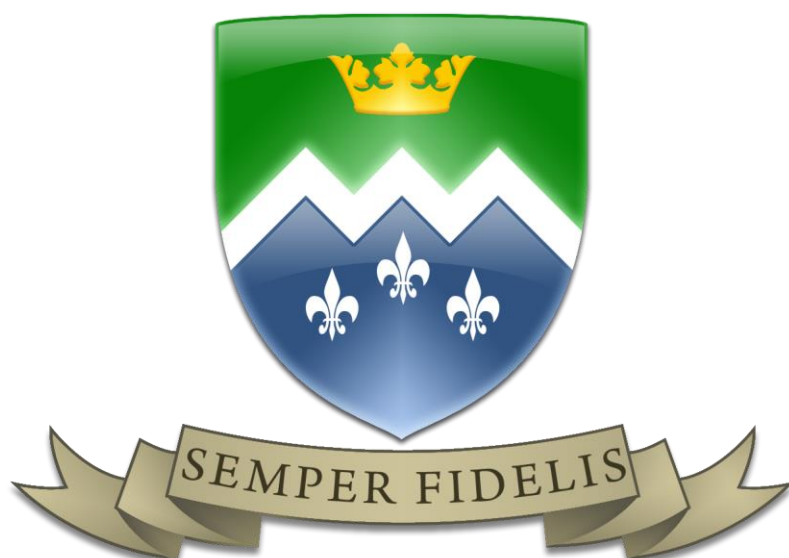


ST MARY'S CATHOLIC ACADEMY

Second in
English

Application
Pack



Closing date: Friday 17th May 2024 -
midday

Shortlisting Date: Friday 17th May
2024

Interview Date: Thursday 23rd May
2024



Diocese of Lancaster
Education Service
Euntes in mundum



Welcome to St Mary's Catholic Academy

Thank you for your enquiry about the post of Second in English. The post will include supporting the development of literacy, with a particular focus on oracy as part of voice 21 and leading vocabulary development including students use of bedrock. The successful candidate would need to be able to teach English and English Literature across Key Stages 3 and 4 with the opportunity to teach English or English Literature at Key Stage 5. The role would be a fantastic opportunity for an outstanding, talented teacher with emerging leadership to develop their leadership skills in a thriving department and Academy.

Applications must be sent electronically to admin@st-mary.blackpool.sch.uk by midday on Friday 17th May 2024.

St Mary's is a highly regarded oversubscribed Catholic Academy in Blackpool in the Diocese of Lancaster. The school is very much a Catholic family where everyone works together to support and challenge one another to be the best they can be.

Our Catholic Ethos founded on the hallmarks of:

Catholic

Caring

Community

Challenge

is key to our success. Students and staff are all encouraged, as our mission statement states, to grow in wisdom, understanding, self-esteem and closeness to God. Many of our staff and students are Catholic or Christian, we are joined by a number of staff and students who aren't, anyone is welcome to come and be part of our family as long as they are willing to support and contribute to the ethos and success of the Academy.

As Head Teacher, I believe that a happy, highly trained and well supported staff is the key to our success. Staff at St Mary's received a full induction programme and access our outstanding weekly professional development. All teaching staff also have 90 minutes of additional non-contact time per fortnight to focus on their own area of interest in enhanced professional development. New staff are also supported by regular, weekly coaching meetings and support from their subject areas; a range of leadership development programmes is also available.

St Mary's is designated as Blackpool's research school and provides staff with the opportunity to benefit from the latest research and evidence in education. Everything we do, whether that be our innovative key stage 3 reading programme; our approach to revision and practice homework; or the design of our professional development curriculum for teachers; is researched evidence based.

