional Benefits

We offer a comprehensive package of reward including:

- ✓ **Upfront (advanced) salary** to help with any relocation costs
- ✓ Membership of our outstanding pension provision via the **Teachers' Pension Scheme**
- ✓ Our '**Employee Benefits Programme**' which provides a range of options including our Cycle to Work Salary Sacrifice scheme, allowing all staff to benefit from huge savings on the cost of a new bike and/or safety equipment, supported by the Trust up to a total value of £2000
- ✓ Formal and Informal Learning Programmes through our **Teaching School Hub**
- ✓ **Employee Assistance Programme** for you and your family:



The card features the 'Employee Assistance HELPLINE' logo with a stylized person icon. It includes a brief description of the service, icons for various support areas, and contact information.

Employee Assistance HELPLINE

Your Employee Assistance Helpline provides you and your family with counselling and advice, covering a variety of personal or workplace issues.

Whatever our age, background or role in life, we all have problems from time to time. Talking to a counsellor or advisor about a problem can help us find a way forward.

This service is paid for by your employer and is provided by an independent company, Wellbeing Solutions Management.

There is no cost to you and all calls are confidential.

24/7 freephone: 0800 328 1437

Online: employeeassistance.org.uk

Icons represent: Mental Health, Work, Law, Money, Family, Older People, Wellbeing, Addiction, Managers.

Red Kite Learning Trust

Temple Learning Academy is a very open, forward thinking and outward facing school and, as such, joined the Red Kite Learning Trust (RKLT) in autumn 2018. RKLT has a philosophy deeply rooted in professional generosity and in helping young people excel within their own schools, and beyond.

The Red Kite Learning Trust was formed in 2015 with three founding schools: Harrogate Grammar School, Oatlands Junior School and Western Primary School in Harrogate whose aim was, and still is, to work together to ensure 'Excellence for All'. Since then, our Trust has welcomed more schools joining:

- In Harrogate, Rossett Acre Primary and Coppice Valley Primary
- In Pudsey, Leeds: Crawshaw Academy
- In Leeds East: Temple Learning Academy joined with 6 other schools as a collective group. Other schools included: Temple Moor High School, Aushorpe Primary, Colton Primary, Whitkirk Primary, Temple Newsam Halton Primary and Meadowfield Primary.

We are seeing the benefits for young people by working more closely together, collaborating, gaining insight and expertise and sharing the specialist skills and knowledge of all schools. This has been especially important over the last months, benefitting from being together in such challenging times.



Red Kite Alliance

The Red Kite Alliance is a partnership of secondary, special and primary schools, collaborating to help each other improve the outcomes for young people and ensuring all our young people have the opportunity to achieve their potential. This school-led approach brings benefits to all the schools involved and helps continue to develop and improve. Our students benefit from the Alliance's work as it impacts directly on the quality of teaching they receive.

Through the Red Kite Teaching School and SCITT (School Centred Initial Teacher Training), we work with other schools and partners to train and develop new teachers.

The [Red Kite Teaching School Hub](#) is the new focal point of an outstanding educational community, together, we're building a network with the goal of improving education across the region. Collectively we will offer a 'one stop shop' where every school can find the support it needs.

Our Curriculum @ TLA

Our entire community, led by our Trustees and Governors, has an ambition for change. This demands an exciting, innovative and first-rate curriculum that delivers exceptional progress and transforms children's lives. Our curriculum is fundamentally inclusive and provides equality of opportunity for everyone: overcoming disadvantage and other barriers to learning to ensure future success for all our pupils as they progress into adult life and into future education and employment.

Temple Learning Academy is a genuine all-through school and our curriculum must deliver continuous progression and successful learning experiences for all pupils as they move through each phase of our school. All Learning Phases are equally important, and this is reflected in our Leadership and Governance and throughout our school. Our mission and our passion are about combining the best "primary" practice and best "secondary" practice, and exploring the wealth of opportunities that come from understanding children's learning and progress in our school as one continuous journey from ages 4 to 16.

