

Briefing Pack for Applicants Safeguarding and Inclusion Manager



STOCKSBRIDGE
HIGH SCHOOL
— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post:	Safeguarding and Inclusion Manager
Location:	Stocksbridge High School
Salary:	NJC Grade 8, Point 32: £41,511 to 35: £44,711 gross per annum
Actual	
Annual Salary:	£37,536.08 to £40,429.66 (under 5 years of service)
Contract:	Permanent, 37 hours per week x 41 weeks per year
Start date:	As soon as possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are looking for a skilled and enthusiastic Safeguarding Manager to work as part of the Pastoral team.

Candidates are encouraged to contact the school for an informal discussion about the role. If you would like to discuss the role please contact Hannah Taylor, Headteachers PA via email:

htaylor@stocksbridge-mlt.co.uk

Applications should be made by completing the Minerva Learning Trust Support Staff Application Form found on the Trust Central website.

The closing date is 9am on Monday 09 June 2025 and interviews will take place shortly afterwards.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust website. Please ensure that you do not fill in a local authority application form in respect of this vacancy, **ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

A handwritten signature in black ink, appearing to be 'Bev Matthews', with a stylized, flowing script.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration. This is reflected in our core vision of 'Believe, Achieve, Succeed' and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Dave Williams
Headteacher

Section 4: About Stocksbridge High School



Our Mission, Vision and Values

...THIS IS JUST THE START...

Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

Our Vision:

Our vision is based upon our core principles of '**Believe, Achieve, Succeed**'

Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

Our Values:

Be Positive

We smile, we accept compliments, we are polite, and we are respectful

Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

Our Mission, Vision and Values

Leaders at SHS	All Staff at SHS	Parents at SHS	Pupils at SHS
<ul style="list-style-type: none"> • Lead with a positive approach • Are solutions focussed • Are highly visible • Are highly active and act quickly to resolve issues • Model expectations and never ignore problems • Are reflective, support and develop colleagues within our teams • Have high expectations of all stakeholders • Are accountable and confident to hold others to account • Are kind and mindful of well-being, physical and mental health • Communicate with clarity in a timely manner • Put the school's vision and values front and foremost 	<ul style="list-style-type: none"> • Have high expectations for all stakeholders and build confidence • Are reflective and continually strive for improvement • Look after their own well-being and that of others • Put relationships at the heart of everything they do through kindness • Have a relentless focus on outcomes • Uphold standards positively and support the school's drive towards excellence • Use policies and guidance to provide clarity of purpose • Recognise achievements of all stakeholders and celebrate through a culture of success 	<ul style="list-style-type: none"> • Be part of the decision-making process by involving themselves as part of the school community • Support school decisions by reflecting on the rationale and encourage their children to • Understand that pupil success is at the heart of the school's values • Engage with the school and respond positively • Be kind to staff that are working hard to do the best for their children • Be confident to approach the school about how we can work more closely together 	<ul style="list-style-type: none"> • Have high expectations of themselves and their peers • Be positive in all that they do • Be kind, compassionate and caring to others • Be confident to make choices even when they might be difficult • Be reflective and consider the impact of our actions on others • Understand that staff are here to help them to be the best version of themselves • Be part of the decision-making process by fully engaging in leadership opportunities • Adhere to the school's policies

Our Mission, Vision and Values

Believe:

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Achieve:

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

Succeed:

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva 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.

POST TITLE	Safeguarding and Inclusion Manager
GRADE/SALARY	NJC Grade 8, point 32 to 35
HOURS/WEEKS	37 hours per week, 41 working weeks
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Deputy Headteacher - Inclusion
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To work closely with the Deputy Headteacher and take a lead organisational role in respect of safeguarding, inclusion and well-being including performing the duties of Deputy DSL.• Engage with students and families to support them to overcome barriers to learning, access multi-agency support and liaise with colleagues to develop appropriate safeguarding interventions.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Level 2 English and Maths• Academic or vocational qualifications at NQF Level 6 in a relevant field

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Management

- As the DDSL, play a lead role in the management of safeguarding in the school and ensure that day to day referrals and other safeguarding concerns are addressed.
- Contribute to the development of specific areas within safeguarding e.g. achievement, attendance, student well-being and transition in line with strategic priorities of the schools for all year groups.
- Manage complex and high-risk safeguarding cases and support vulnerable students in conjunction with the DSL and refer as appropriate to the Deputy Headteacher (DSL).
- Day to day management and development of the Attendance Officer and oversee the work of the other DDSLs.
- Develop and co-ordinate training and other learning activities and development as identified through line management and personal development activities.
- Undertake recruitment/induction/training/mentoring and line management of staff where appropriate.
- Support the DSL to create the Safeguarding report and produce relevant data for School, Trust and governors to inform and create action plans for improvement.