Welcome to St Mary's Catholic Academy

Staff wellbeing is also a key part of our success as a school. A hard-working staff should be well supported and cared for to allow them to meet the demands made of teachers in a modern context. All staff are provided with their own personal laptop and extensive training and the support of colleagues. Staff are able to take advantage of the Schools Advisory Service Wellbeing package which offers access to Counselling, 24 hour GP helpline, Health advice and support, Physiotherapy advice and a range of other services. A well-resourced support team of IT technicians, admin staff, chaplaincy staff and site staff work hard to make sure the Academy runs smoothly and that teaching staff are well supported to focus on our core business of teaching. Workload issues are regularly discussed with our staff committee and policies around marking, assessment, reporting and home work are carefully designed to try and manage the workload for staff. An email protocol ensures staff are not disturbed by emails in an evening and small gestures like tea, coffee and biscuits served by our amazing housekeepers, free access to the school fitness suite; free annual flu jabs; a car valet service and regular staff social events all help to make our Academy and Trust a rewarding place to work. All of this work takes place in state of the art facilities. St Mary's was lucky enough to benefit from a 22.5 million point partial rebuild and refurbishment, we are so lucky to work in one of the best school building in the region.

Staff retention is high at St Mary's because staff are valued and in return work hard to ensure our students achieve the best possibly outcomes. If what you have read so far is exciting and you feel that St Mary's is a community in which you will thrive and make a positive contribution to our ethos and journey, then we would love to receive your application. You will find more information about St Mary's and information specific to this role and the application process in the rest of this document. You can also find further information out about the Academy on our website.

Yours faithfully,



Mr. Simon Eccles

Headteacher

CEO Welcome

Dear Applicant,

Thank you for your interest in the role of Second in English at St. Mary's Catholic Academy. St. Mary's is part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT).

This is a fabulous opportunity for you to join us and work with a fantastic group of committed staff who believe strongly in education and working to improve the life chances of our children and young people.

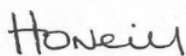
The core principles of the Trust are to educate the whole person, aiming for excellence and working together for the Common Good. Through collective responsibility, united in our Catholic faith, the Trust strives to enable each school to thrive spiritually, academically and financially so that all of the children and young people can 'belong, engage and become' – and reach their full potential by realising their God-given talents.

The Trust works in partnership as one family of schools, whilst maintaining and celebrating the uniqueness of each individual school and the community it serves. We are a values-driven Trust. Our core values of Trust, Respect, Faith, Hope and Service are our hallmarks. These values underpin all of our relationships; between staff, pupils, families, our wider parishes and local communities.

In our Trust, we welcome people who share our vision and our absolute commitment to our pupils, our staff, our families, parishes and the wider communities we serve.

If you believe you have the knowledge, skills and experience to make a positive contribution then we would welcome an application from you.

Yours sincerely,



Helen O'Neill
Chief Executive Officer

What others say about St. Mary's

OFSTED

A full Ofsted Inspection of St Mary's in May 2022 was extremely positive and confirmed that St Mary's Catholic Academy continues to be good in all areas. Inspectors noted in relation to curriculum that: "Leaders have ensured that pupils follow a suitably ambitious curriculum. Pupils achieve well overall. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Students in the sixth form receive an especially strong quality of education." They were also pleased to see in relation to behaviour that: "Pupils behave well in lessons and around the school. They are polite and well mannered. They enjoy positive relationships with one another." We were pleased that inspectors noted the strength of personal development: "Pupils benefit from a strong programme of personal development. This includes age appropriate relationships and sex education and health education. Pupils learn about other cultures and beliefs. Teachers prepare pupils well for life in modern Britain." and our focus on the well-being and development of staff: "Leaders are passionate about supporting the well-being of staff. They put a strong emphasis on professional development, including research. They care for their staff. Teachers appreciate the efforts made by leaders to reduce their workload. Staff enjoy working at the school."

You can read full copy of the report here: <https://files.ofsted.gov.uk/v1/file/50187176>

Diocesan Section 48 inspection

Our Diocesan Inspection Report in October 2023 graded us as "Good". The Academy was graded as "Outstanding" for Catholic life and mission and for Collective worship. A copy of the full report is available on the Academy website. Some of the inspector's findings were:

- The school has exceptionally high standards of pastoral care and support for its students. Through the extensive range of services, student welfare is given the highest priority.
- Provision for chaplaincy, as well as the impact this team make on the lives of the students and staff, in and beyond the school is outstanding.
- Sixth form core religious education is very strong and strengthens the distinctive offer to Catholic students.
- The headteacher, leadership team, governors and trust board show a great dedication to the development of St Mary's as an inclusive and caring school. The highest priority is given to Christian formation and academic success.
- A very strong commitment to Catholic social teaching is evident throughout this community and students proactively engage in charity work.
- The strong sense of community is a defining characteristic and visitors often remark on the warm and inclusive atmosphere, extending to individuals of all faith backgrounds, making them feel part of the Catholic community.

