

**Paulet High School &  
6th Form College**

# **Recruitment Pack**

**2021/22**



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# Welcome

## TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Applicant

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that the information in this recruitment pack is valuable in furnishing you with the detail to assist you in your application and, more importantly, helping to develop your understanding of what it means to work within the JTMAT community and its family of schools.

Our mission statement within JTMAT is simple, and pre-dates the Trust itself, emanating from the founder school, John Taylor High. It is a statement of intent, and a commitment that we carry through all our work:

"We believe in the power of education to improve lives – and the world."

Schools within the Trust are staffed with colleagues – teaching and support – who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term "outcomes", we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as "what survives after what has been learned has been forgotten." Our schools therefore value educational trips and visits, performances and events, and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.

In all that we do individually and collectively, we endeavour to display six key attributes that will enable us to be successful. They are:

- Our commitment to ensure learning is at the heart of all we do: Keeping "the main thing, the main thing" – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.
- A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
- Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.
- Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.
- Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.
- Collegiality: Listening to others, sharing with others, learning from others.

We want all of the children and young people in our schools to exhibit these qualities also.

I hope that you find the information enclosed useful in your considerations. Much more can be found on our website at [www.jtmat.co.uk](http://www.jtmat.co.uk). Should you share our vision and choose to apply for this position, I wish you every success.

With best wishes.



Mike Donoghue  
CEO





‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the John Taylor story. It is a compelling story, and one which we hope you will wish to experience. We are driven to ensure that our community can realise its true potential through learning.

This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve. Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

## What makes us successful?

Our commitment to ensure learning is at the heart of all we do.

Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

### A passion for excellence

Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

### Restlessness and curiosity

Looking for opportunity to be involved and to learn from new experiences.

### Courage to innovate

Leading change – in teaching and learning, curriculum development, organisational structures.

### Tenacity and resilience

Holding to our mission in times of turbulence and remaining resolute until we achieve what we set out to do.

### Collegiality

Listening to others, sharing with others, learning from others



# Information about the Trust

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JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winhill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December and Walton on Trent C of E Primary and Nursery School on 1 January 2019. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 FE Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022.

JTMAT is led by chief executive officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a chief operating officer and central Trust team who bring specialisms in the areas of HR, finance, ICT, governance and school improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

## JTMAT Schools



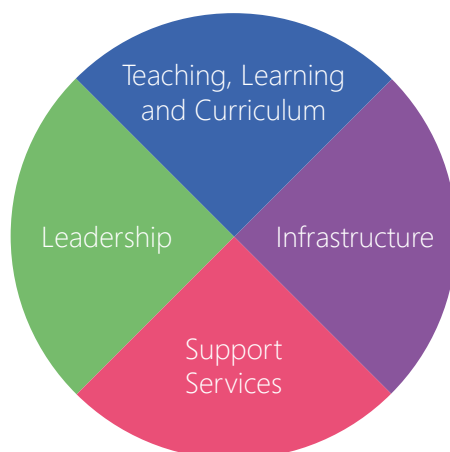
# JTMAT Objectives

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Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

The Trust's strategic plan supports achievement of these objectives under three? key areas:



Key performance indicators and milestones will enable the Trust to robustly monitor and review progress ensuring growth and development.

# National Forest Teaching School

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The National Forest Teaching School is a local alliance of secondary, primary and special schools spanning a wide geographical area from Derby and Burton on Trent through to Lichfield and Sutton Coldfield. Our schools operate in a variety of different contexts but share a common belief in the power of collaboration to bring about continuous school improvement in our local area. Located at the lead school, John Taylor High School, improving outcomes for young people in our local area is at the heart of our work. We do this through the three main areas below.