All children follow a challenging curriculum, assessed against high age-related expectations that are standardised with high-performing, local partner schools and the Red Kite Learning Trust and Red Kite Alliance. During learning, children are challenged to demonstrate the "deepest" learning possible. Further stretch and challenge does not mean moving to a new area of learning; further stretch and challenge means demonstrating deeper learning in that area, moving towards "mastery" of a particular area of learning. Typically, this should involve more complex application of learning in new and challenging contexts.

Our vision is for all children to make outstanding progress academically and through the unique richness of the life of the school. **All** of our pupils will be successful because they will develop enquiring minds and master independent learning skills; they will be responsible, confident, brave, resilient and emotionally intelligent; they will be highly literate and numerate and fully equipped for work and the world around them; they will have a secure future and they will understand their role and responsibilities as local, national and global citizens. They are the leaders of the future and we understand that their unique potential has no limits.

Behaviour and Attitudes to Learning @ TLA

At Temple Learning Academy we have the highest expectations for all pupils, staff and stakeholders. We are a special learning community where everyone feels safe, happy, healthy and well cared for. We are an inclusive, diverse, all-through school where every child and every adult feels inspired, challenged and fulfilled in our pursuit of lifelong learning. We have a shared

understanding of our core rights and responsibilities, and we nurture a culture that protects and celebrates the wonderful uniqueness of each and every person.

Current Leadership Context – the reason for this vacancy

We originally had a shared Co-Principal role when the academy opened. From September 2020, one of the Co-Principals moved to a role within our Teaching School and so we've had a temporary/interim position since then. We are now ready to make the **permanent appointment to Principal**.

There is *executive leader* line management through Matthew West, which will continue in support of this appointment. Find out more about Matthew and his role at Temple Moor High School, through this link: [Welcome from the Principal – Temple Moor High School](#)

Please be assured, this vacancy is not a “Head of School” role but a Principal position with the full accountabilities as per the following Post Specification.

The Academy Senior Leadership Team currently also includes:

- Recently appointed Deputy Principals and Assistant Principals
- Achievement Directors
- Inclusion Leader
- Early Years Leader – beginning her role from February 2021
- Curriculum Leads for Core Subjects – in role from Easter 2021
- Operations Leader



Mr Matthew West
Principal

How to Apply

Come and meet the school team (if we're out of lockdown!), speak to colleagues, or discuss the reward package (including provision for up front salary, relocation support and consideration for portability of pay).

We warmly invite you to speak to any of the following colleagues:

Matthew West, Executive Leader: westm@rkl.co.uk

Richard Sheriff, CEO: sheriffr@rkl.co.uk

or our Director of HR, **Julie Wellacott:** wellacottj@rkl.co.uk

And for school visits, please do contact our Operations Lead, **Diane Rowe:** rowed@tla.rkl.co.uk

Closing Date: Monday 1st March 2021 @ 12 Noon

Selection process: week commencing 8th March 2021

We will advise shortlisted candidates as soon as possible after the closing date.

To access our on-line application form, please visit: www.rkl.co.uk/vacancies

Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents below:

- Red Kite Recruitment Process Guidelines
- Red Kite Ex-Offenders Policy



'HR Excellence for All'

The Job Description & Person Specification on the following pages describe the expectations and requirements for the role.



Temple Learning Academy, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title:	Principal
Salary Grade:	Leadership - Salary in line with Leadership Pay Scales (Circa L28) and negotiable to allow the appointment of an outstanding, suitably qualified and experienced candidate to the role Consideration re: Pay Portability will be available.
Contract Type:	Established, Permanent
Working Hours:	Full Time
Responsible to:	Chair of Governors / the Local Governing Body at Temple Learning Academy. Executive Leader – Mr M West - is Line Manager
General Description:	To provide vision, leadership and management, ensuring continual improvement and high quality standards in all aspects of the Academy, being accountable for pupil, staff and financial performance

Special Conditions of Service:

This is a non-teaching headship (Principal), leading a team of circa 144 staff, fulfilling all requirements of the National Standards of Excellence for Headteachers. We are committed to continuing to work with the School Teachers' Pay & Conditions Document and associated conditions of service.