Trust Schools



Christ the King
Catholic Academy



Sacred Heart
Catholic Primary
School



Holy Family Catholic
Primary School



St Cuthbert's
Catholic Academy

Care - Courtesy - Concern



St Kentigern's
Catholic Primary
School



St Mary's Catholic
Academy



St Mary's Catholic
Primary School



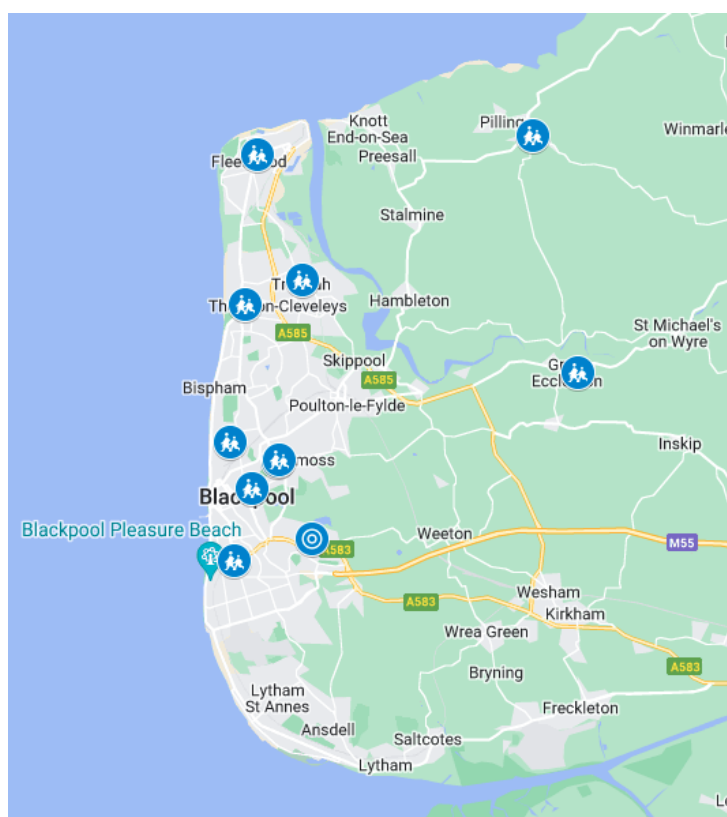
St Teresa's Catholic
Primary School



St William's Catholic
Primary School



St Wulstan's &
St Edmund's Catholic
Primary School



How to apply

Application process:

Candidates should complete a CES application form (attached to the advert on the Academy website: <https://www.st-mary.blackpool.sch.uk/recruitment-homepage/>) and a letter of application, the details of which can be found below. Please do not include a CV as this will not be considered as part of the process.

Evidence will be drawn from:

- Letter in support of application.
- Application Form.
- Lesson observation.
- Tasks.
- Response to questions during interview.
- References.

Letter of application should:

- Be clear, concise and well presented.
- Demonstrate how you meet the person specification.
- Describe your vision for contributing to the leadership of English and leadership of oracy and vocabulary development at St. Mary's Catholic Academy in the 21st Century.
- Be no more than two sides of A4 in length.

Your application should be addressed to the Headteacher, Mr. S. Eccles and can be submitted electronically to admin@st-mary.blackpool.sch.uk

We will acknowledge receipt of your application.

Closing date for applications: Friday 17th May 2024 – midday

Shortlisting: Friday 17th May 2024

Interview date: Thursday 23rd May 2024

Post Details:

Grade: Teachers' Pay Scale with TLR 2b

Contract: Permanent

Hours: Full time

Start Date: 1st September 2024

Information for candidates

PERSONNEL

The staffing from September 2024 is:

Mr Simon Eccles	Headteacher and Senior Line Manager
Mrs Jenna Lavis	Head of English Department
Mrs Michelle Glass	Teacher of English and Second in English
Vacancy	Teacher of English and Second in English
Miss Monica Fitzpatrick	Teacher of English, Associate Assistant Head Teacher / HoY8
Mrs Laura Lovatt	Teacher of English & KS3 English coordinator (part time)
Miss Chloe Ozkan	Teacher of English
Mrs Laura Parry	Teacher of English & Head of Year 10
Mrs Lyndsey Pickworth	Teacher of English & Head of Year 7
Miss Bethany Lewis	Teacher of English
Miss Elissa Thackwray	Teacher of English
Mrs Tina Williamson	Teacher of English (part time)
Miss Ailish Ward	Teacher of English

CURRICULUM

The post will involve teaching English at various key stages.