<b>School to School Support</b>	Our Primary and Secondary School Direct Programmes are well established and we are proud of our track record in training our own teachers for employment in the local area. In 2015 John Taylor High School became a SCITT (a School Centred Initial Teacher Training provider), adding further opportunities for aspiring teachers to enter the profession. We are also an accredited Appropriate Body for NQTs.
<b>Professional Development</b>	Our vision is that teachers are supported at all stages of their careers. To support succession planning it is equally important for us to grow our own leaders and we offer professional development opportunities for all, from NQTs and RQTs through to Middle Leaders and Aspirant Headteachers. As a Teaching School we also periodically secure funding to engage in exciting research and development projects.
<b>Initial Teacher Training</b>	Within our alliance we have a National Leader of Education, a National Leader of Governance and a number of Specialist Leaders of Education who support us with our school to school support work. Accreditation as an SLE is an opportunity available to teachers across the alliance and beyond who have an area of expertise and a proven track record in supporting, mentoring or coaching others. As a Teaching School we also can secure funding to support other schools where there is an identified need.

As a National College Lead School for CPD we deliver the Outstanding Teacher Programme, Improving Teacher Programme and National Professional Qualification in Middle Leadership programmes to teachers across the region. Our Teaching School affords staff in our partner schools numerous opportunities, whether that be participating in exciting research and development projects, involvement in training the next generation of teachers, being an SLE and supporting other schools or being able to study for a Masters-level qualification. The opportunities are limitless.

Our work is best explained through our mission: “Learn, Teach, Grow, Share.” Learning is at the heart of what we do, and we work with hundreds of professionals in schools annually as they learn new classroom practice, ways of working positively with children and young people, and approaches to enable them to lead others purposefully and effectively. As a National Teaching School, we know that the development of teaching – from aspiring teachers to outstanding classroom specialist leaders in education – is what will make the greatest difference to the educational provision and outcomes of children in our region.

# JTMAT

## Terms and Conditions of Employment Overview

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The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

### **SALARY**

#### **Teaching staff**

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

### **SUPPORT STAFF**

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

In addition, the Trust has adopted local agreements with recognised Trade Unions. These are set out in various documents, which form the Trust's Employee Handbook.

### **PENSION SCHEMES**

The Trust offers membership of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

### **WORKING TIME**

The School Teachers Pay & Conditions Document does not set specific working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document.

A teacher employed full-time must be available for work for 195 days, 190 days during term time and 5 days during school closure periods and must be available to work for 1265 hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Support Staff contracts will be based on a full-time equivalent of either 32.5 or 37 hours per week (pro-rata for part-time staff) and payable whole year or term time only, as appropriate to the role.

### **WORK LOCATION**

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home as the Trust may require from time to time.

### **PROBATIONARY PERIOD**

Support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 month's notice on either side.

### **CONTINUOUS EMPLOYMENT**

Under employment law, various employee rights are dependent on the period of continuous employment worked such as the calculation of annual leave entitlement, sick pay and maternity pay. At JTMAT, continuous employment for this purpose starts on the earlier of the following dates:

- a) the date of appointment; or
- b) the start of your continuous employment in a previous post with a local authority or associated employer under the Redundancy Payments (Local Government Modification Orders).

You should also note that if you are dismissed on grounds of redundancy, your redundancy payment will be calculated by reference to your continuous employment with all local authorities and associated employers under the Redundancy Payments (Local Government Modification Orders).

Any redundancy payment due will be calculated using the statutory provisions applicable at the point of dismissal.

### **ACTIVITIES OUTSIDE NORMAL WORKING HOURS**

Any outside employment, either paid or unpaid, must not in the view of the Trust conflict with or react detrimentally to the Trust's interests or in any way weaken public confidence in the conduct of the Trust's business.

### **DATA PROTECTION**

The organisation will comply with the provisions of relevant UK data protection legislation. Job applicants can view the relevant Privacy Notice in the Privacy Centre on the JTMAT website.