Able to attend meetings across the Trust and Alliance as required.

1	Key Responsibilities – Strategic Leadership of the Academy
1.1	Create, develop, and effectively communicate a vision of excellence for the school, which involves continuously improving the quality of teaching and learning
1.2	Work closely with the local governing body and others to ensure the school vision and strategic plan are effective and relevant to the school's development
1.3	Demonstrate, articulate and set expectations and targets so the vision is shared, understood and acted upon effectively by all
1.4	Ensure Teaching & Learning is led in accordance with the School's and Trust's vision and values
1.5	Ensure the strategic planning takes account of the diversity, values and experience of the school and its community
1.6	Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing throughout the School

1.7	Use a range of evidence, including national data and own school's performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance
1.8	Ensure a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning
1.9	Ensure that learning is at the centre of strategic planning and resource management
1.10	Implement strategies that secure high standards of behaviour and attendance
1.11	Monitor, evaluate and review classroom practice and promote improvement strategies
1.12	Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
1.13	Seek and share best practice within and between schools, drawing on and conducting relevant qualitative and quantitative data
1.14	Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
2	Key Responsibilities – Management of the School
2.1	Arrange for a Deputy or other suitable person to assume responsibility at any time when absent from the school
	Curriculum
2.2	Manage the curriculum – demand ambitious standards for all pupils and instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes
2.3	Provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching, learning and improved standards
2.4	Lead a culture and ethos of challenge and support where all pupils and staff can achieve success and become engaged in their learning
2.5	Build a school ethos and curriculum which takes account of the richness and diversity of the school's community
2.6	Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning
2.7	Develop suitable quality assurance systems including school review, self-evaluation and performance management and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, trustees, parents and carers.
	Staff
2.8	Lead staff talent planning: forecast and also reactively manage talent succession moves and vacancies, and be the decision maker of staff employment offers aligned with school needs and financial ability
2.9	Ensure staff are inducted appropriately so they are clear about the vision and aims of the school, understand their accountabilities, policies and procedures, and swiftly become integrated into school life
2.10	Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to careful, fair and transparent review and performance evaluation in accordance with role expectations, performance management, appraisal and reward policy

2.11	Articulate clearly the values and behaviour expectations of the school and the Trust and hold staff to account for their professional conduct
2.12	Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks
2.13	Build and develop the team to work as effectively and efficiently as possible whilst also securing the highest levels of staff engagement
2.14	Motivate, inspire, challenge, coach and support staff to maintain high expectations of behaviours, safeguarding and a positive school environment
2.15	Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
2.16	Create a safe learning environment where colleagues feel able to share and contribute to ideas and practice; a supportive rather than “blame” culture
2.17	Manage own workload and support others in doing the same, to provide for good levels of work/life balance
2.18	Nurture a positive staff engagement: conducting and reviewing staff surveys, regularly gaining informal and formal feedback, collaborating on improvement areas, recognising staff strengths and opportunities, and celebrating individual and team achievements
2.19	Be a good and consistent role model reflecting a high level of professional teaching standards and values aligned with the school and Trust's vision
2.20	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.
	Finance
2.21	Accountable for the financial performance of the school
2.22	Work closely with the Lead of Operations and wider Trust Finance team to manage the school's financial and human resources, ensuring effectiveness and efficiency in achieving the vision and goals of the school
2.23	Knowledgeable of all school finances and continuously seeking opportunities for cost savings, sensible spending and investments, and revenue growth
2.24	Encouraging an ethos of a cost-conscious school culture in which all can contribute ideas to aid revenue
	Operations
2.25	Manage and organise the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations
2.26	Support and uphold the school and Trust policies
2.27	Ensure creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence
2.28	Ensure that the school's systems and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
2.29	Ensure there is Health and Safety compliance, conducting risk assessments where applicable and escalating to the Trust any non-conformance issues