Safeguarding

- Work closely with the DHT (DSL) to manage and ensure the delivery of Safeguarding as specified in the latest 'Keeping Children Safe in Education' DFE guidance including providing advice and guidance to the senior leadership team.
- In conjunction with the DHT (DSL) and Headteacher, make the necessary referrals within school and externally to Social Care or other agencies including the LADO and/or Police, where appropriate, where there are concerns of harm, involving sexual, physical, emotional abuse, or neglect of any student(s) in school.
- Provide support to staff in school who make referrals to the local authority children's social care service.
- In conjunction with the DHT, make referrals to the Police where a crime may have been committed or there are known cases of FGM and assist other staff to make reports.
- Liaise with the Trust HR Team to ensure referrals are made to the Disclosure and Barring Service in respect of employees who are dismissed or have left due to allegations involving risk or harm to a child.
- Provide relevant and regular information to the DSL, SLT, Trust Central Team, staff and students about child protection issues including FGM, Legal Highs, extremism and Radicalisation, eating disorders, Criminal activity, abuse and neglect.
- Organise and coordinate a programme of intervention in liaison with curriculum Leaders and external agencies, as a proactive response to potential safeguarding issues.
- Undertake home visits as appropriate.
- Ensure safeguarding process & procedures are robustly followed where there is a risk of a student missing from education.
- Play a leading role in creating an ethos of telling within the school, building positive and open relationships which enable young people to disclose incidents of abuse.

- Manage the production of safeguarding reports and ensure accurate, detailed written records of concerns and referrals are maintained securely within the school safeguarding systems e.g. CPOMS, FCAFS, My Plans, EPEPS.
- Conduct interviews and lead meetings under the safeguarding policy.
- Liaise with Headteacher, DHT and other relevant SLT members as appropriate
- Manage the arrangements for file transfer where children leave or join the school to ensure secure information sharing and accurate details to inform the support required in school for the child or children concerned.
- Support the DHT (DSL) and work with the Head's PA and the Trust HR Team to monitor the single central record and ensure it complies with all relevant legislation and guidance.
- Support the DHT (DSL) and Headteacher to deliver responsibilities in respect of Preventing Radicalisation including acting as a point of contact in relation to the Prevent Duty, co-ordinating Prevent Duty procedures in school, and liaison with local Prevent Co-ordinators, the Police and Local Authority and existing multi-agency forums as necessary and appropriate.
- Work with the DHT (DSL), Headteacher and Trust Senior Director of Inclusion to review and update the school child protection policy on an annual basis and is presented to the Local Governing Body in accordance with Trust Governance arrangements.

Pastoral, Attendance and Student Well-being

- Work with the relevant Pastoral staff to identify and support vulnerable students and those with additional needs and offer advice and support where required
- Promote students' emotional well-being and mental health at school and work with the Pastoral team to ensure strategies for early identification and interventions are in place and delivered effectively including playing a lead role in matters relating to Child Sexual Exploitation, FGM, and LGBTQ+.
- Manage and oversee the work in school to promote good attendance, monitor persistent absence and liaise with the Trust Safeguarding and Inclusion Manager to take action where necessary.
- Facilitate links between the school and home/carers, where appropriate and agreed, including phone calls, letters, meetings and home visits.
- Utilise the support of external agencies and the local community, where appropriate and agreed.
- Ensure families are signposted to relevant agencies and support, making referrals in a timely manner.
- Manage and oversee the appropriate arrangements are made for FCAFs/My Plans, where appropriate and agreed.
- Manage support for students in transition from Year 6 to Year 7 and mid-year where appropriate, including contributing to the organisation and delivery of summer school activities as required.
- Provide moral guidance to students, acting as a role model and mentor.
- Mediate between students and staff where relationships have broken down.

Working with staff and other agencies

- Ensure staff in school can access and understand the school's child protection and safeguarding policy and procedures including new and part-time staff and staff who work on site for a third party.
- Inform the DSL of safeguarding issues, especially on-going enquiries into whether a child is at risk of harm and progress of police investigations.
- Liaise with the case manager, the LADO and the Trust HR Team for all safeguarding concerns where a member of staff is involved in respect of safety for the child(ren).
- Utilise the support of external agencies where appropriate (MAST, CYT, external counselling etc).
- Ensure families are signposted to relevant agencies and make referrals in a timely manner.
- Pro-actively support staff in the school and act as a source of support, advice and expertise for staff including guidance on when to make a referral and encourage staff to raise low level concerns.
- Understand and contribute to the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and reviews and attend these to contribute on behalf of the school where appropriate.