# Welcome to Paulet High School & 6th Form College

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I am very proud to be the Headteacher here at Paulet High School. We are a safe, ordered and inclusive community as noted by Ofsted (October 2016) 'This is a truly inclusive school. Governors, senior leaders, staff and students share a common belief that there is a place for everyone at Paulet and aspirations are equally high for every student.' The high standards we achieve in behaviour and uniform show that our students are proud to call Paulet their school. 'Students value the good relationships they have with their teachers and behave well in lessons and around the school.' Ofsted (October 2016)

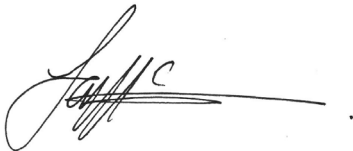
Our Sixth Form College is going from strength to strength with many of our Year 11 students opting to stay on and many joining us from across South Derbyshire to form a vibrant group of hard working and committed students.

We value the development of character as highly as we value academic outcomes. We strive to ensure our students know what it means to be resilient, hard-working and determined young people who think about their community in all they do.

WEAREPAULET is our mantra which our students wear and live with pride – it's the Paulet Way!

If you would like to find out more about our school please feel free to visit us at any time during the working day. You will see for yourself what the school has to offer and how happy and hardworking our students and staff are.

Ian McArthur



Headteacher



# Our Values

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**WE** trust in the power of education to improve not just our own lives but the lives of others.

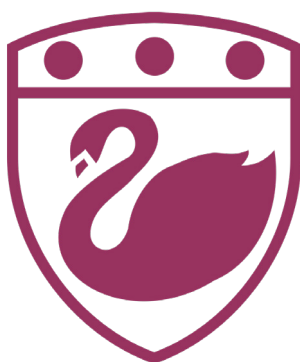
**#WEAREPAULET**

## ASPIRING

- We welcome and celebrate the uniqueness of individuals
- We are a safe and welcoming school at the heart of our community.
- We look to the future whilst embracing tradition.
- We are a high achieving and happy community of approachable, passionate, loyal and caring people.

## ACHIEVING

- We guide our students to become inquisitive and creative thinkers who have a thirst for knowledge.
- We believe in a broad and balanced curriculum to prepare all of our students for their future endeavours.
- We develop a love of lifelong learning.
- We strive to ensure that all students ignite their potential - academically, socially, and emotionally



Opportunity  
Community  
Equality  
Pride

# Behaviour for learning

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The Local Governing Body expects our school to be a place:

- where all individuals are respected and their individuality valued;
- where students are encouraged to achieve; and
- where self-discipline is promoted and good behaviour is the norm.

At Paulet we strive to:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and prevent all forms of bullying among students;
- ensure students' standards of behaviour are acceptable; and
- promote students' positive attitude.

Our Behaviour for Learning structure has a clear process of warnings, in and out of class, and is supported by a reward system that the students feel invested in.

Our pastoral system runs on a horizontal, year group, basis and is complemented by a house system comprised of four houses with students from across the year groups.