3	Key Responsibilities – Stakeholder and Community Engagement
3.1	Welcome strong governance and actively support the governing body to understand its role and deliver effectively
3.2	Develop and secure trust amongst the community and all stakeholders
3.3	Create a wholly inclusive environment
3.4	Create and maintain an effective partnership with parents and carers, to support and improve pupils' achievement and personal development
3.5	Seek opportunities to invite parents, carers and community figures, business or other organisations into the school to enhance and enrich the school and its value in the wider community
3.6	Build the reputation of the school with the outside community
3.7	Ensure learning experiences and opportunities for pupils are integrated into the wider community (youth services, out of school activities)
3.8	Work as a key partner within the Trust, through such as the Executive Headteacher Board and other Trust and Alliance wide activities.
4	Key Responsibilities – Developing Self and Others
4.1	Contribute to the development of the school-led, self-improving education system through the work of the Trust and Alliance
4.2	Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
4.3	Regularly review own practice, set personal targets and take responsibility for personal development.
5	Key Responsibilities – Child Protection and Safeguarding
5.1	Ensure a culture of professional curiosity as a Designated Safeguarding Lead (DSL) and whole school adherence to all statutory requirements, currently provided through Keeping Children Safe in Education.
5.2	Ensure that the child protection policies and procedures adopted by the governing body are implemented and followed by all stakeholders
5.3	Ensure that resources and time are allocated to enable through this role and for other staff to discharge their child protection related responsibilities effectively and that colleagues involved in child protection and safeguarding responsibilities receive supervision
5.4	Provide a safe, calm and well-ordered environment, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
5.5	Collaborate with other agencies, particularly across the Trust, in providing for the wellbeing of pupils and their families and provide opportunities for all children, regardless of their capabilities, to be the best that they can be
5.6	Be the Safeguarding Lead to support the work of the child protection and safeguarding team

Person Specification: E Essential, D Desirable

6	Experience	
6.1	Proven successful experience in a leadership role, e.g. Headteacher, Interim/ Associate Headteacher, or Deputy Headteacher	E
6.2	Experience of 5.1 above throughout either the Primary or Secondary phase	E
6.3	Knowledge of Early Years including Nursery Education	D
6.4	An excellent classroom practitioner with the highest expectations for the welfare and progress of all students	E

6.5	Proven commitment to inclusion for all	E
6.6	Evidence a thorough understanding of curriculum development	E
6.7	Proven experience of monitoring and improving the quality of teaching and learning	E
6.8	Proven experience of meeting the needs of all learners; raising standards	E
6.9	Proven experience of developing good working relationships with all stakeholders	E
6.10	Proven experience in the analysis of performance data for the purposes of target setting and evaluation	E
6.11	Have experience of strategic planning	E
6.12	Proven commitment to excellent and respectful behaviour from the whole community	E
6.13	Experience of whole school self-evaluation and improvement strategies.	E
7	Qualifications/Training	
7.1	Graduate with Qualified Teacher Status	E
7.2	Leadership training such as a Masters degree, NPQH	E
7.3	Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements	E
7.4	Comprehensive knowledge of performance management requirements in an educational context.	E
8	Knowledge/Skills	
8.1	Ability to communicate a compelling vision and drive aligned activities	E
8.2	Demonstrable ability to work effectively in a wide range of partnerships	E
8.3	Proven ability to lead and manage significant whole school initiatives	E
8.4	Excellent leadership, motivational and communication skills	E
8.5	Ability to monitor and evaluate the work of others; to offer support and intervention where necessary	E
8.6	Ability to articulate, share and translate a clear vision of education within the context of an all through school, focused on providing the best education for students	E
8.7	Ability to ensure effective strategic financial planning and budgetary management to achieve best value	E
8.8	Proven skills and experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement	E
8.9	Understand and sustain local and national educational trends and pursue opportunities relevant to the school's vision and ably translating policy and opportunities into school's context	E
8.10	Understand what constitutes quality in educational provision, the characteristics of effective schools, and effective strategies for raising standards and the achievement of all pupils	E
8.11	Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students	E