At Key Stage 3, St Mary's English Department offers a rich and varied curriculum. Thematic modules provide inspiring and exciting challenges for all learners.

At Key Stage 4, we currently follow the AQA English Language and English Literature specifications. We offer two AS / A2 subjects: English Literature and English Language. Both subjects are popular and engaging, leading to successful outcomes for our students.

ACCOMMODATION

The accommodation consists of an eight classroom learning house, along with a covered outside area that is shared with Modern Foreign Languages. The rooms are bright and well-resourced with fixed LCD flat screens in each learning space. There is some variety in the learning spaces available which would allow for different approaches to the teaching of English to be explored.

Information for candidates

PLANNED DEVELOPMENTS

In line with the Academy Raising Achievement Plan, the English Department will work towards the following Key Goals:

Transforming Learning

The department is keen to develop further extra-curricular provisions, specifically around the area of creative writing and English within the world of the Media. We work closely with the Academy Learning Resource Centre and would like to further strengthen connections between the Department and the Library. Regular theatre trips complement our Department ethos and we are always looking for opportunities to bring Literature to life!

Due to national changes within English, the Department has created new KS3 schemes of work to ensure that students are prepared for the new GCSE curriculum, whilst simultaneously offering them the opportunity to be creative and enjoy the subject. By working closely with the Blackpool Research School, we are continually reflecting on practice and pedagogy, revising schemes of work as necessary and we look forward to a fresh input.

Further Raise Achievement & Attainment at GCSE & A-Level

Further work will be completed with our high achieving students and with those who are capable of reaching top grades at GCSE and A-Level. We look forward to developing new strategies to stretch and challenge these students during their completion of the new GCSE and A-Level qualifications.

To Further Strengthen Our Catholic Ethos

The English Department is vibrant and thriving with a broad range of teaching experience. We are a supportive network of committed staff, working as a team to encourage progression, success and enjoyment at work. We have an excellent history with supporting ITT students. We will continue to offer places for trainee teachers, observation placements for University students and will maintain our excellent partnerships with training providers. We currently have 3 trained subject mentors within the department and offer at least two placements per year. Our staff are constantly developing quality formative feedback and coaching skills and this allows us to offer excellent support to trainee or new staff.

Person Specification

The successful candidate will be someone with enthusiasm, initiative and very good subject knowledge. S/he will demonstrate a clear commitment to promoting the highest possible standards of achievement and developing excellent relationships with staff and students across the full age and ability range at St. Mary's. The person appointed will have a professional and personal profile that most closely matches the specification given below:

QUALIFICATIONS

- Qualified teacher status at graduate level.
- ENGLISH Degree/Degree containing substantial ENGLISH element.
- Recent professional development/teaching placement relevant to the post.

EXPERIENCE, SKILLS, KNOWLEDGE and APTITUDE

- Leadership & management of curriculum, people and resources within an English Department or educational setting.
- Substantial involvement in initiatives/developments that have shown significant impact/sustained excellence with respect to the standards of attainment achieved by students.
- A clear philosophy for the teaching of ENGLISH.
- Knowledge of some strategies that will enhance learning and raise the attainment of all students in ENGLISH.
- A clear philosophy for the teaching of English.
- Successful classroom practitioner with a record of very good examination results.
- Ability to use ICT in the planning and delivery of English.
- The ability and desire to teach English subjects to A-level.
- Understanding of some aspects of effective leadership and management and the ability to apply them.
- Knowledge and understanding of the different ways in which students learn and evidence of having successfully applied them to raise student attainment.
- Knowledge of current issues affecting 11-18 schools.
- Effective communicator – verbally and in writing.