Caring  
Helpful  
Articulate  
Resourceful  
Adventurous  
Cheerful

PAULET thoughtful

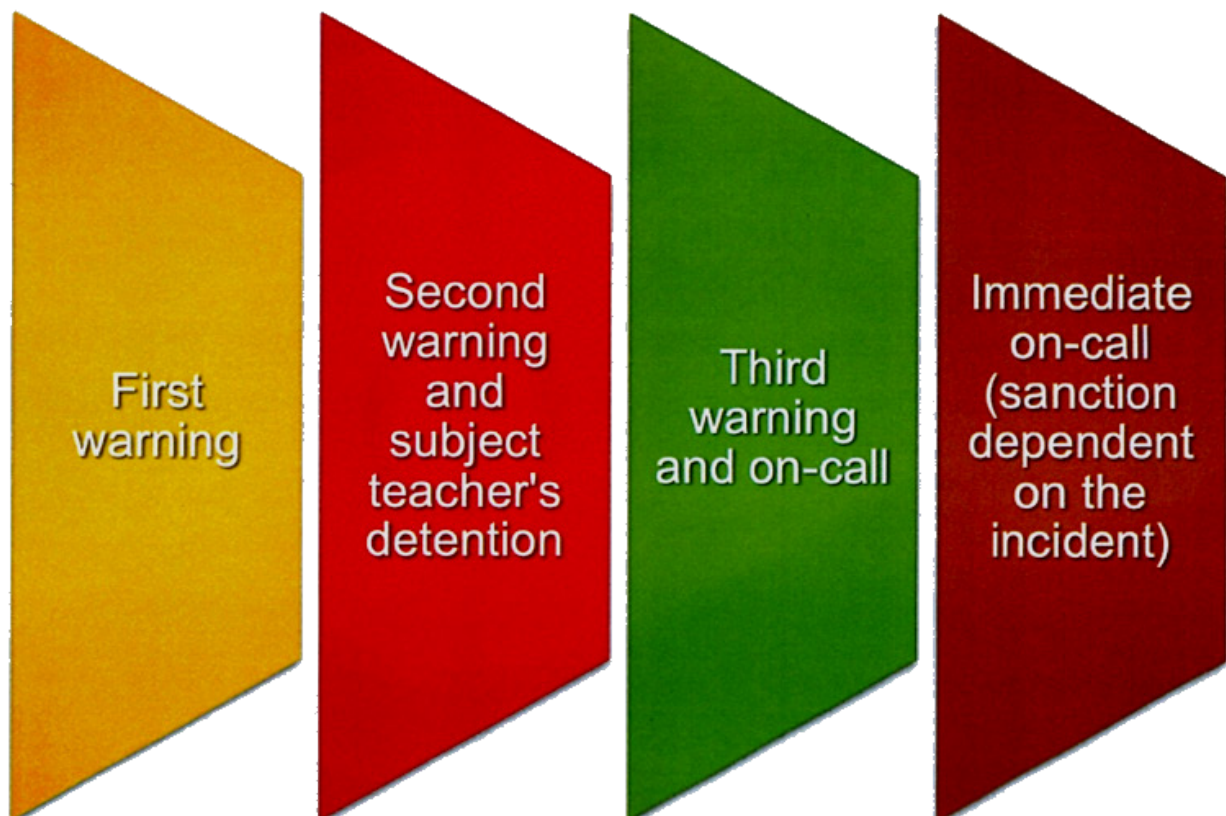
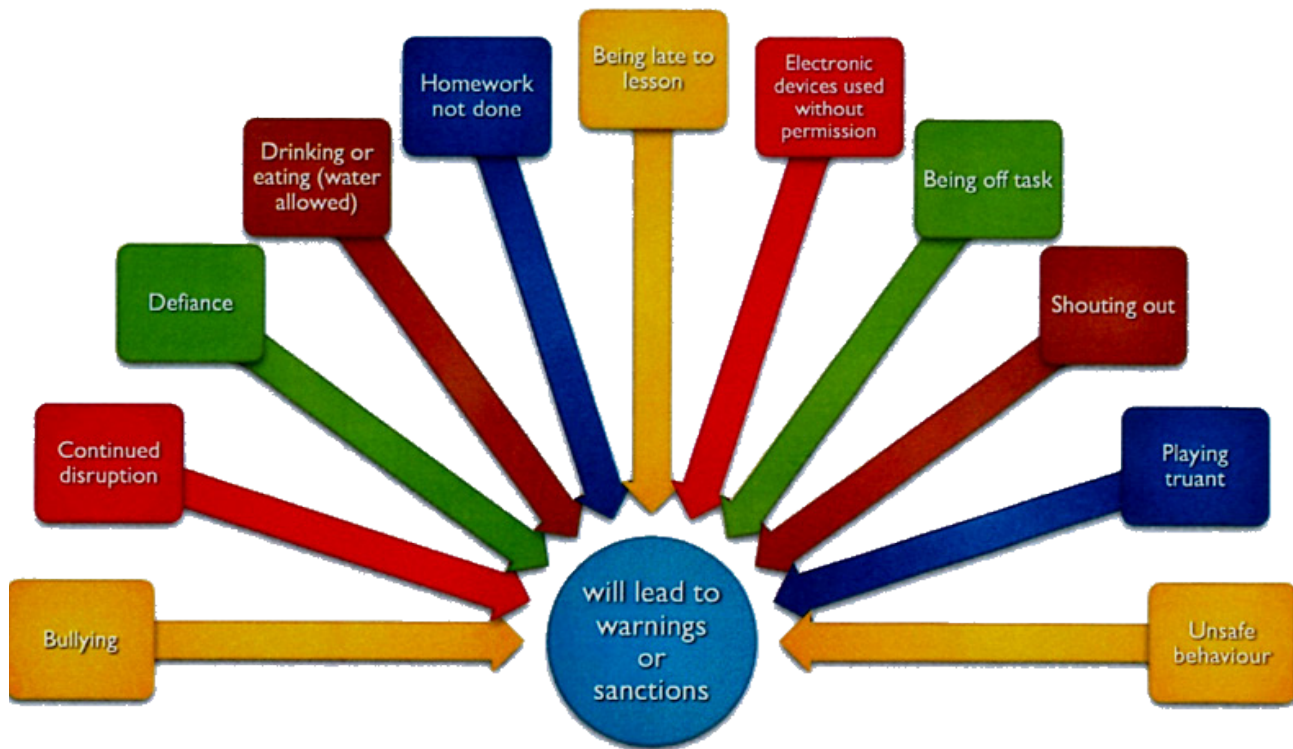