Children Looked After

- Play a leading role in school and provide support to the leadership team including liaison with external agencies e.g. Virtual School and Social Services.
- Complete EPEPS within the required timescales.
- Track and allocate funding for CLA.
- Attend CLA reviews, where appropriate, to provide information about students.
- Liaise with the Attendance Team regularly to ensure all CLA are attending consistently and highlight concerns to the DSL.
- Work with the Pastoral Team to effectively admit new students to the school and to track their engagement. Liaise with appropriate schools/external agencies where required.

Training and awareness

- Undertake training to develop and maintain the knowledge and skills required to carry out the role of a Deputy DSL including advanced safeguarding and annual refresher training.
- Complete the relevant Social Care training / LA training to facilitate the preparation of reports for core groups and case conferences.
- Complete the relevant Prevent training, in accordance with Home Office requirements and utilise this to support the school in fulfilling the Prevent duty, provide advice and support to staff on the protection of children from the risk of radicalisation.
- Complete the relevant training on Female Genital Mutilation (FGM) and be able to provide advice and support to staff on protecting and identifying children at risk of FGM.
- Complete safer recruitment training and work with the Trust HR Team to support the school in compliance with KCSIE and modelling best practice to staff.
- Complete any relevant training such as self-harm, mental health, emotional health and well-being, LGBTQ+, bereavement, general counselling skills, conflict resolution and restorative justice, and Child Sexual Exploitation.

- Work closely with the DSL to ensure that the school's child protection policies are known, understood and used appropriately.
- Link with the local safeguarding children board (LCSB) to ensure staff are aware of the training required and opportunities available and maintain appropriate records of attendance.
- Raising awareness of child protection and school policies with parents/carers and the wider community.

Communication

- Encourage a culture of listening to children among all staff and ensure that children's feelings are heard when the school puts measures in place to protect them.
- Be a champion, advocate and voice for students, valuing their opinion and involvement in school activities and improvements.
- Provide an advice helpline for parents/carers during normal office hours.
- In conjunction with the DSL, provide out of term contact/support for students on an individual basis, where appropriate and agreed.
- Work with the DSL to act as the safeguarding link for trips and out of school activities, where appropriate and agreed.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post: Safeguarding and Inclusion Manager

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Minimum GCSE or equivalent level 2 in English and Maths.	AF/I
Academic or vocational qualifications at NQF Level 6 in a relevant field	AF/I
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I
Completed advanced safeguarding training to undertake the role of Deputy DSL or willing to undertake this	AF/I
Evidence of training in respect of safeguarding issues including Prevent Duty, FGM, CSE	AF/I
Evidence of recent and continuous professional development.	AF/I
KNOWLEDGE AND EXPERIENCE	
Knowledge of statutory and regulatory safeguarding requirements including Keeping Children Safe In Education and Working Together	AF/I
Experience of working with disadvantaged students and their families	AF/I
Understanding of the current Ofsted requirements for safeguarding	AF/I
Recent experience of supporting vulnerable young people within an educational setting or similar	AF/I
Experience of designing and delivering training to support colleagues	AF/I
Experience of supervising or managing staff including monitoring and evaluating performance	AF/I
Awareness of Data Protection and confidentiality issues	AF/I
Excellent word processing skills (Microsoft Word).	AF/I
Knowledge and experience in the use of ICT systems (Microsoft Office, SIMS, CPOMS)	AF/I/AA
SKILLS	
Excellent verbal and written communication and presentation skills.	AF/I/AA
Skills in the use of ICT systems to produce emails, letters, and reports as necessary	AF/I/AA
Strong organisation and planning skills with attention to detail	AF/I/AA
Excellent interpersonal skills – able to deal confidently and effectively with a wide range of people at all levels.	AF/I
Ability to produce high quality, accurate, documentation including correspondence, reports and management information	AF/I/AA
Ability to multi-task and manage changing priorities	AF/I/AA

Ability to stay calm under pressure and manage difficult situations	AF/I
Demonstrate a positive team approach to work.	AF/I
Ability to work on own initiative.	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	AF/I
Willingness to undertake regular and on-going training to support the fulfilment of statutory and school requirements for safeguarding	AF/I
Ability to lead and Line manage a team in line with the Mission and Vision of the school and Minerva Learning Trust	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I/R
Ability to undertake advanced safeguarding training and become a Deputy DSL	AF/I
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/I/R
A commitment to equal opportunities.	AF/I/R
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I/R

Key: AA = Assessed Activity AF = Application Form R = Reference I = Interview

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.

Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.

If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.

If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.

Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet

the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA htaylor@stocksbridge-mlt.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to htaylor@stocksbridge-mlt.co.uk by the closing date.