PERSONAL QUALITIES

- Ability to form good relationships with both colleagues and students.
- Commitment to actively supporting the distinctive ethos of the school.
- Commitment to assisting with the development of extra-curricular activities.
- Resilience, commitment, ability to work under pressure and a sense of humour.
- An excellent attendance and punctuality record. (Please note that excellent attendance is considered to be 95% attendance over the past two academic years. Directors will take note of one off illnesses/absences and individual circumstances).
- High expectations of all students.
- Enthusiasm for career development.

The standard contact time for a TLR 2b is 31 out of 40 periods per fortnight, including a period of PSHE with your form and an additional 90 minutes of enhanced CPD time.

Job Description

JOB DESCRIPTION:	SECOND IN ENGLISH
SALARY SCALE:	TLR 2B
CONTACT RATIO:	31 out of 40 periods per fortnight
RESPONSIBLE TO:	HEAD OF DEPARTMENT

The Second in English has a key leadership role across the Academy and within English. S/he has a responsibility for helping preserve the existing strengths of St. Mary's Catholic Academy and providing day to day leadership in order that English can fully contribute to the Academy's Mission & Vision. These duties must be discharged in such a manner as to actively enhance the Catholic nature of the Academy and further develop its distinctive mission with the Catholic Church.

This job description should be read alongside and in full understanding of the document "What Makes an Outstanding Leader at St. Mary's".

The key ideas guiding the Second in English are:

Connectedness

S/he gets everyone in English into the St. Mary's boat in pursuit of the Academy's stated Mission and Vision. S/he realises and ensures everyone in English understands that the whole is always more important than and takes precedence over the needs of the individual subject or department. We are interdependent, connected and no team is an island.

Authority

S/he is persistent and insistent that policies and procedures are consistently, properly and fully implemented. Within the authority given s/he leads and guides the staff in English and further distributes leadership within it. S/he is a powerful people developer.

Accountability

S/he holds English staff to account for high standards of learning and achievement, enriching relationships, personal development and the well being of all. S/he has an "abundance mentality" believing that very high academic achievement, outstanding pastoral care and enriching faith and personal development are powerful allies.

Capacity Building

S/he maximises and fully engages the resources available - people, technology, learning spaces, capitation – to build the capacity within English that enables it to contribute to the delivery of the Academy's stated Mission and Vision.

The key terms included in the Second in English's role are:

Leading

This identifies the person with the ultimate responsibility, accountability and decision making powers within a specific area for the identified issue in accordance with the Academy's mission, vision, policies, systems, procedures or norms. The leader will be responsible for co-constructing the vision, policies, systems and procedures, with English staff, students and senior leaders as appropriate. The term also includes the management of the specified issue as described below.

Managing

This requires the planning, implementing, monitoring and evaluating of the specified issue in accordance with the Academy's policies, systems, procedures or norms. The issue will have a designated leader usually at a more senior level.

Co-ordinating

Ensuring that staff with the designated responsibility lead and manage the specified issue in accordance with the Academy's policies, systems, procedures or norms. There is also a requirement to ensure there is coherence across the English Department.

Implementing

Ensuring that the specified issue is put into practice in accordance with the Academy's policies, systems, procedures or norms.

Job Description

CORE RESPONSIBILITIES

Key Outcomes

1. A caring, Catholic ethos built on high quality relationships.
2. A shared vision throughout English.
3. A positive learning culture and consistently high standards of attainment and achievement throughout the learning house and its departments.
4. Independent and interdependent learners.
5. Elimination of all unsatisfactory teaching and increased proportions of excellent and very good teaching.
6. Elimination of all poor behaviour and increased proportions of excellent and very good behaviour.
7. An oversubscribed Academy with high numbers of post-16 students studying subjects within the learning house.
8. A well-disciplined and stimulating learning environment in which the unique talents and contributions of each individual is recognised and celebrated.
9. Promotion and safeguarding of the welfare of all students

These key outcomes will be achieved by:

A. Developing a Common Mission and Shared Vision through:

- Managing the continuous development of an area of English and the development of literacy with a particular focus on oracy and vocabulary across all Key Stages through contributing to the Department's Annual Raising Achievement Planning process that is fully congruent with the Academy's Raising Achievement Plan.
- Managing effective formal and informal communication systems with relation to English and Whole School Literacy.
- Managing the active promotion of the Academy's Sixth Form to students taught within English who would benefit from a high quality post-16 advanced level education within a caring, Christian community.
- Implementing the Academy's agreed policies, systems and processes (for example Curriculum, Teaching & Learning; Assessment, Marking & Feedback; SEN; Behaviour; Activities & Events) as line manager to English teaching and support staff.
- Assisting, Senior Leaders/Headteacher, with the implementation of the Academy's agreed Personnel Policies (for example Performance Management, Disciplinary, Capability, Grievance, Sickness Absence Management) as line manager to English teaching and support staff as required.
- Implementing the Academy's Safeguarding Policies and procedures.