Enterprising  
Responsible



# Behaviour for learning in the classroom

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# Wellbeing Hub

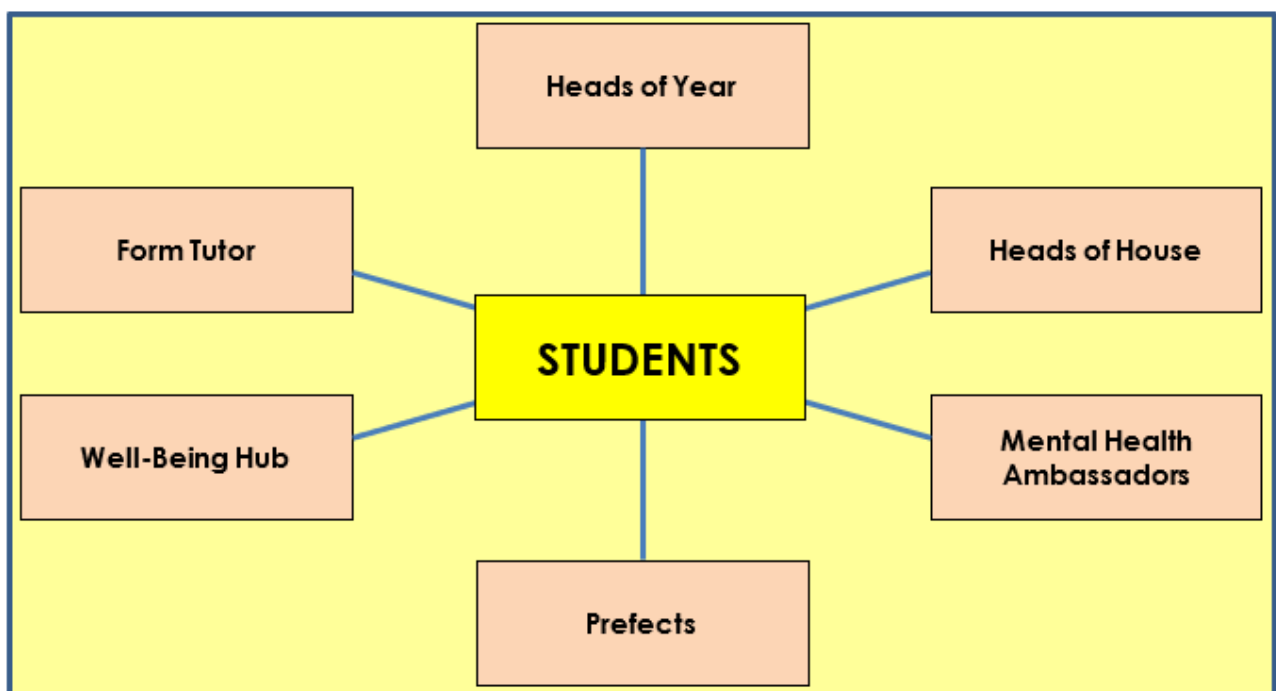
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The Well-Being Hub provides support to our students with one to one and small group work on topics such as:

- mindfulness;
- managing workload;
- bereavement; and
- LGBT support.