8.12	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E
8.13	Understand the characteristics of an effective learning environment and the key elements of successful behaviour and attendance management	E
8.14	Understand team dynamics and ability to understand team and individual strengths and development opportunities	E
8.15	Understand strategies for performance management, including distributive leadership and building teams to share accountability for goals and standards	E
8.16	Can collaborate and communicate with a wide range of audiences including parents, pupils, colleagues, governors and other schools	E
8.17	Commitment to the promotion of an inclusive school and wider local community	E
8.18	Ability to give and receive effective feedback, coach, inspire and support to improve personal performance	E
8.19	Can challenge, influence, motivate and support others to attain high standards	E
8.20	Ability to develop and sustain a safe, secure and healthy school environment, ensuring an understanding of the legal issues related to managing a school	E
8.21	Ability to manage the school efficiently and effectively on a day-to-day basis including HR, operational and financial matters	E
8.22	Apply the principles and practice of quality assurance systems including school review, self-evaluation, stakeholder and community involvement.	E
9	Characteristics	
9.1	Ethical Leader who leads with integrity and clarity	E
9.2	Willingness and flexibility to work in the best interests of the school and Trust	E
9.3	Committed to delivering the schools vision, values and policies	E
9.4	Self-motivated and hard-working with a drive for excellence	E
9.5	Resilient and demonstrates optimistic personal behaviour, positive relationships and attitude towards all	E
9.6	Team worker and able to create and maintain effective professional working relationships	E
9.7	Creative and innovative	E
9.8	Exercises confidentiality and judgement	E
9.9	High level emotional intelligence	E
9.10	Keen for continuous self-development and development of others	E
9.11	High level interpersonal & communication skills	E
10	Safeguarding and Promoting the Welfare of Pupils	
10.1	Has appropriate motivation to work with pupils	E
10.2	Ability to maintain appropriate relationships and personal boundaries with pupils	E
10.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	E

Aims and values



Equality of opportunity

for all the young people and staff in our schools.

Collective moral purpose

through which we will help others and be professionally generous in all aspects of our work.

Integrity, openness, and trust

that helps forge strong relationships between partners.

Fairness to each other

as partners and to our associates and the individuals we work with.

Transparency and probity

particularly in financial matters and in accordance with the highest expectations of standards in public life (the Nolan principles).

Individual autonomy

respecting the unique nature of each school and its place within its own community.

Support for others

offering help to other schools/academies and young people beyond our own where we have the capacity to do so.

Collaboration

including with local authorities, other education providers and charitable bodies, to promote the success, welfare and safety of our young people.

Good governance

which secures our aims and values within a robust accountability framework.



Recruitment Process Guidelines

Temple Learning Academy, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (On-Line process)

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form. Candidates are encouraged to complete the On-Line form.

Application Form (Word Document)

If you would prefer to complete a paper application form, this can be provided by the Red Kite Learning Trust HR team upon request, please email:
recruitment@harrogategrammar.co.uk

For all formats of application: Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete

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 short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Red Kite Learning 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 on the basis of 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 and you will be required to disclose full details of your criminal history prior to your interview. 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 this 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 is made available to all Disclosure applicants at the outset of the recruitment process.

CANVASSING

You must not try to influence any current employee or member of the school governing body 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 short-listed for interview. In addition, you may be asked to undertake tests, written exercises or other tasks deemed appropriate for the role 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.

Teachers – The terms of the relevant year's Pay and Conditions Document will apply.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

At Interview - Under the Asylum and Immigration Act 1996 the school 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. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

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.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document 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
 - o 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

- o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
- o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
- o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
- o 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
- o 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 permit or other approval to take employment that has been issued by Work Permits UK

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 work permit 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 work permit 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.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.



Policy Statement on the Recruitment of Ex-Offenders

Temple Learning Academy, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote 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 Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure 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. We request that this information is provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we 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. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.