B. Developing a commitment to learning in English by:

- Leading the development of transformational learning and teaching that produces consistently high levels of achievement for all, aspirational attitudes from staff and students and independent and interdependent learners.
- Managing the development of programmes of study, schemes of work and lesson plans, within an area of English and Whole School Literacy, which fulfil and enrich the requirements of the national curriculum, examination specifications requirements and assist in the development of students spiritually, morally and socially.
- Managing the development of high quality assessment programmes, marking, data analyses and student tracking procedures in an area of English and Whole School Literacy to identify underachievement and implement strategies to raise individual student's achievement and attainment.
- Managing student discipline within KS3 English and Whole School Literacy initiatives/programmes through recognising and rewarding positive student behaviour and dealing appropriately with unacceptable behaviour using the Academy's agreed systems and procedures.

Job Description

C. Leading the Development of English staff by:

- Managing high quality professional development opportunities for English staff, including mentoring and coaching staff, newly qualified teachers and students on teaching practice.
- Assisting with the implementation of procedures for appointing staff to English.
- Implementing Appraisal Policy & procedures as the reviewer to members within English in the Performance Management Cycle and making pay progression recommendations as required.

D. Monitoring, Evaluating and Challenging the work of Key Stage 3 English and Whole School Literacy by:

- Managing within English the process of validated self-review including:
 - The annual review of examination results.
 - The production and analysis of data sets and subsequent remedial actions required in relation to Oracy and Vocabulary development.
 - The monitoring and evaluation of the quality of teaching and learning.
 - The monitoring and evaluation of student progress.
 - Student voice opportunities to enrich the data set available for evaluation.

ADDITIONAL RESPONSIBILITIES

- Deputising for the Head of Department.
- Assisting the Head of Department with the effective and efficient deployment of English staff during the timetabling process.
- Co-ordinating all necessary administration with respect to examinations and departmental functioning to ensure it is carried out correctly and promptly.
- Managing the work to be completed by attached support staff.

In addition, to the specific duties outlined above you will be expected to carry out the duties of a Teacher as stated in the current School Teachers' Pay and Conditions Document.

This post is subject to:

- The CES (Catholic Education Service) form of contract,
- To DBS (Disclosure and Barring Service) formerly the CRB,
- Medical clearance and
- Verification of your qualifications and National Insurance number.

These responsibilities will be reviewed in the light of the Academy's development plan and changing needs.

What Makes An Outstanding Leader At St. Mary's?

In essence they get everyone into the St. Mary's boat, all rowing in the same direction!

Outstanding leaders act at the pivotal point of the Academy's Catholic Mission ensuring that our vision and goals are implemented - minute by minute, day by day, week in and week out - through working effectively with people in their teams and beyond. They lead others and conduct themselves, at a personal and professional level, within the Catholic ethos of St. Mary's. Holding those students with greatest needs "closest to their heart" they provide an educational option for the poor and disadvantaged we are called to serve.

Seeing the big picture, they engage with complex whole Academy issues and understand that our strength as a Academy lies in our connectedness and being "one body". They are able to bring a departmental or pastoral perspective to discussions and decision-making, where relevant, whilst seeing well beyond their individual team goals and aspirations. Their words and actions show that they understand the whole is always more important than and takes a precedent over the individual parts. We are interdependent, connected and no team is an island.

Operating both laterally and vertically to support and co-construct the future success of our Academy, outstanding leaders, alongside other middle and senior leaders, are a power house of innovation and organisation and act as standard bearers within the Academy. They think creatively, are open to radical ideas and willing to seek mandates to act on them, enjoying solving problems before other people even realise there is one!