Students are also welcome in the Wellbeing hub to meet new friends, play games and engage in gardening activities; all designed to boost their well-being.

The support we offer students:



## THE WELLBEING **HUB**

# Our Curriculum

## Transition to Key Stage 3

It is essential that students continue to make good progress from their finishing point at the end of junior school. At Paulet we work with our partner schools to ensure we have a clear picture of what students can and can't do in the core subjects.

## Year 7 and 8

Students in year 7 and 8 experience a broad range of subjects which are detailed in the table below. Most subjects are taught in form groups. Students have 3 hours per week in English and a one hour literacy hour which is taught in the library. Part of the literacy hour is focused on reading and we run a program called Accelerated Reader which sets all students appropriate reading for them to make at least good progress.

In maths and science students are grouped by ability after the first half term. In performing arts, design technology and P.E. students rotate around different specialisms. In design and technology students will experience around 9 weeks each of textiles, food technology, resistant materials and electronics, in performing arts students do a term each in music, drama and dance and in PE students are able to experience different sports across the year.

Y7 & 8	Mixed ability taught in tutor groups								Ability Sets		Carousels		
Subject	Art	English	French and Spanish	Geography	History	ICT	Literacy	Philosophy and ethics	Science	Maths	Performing arts	Design Technology	PE
Hours per Week	1	3	2	2	2	1	1	1	3	4	1	2	2





## Year 9

In year 9 students are independently set in English, maths and science. This enables teachers to best prepare students for the rigours of the new GCSE qualifications they will sit in Year 10 and 11 and set appropriately challenging work.

Y7 & 8	Ability Sets		Grouped in mixed ability classes (with 1 top set)					Choices (students pick 2 from 4)				Language Choice	
Subject	Maths	Science	English	Philosophy and Ethics	Geogrpahy	History	ICT	Art / Art with textiles	Drama	Music	DT	French or Spanish	PE
Hours per week	4	3	4	1	2	2	1	2	2	2	2	2	2

Students continue to have a broad curriculum in year 9 which prepares them for the wide range of choices when they take their GCSE options. These other subjects are taught in mixed ability groups as this is how they are grouped in KS4.

Students in year 9 make some choices about their curriculum; this is to help them to focus on subjects which they are more likely to choose as an option for their GCSEs.

Students make a choice between French and Spanish. This enables students to specialise in the language of their choice before making their GCSE options later in year 9. Many students will choose a language as a GCSE option, a few students will continue to study both languages if they are particularly strong linguists with an interest in a career in linguistics.

Students also choose two creative subjects from music, drama, art, art textiles and design technology. Student voice conducted in 2016 told us that students in year 8 would like to have the chance to specialise more in their creative curriculum in preparation for their GCSEs. As the maximum number of creative choices students can make in their GCSE options is 2, the 2 from 4 curriculum model has been developed and is popular with students and teachers. Students have the opportunity to change these subject choices at Christmas, if they choose to, before they take their options in the spring term.

In year 9, students receive end of KS4 attainment targets. Reporting home to parents is reflected in this by teachers who start to forecast end of KS4 levels in year 9. This helps students make decisions about their options choices as they can reflect upon their individual strengths and interests before making their choices.

Students at Paulet receive comprehensive guidance when making their guided option choices. This includes an options booklet, assemblies on subject choices and careers and a parents information evening which includes talks on the options process as well as parents evening.



### Key Stage 4 'Pathway to Success'

At Paulet we have developed a bespoke curriculum for our students in years 10 and 11. We call our curriculum model 'Pathways to success.' The pathways were first introduced for the new year 10 in September 2016. The philosophy behind our pathways are:

- All students have a huge amount of potential and we believe all students can fulfil their potential at Paulet.
- Students need different levels of academic challenge to meet their needs and aspirations.
- Students have different paces of learning and their curriculum should reflect this.
- Students require different levels of support to reach their potential.
- Success for one student might be failure for another.

To this effect our key stage 4 curriculum has 3 pathways. These pathways are called the Blue, Red and Yellow Pathways.

#### Blue Pathway:

This pathway allows students to take 8 GCSEs. Students in the blue pathway are encouraged to take the ebacc which is a suite of subjects made up of English, maths, science, a language (French or Spanish) and a humanity (geography or history.) These students are also able to take triple science as an option. Students in the top set for maths have the opportunity to sit statistics as a GCSE as part of their maths curriculum to provide the academic rigour and challenge they need. Students are advised to use 1 of their 3 options choices to study an art, technology or other subject of interest to them.

#### Red Pathway:

This pathway allows students to achieve 8 GCSEs. Students in the Red Pathway make 3 options choices. All students must study either history, geography, French or Spanish as one of their choices. The students then have 2 other options to use as they wish considering what they want to do after they leave Paulet High School in Year 11. For some students this may mean doing the ebacc but for others it will mean taking 2 subjects that fulfil their interests.

#### Yellow pathway:

A few students each year are given a free choice of subjects. These students are encouraged to do fewer academic GCSEs and choose vocational and creative choices which they feel will be more pertinent to their post 16 aspirations. They have 3 option choices and they do not need to study any subjects in the ebacc.

The table below details the option choices for 2019

	Core Subjects					Option A	Option B	Option C
Subject	English	Maths	Science	PE	Philosophy and Ethics	Triple Science, History Spanish Btec Creative media Btec PE Btec Health and Social Care Ethics and Philosophy	History Geography Spanish Art Textiles OCR Engineering Design Music	History Geography French Drama OCR Systems Engineering Btec creative media Btec Child development
Hours per week	5	4	5	1	1	3	3	3

## 6th Form

All students in year 11 have the opportunity to progress to our 6th form college as well as candidates from other centres. Students are interviewed by senior teachers, have assemblies and can attend a 6th form open evening to gather information about our 6th form curriculum choices. Students then have to apply to our 6th form and they are made a conditional offer. The conditional offer stipulates what grades students need to achieve to secure their place.

At the beginning of year 12 students who wish to take up their place need to attend the enrolment day. Final decisions of which courses students would like to study are made reflecting on current career aspirations and GCSE results. Students have a wide range of curriculum choices which are detailed below. All A level and vocational subjects have five 1 hour lessons per week.

A Level Qualifications	Vocational Qualifications	Level 2 Qualifications
English Literature Maths Physics Chemistry Biology History Geography Music Art Sociology Psychology Product Design Drama Photography	ICT (Btec current year 12 and OCR national current year 13) Btec Engineering Btec Sport Btec Health and social care Btec Business studies  <b>Other qualifications and awards</b>  Extended project qualification (EPQ) Duke of Edinburgh Silver Award	Resit English GCSE Resit Maths GCSE

Students who don't achieve a grade 4 or equivalent in GCSE English and maths have to continue to study them in the 6th form. This may compromise their option choices as resit English and maths are placed in one of the option pools.

Where sufficient interest in subjects is not established, courses may not run as they are not financially viable. All of our 6th form curriculum courses are 2 years in duration. Therefore, students who register in our 6th form are committing to 2 further years of study.

Our 6th form centre offers a varied and valuable enrichment programme. All students are timetabled for 1 hour per week on a Wednesday afternoon to choose between a range of activities such as: The Duke of Edinburgh Award, the extended project qualification, an enterprise team, volunteering, sports and student leadership. Students also receive careers education as well as guidance and support in applying to universities. Visits to universities are arranged and students can go on alternating biannual residential visits skiing or to New York which is only open to 6th form students.





# Extra-curricular learning

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At Paulet we believe that learning inside the classroom is only part of a child's education. We provide a vast range of activities, experiences and opportunities for our children to grow and develop.