Their no excuses approach starts with themselves and extends to holding their teams and individuals accountable for high standards of learning and achievement, enriching relationships, personal development and the well being of all. They have an "abundance mentality" believing that very high academic achievement, outstanding pastoral care and enriching faith and personal development are powerful allies. Like the best parents they appreciate the need to find time for their colleagues, showing a unified public face whilst putting the needs of the students first.

Their personal and professional standards, passion for their subject, service and work ethic and ability to build enriching relationships act as an example to others within their team and beyond. They inspire trust and respect from the staff they work with on a "day to day" basis. Their significant influence is due to a personal and professional credibility with staff who value their input and appreciate that when a difficult situation arises they are the first to take responsibility and assume control of the situation. They manage administration effectively ensuring things run smoothly and the job gets done. Put simply they teach well, achieving better than expected progress with their classes, have excellent attendance, actively engage in promoting student and staff well-being and personal development and support students and staff on their faith journey.

Our outstanding leaders have a curiosity and desire for their own learning, supporting and using innovation as a source of learning in addition to other effective forms of CPD. They encourage others within their team and beyond to do the same and have a profound pedagogical and pastoral understanding based upon models, principles and research as well as their own experience. As powerful people-developers, the induction of staff new to the Academy, continuous professional development of colleagues and generation of new leaders are all matters of the highest importance and priority. They invest time in coaching, knowing that it is a time investment that will be paid back many times over and appreciated by colleagues and the students who will benefit from it.

Highly emotionally intelligent, literate and resilient our outstanding leaders are able to perform effectively in difficult, pressurised situations taking their team with them through the challenging times. They achieve this by explaining and emphasising the vision and goals; coaching colleagues to help develop their skills; involving staff in decision making; leading by example; putting an arm around someone's shoulder or, on occasion, doing some straight talking. They are adept at choosing the right leadership style for the context they find themselves in, often using a combination of these approaches as appropriate. At difficult times they act as a "reservoir of hope and optimism", maintaining high morale, positive relationships and a sense of togetherness in the team and more widely in the Academy as a whole. They keep a focus on the goals to be achieved and ensuring a sense of well proportioned perspective by individuals.

Safeguarding Information

Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people in its schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children, including 'Keeping Children Safe in Education' guidance. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection. All posts are subject to satisfactory completion of enhanced Disclosure and Barring Service certificate (DBS) checks. All advertisements include a safeguarding statement and commitment.

Application Stage

All applicants are scrutinised to verify identity and academic qualifications, Professional references are requested using our standard pro-forma for short-listed candidates. As a minimum, references should be from the two most recent employers and a Parish Priest if applicable. References are checked against previous employment history and gaps in employment. Professional references must be obtained from work email addresses. Our standard reference proforma makes reference to suitability to work with children and young people. The application form requires applicants to complete a disclosure of any criminal convictions.

Short listing

Only those candidates meeting the criteria outlined in the person specification will be short listed. All short-listed candidates will be subject to an online search as part of our safer recruitment due diligence.

Interview

Shortlisted candidates will take part in an interview and selection process. Candidates will be asked to address any discrepancies or gaps in their employment history. Candidates will be reminded of their responsibility to disclose any criminal convictions if they have not already done so. Proof of identity, qualifications and right to work in the UK must also be provided at interview.

Appointment

An enhanced Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts. Other pre-employment compliance checks will be carried out. This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, online searches, medical check, evidence of qualifications plus verification of the right to work in the UK. For teaching positions, barred list checks and prohibition from teaching checks will also be carried out. For leadership positions, section 128 checks will be performed. All staff will receive a comprehensive induction programme covering all aspects of safeguarding and health and safety.

Probation

All new staff will be subject to the trust probation procedures for a period of 6 months. The probation period is to enable the assessment of an employee's suitability for the job and which includes a review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

Equal opportunities

BEBCMAT recognises the value of, and seeks to achieve a diverse workforce. BEBCMAT takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and respect, irrespective of their differences. The Trust is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

BEBCMAT is committed to ensuring that the privacy of an individual is protected. By signing a contract of employment, the employee is agreeing to the Trust processing their personal data, including 'sensitive personal data' as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administrations, as well as complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to the Trust. A full list of these organisations is available on request from the CFO.