Trips including foreign visits to France, Bay of Naples, Madrid, Iceland, Biannual ski trip (Austria in 2019) and biannual 6th form New York trip allow children and students the chance to explore the world, to meet new cultures and make some memories which will last a lifetime.

Students can learn to play an instrument; there are several peripatetic tuitions available including vocal tuition and students can also work towards graded music exams at Paulet.

Students can take part in a school production, grow vegetables, look after our chickens, be in the technology club, play for a sports team, go to homework club, read in the library and much more at lunch times and after school. The best place to see these events is on our Pinboard which can be accessed from our webpage.

Students in year 10 and 12 this year can also work towards the Duke of Edinburgh Bronze and Silver Awards.



# The Paulet Way for staff

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We believe that all of our students deserve the very best education that we can offer. To facilitate this we all commit to follow the 'Paulet Way for Staff' which condenses our school policies into the basics that we all consistently follow:

## BE READY FOR THE DAY

Which includes:

- Arriving to school in good time to enable an effective start
- Being appropriately (and professionally) attired
- In your role as a tutor, checking uniform and equipment regularly

## BE A POSITIVE ROLE MODEL FOR OUR STUDENTS

Which includes:

- Modelling good behaviour to our students
- Having positive relationships with all students
- Being non-confrontational to students (and staff)
- Challenging students not following the rules
- Following the rules that the students follow (phones, eating, etc.)

## BE CONSISTENT IN THE CLASSROOM

Which includes:

- Greeting your students at the door
- Establish and maintain clear expectations for the start and end of all lessons
- Following the 5 golden rules
- Use the BFL system fairly, balanced with Paulet Points
- Acknowledge every child in every lesson (at least once)
- Using PLPs effectively to ensure differentiation
- Being positive (even when it's really hard) and operate a clean slate approach every lesson

## LOOK AFTER YOURSELF AND EACH OTHER

Which includes:

- Smiling (at least once a day!)
- Acknowledging other colleagues and they'll acknowledge you
- Taking your lunch breaks
- Meeting deadlines
- Following all school policies
- Resting so you can



# The School Day

Students are taught in five, sixty minute lessons during the day with break and lunch following periods 2 and 4 respectively. All students have a 20 minute registration session with their form tutor and form group at lunch time. Lunch time is split to enable students a better lunch time experience.

## Year 7, 8 & 9

Time	Lesson / Activity
8:27am	Student Movement Bell
8:30am - 9:30am	Lesson 1
9:30am - 10:30am	Lesson 2
10:30am - 10:50am	Break
10:50am - 11:50am	Lesson 3
11:50am - 12:50pm	Lesson 4
12:50pm - 1:30pm	Lunchtime
1:30pm - 1:50pm	Form Time
1:50pm - 2:50pm	Lesson 5

## Year 10, 11, 12, & 13

Time	Lesson / Activity
8:27am	Student Movement Bell
8:30am - 9:30am	Lesson 1
9:30am - 10:30am	Lesson 2
10:30am - 10:50am	Break
10:50am - 11:50am	Lesson 3
11:50am - 12:50pm	Lesson 4
12:50pm - 1:10pm	Form Time
1:10pm - 1:50pm	Lunchtime
1:50pm - 2:50pm	Lesson 5

Assemblies take place every week on a 2 week rotation. Week one is Year group assemblies and week 2 is house assemblies.





# Application Guidance

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Vacancies with JTMAT are advertised on our website [www.jtmat.co.uk/vacancies](http://www.jtmat.co.uk/vacancies)

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font.

**Please note:** CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application (if required) to the email address specified by 12 noon on the date specified in the advert. Applications received after the closing date/time will not be considered.

You may arrange a visit to the school before applying for a post or prior to interview if you are shortlisted, by contacting **the School Office** on **01283 247900**

## **After submitting your application**

Please note if you have not received communication from JTMAT inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Please note JTMAT does not provide feedback to applicants who have not been shortlisted for a post.

## **Safeguarding**

JTMAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



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