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**SENDCo Teacher**

**GRADE: MPS6 - UPS2**

**ACTUAL SALARY: £38,810 - £42,131**

**Contract: Full time Teacher**

**Start Date: 25 February 2023**

**CANDIDATE INFORMATION PACK**

Version: Nov 2022

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**What is included within this pack?**

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

* Welcome from the CEO
* About Esteem Multi-Academy Trust
* Welcome from The Chair of Governors
* About the School
* Job advertisement
* Job description and person specification
* Safeguarding and checks
* Application process and timeline

**Welcome from Esteem Multi-Academy Trust**

A person with a beard and mustache

Description automatically generated with low confidenceDear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The SENDCo & ERS Teacher position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are eager to appoint positive, flexible staff who will support class lessons, engaging and motivating pupils and improve the quality of our pupils learning.

Elmsleigh Nursery & Infant School is an Enhanced Resource School in South Derbyshire. We are a mainstream school with additional funding to develop expertise and resources to work with pupils with high level needs, who may live outside the area normally served by the school.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact Ruth Samme on 01283 216883, via email to info@elmsleigh.derbyshire.sch.uk or visit our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

![A drawing of a face

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Julian Scholefield

Chief Executive Officer

**About Esteem Multi-Academy Trust**

Esteem Multi-Academy Trust currently comprises of eleven academies throughout Derbyshire, Derby City, and east Staffordshire. Formed by a group of like-minded school leaders in August 2018, the MAT is currently responsible for the education and care of approximately 1,200 students and employs around 750 staff. The total revenue budget for the MAT is approximately £23 million and plans are in place to expand further.

Esteem Multi-Academy Trust includes 7 special schools, 3 alternative provision academies and a mainstream infant and nursery school with an enhanced resource provision educating young people with autism and learning disabilities. We wish to grow further to fulfil our vision to become a centre of excellence for special educational needs and disabilities (SEND) in the midlands. We have a well-defined set of values and a clear vision for the MAT to become a regional hub for expertise in SEND and inclusion. We share a collaborative ethos, believing that we can achieve more for our pupils as a collective group of schools than we could separately. Our academies focus on the holistic needs of the young person, due to students’ vulnerabilities. So, ‘joined-up thinking’, between our academies and different agencies, is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

* Provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world;
* Deliver high standards and value for money from our support services, resources, estate and technology; and
* Invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully ‘joined-up’ way.

**Welcome from the Headteacher**

A close-up of a person smiling

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Dear applicant,

Thank you for your interest in the post of Midday Supervisor at Elmsleigh Infant and Nursery School. I am very pleased that you are considering applying to work in a successful, fun and innovative school.

We are extremely proud of Elmsleigh and it gives us great pleasure to inform you about life at our school. Elmsleigh is all about creating a happy and secure learning environment for your child.

The first years in school are vital in the development of attitudes and we will ensure that your child will develop a positive enquiring mind in a stimulating learning environment, whilst at the same time excelling in enjoyment and achievement.

Every single member of staff at Elmsleigh brings something special to our school and it is our dedicated team that makes our school so unique, along with the children who attend our school. We pride ourselves very much in working closely with parents to create a happy and successful partnership to enable your child to achieve the very best that they can.

As well as making a positive contribution to the lives of our students, we can offer you:

• a supportive, collaborative, and friendly staff environment in a setting where you will have the chance to make a real and positive impact on the lives of Elmsleigh Infant and Nursery School students.

• professional and continuous training programmes and a supportive career progression.

• generous pension schemes (Teachers'/ LGPS Pension Scheme)

• A range of health and wellbeing services through Westfield Health

• Free, on-site car parking

• School social events

• A commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skill and experience to fulfil the role.

The closing date for applications is 12:00pm on 09 December 2022. A visit to the site is encouraged, please contact the school on 01283 216883 to arrange this.

Interviews for this post will take place during WC 19 December 2022.

I wish you well in your application.

Yours faithfully,

Karen Burton

Headteacher

Elmsleigh Infant and Nursery School

**About Elmsleigh Infant and Nursery School**

Elmsleigh Nursery & Infant School is an Enhanced Resource School in South Derbyshire. We are a mainstream school with additional funding to develop expertise and resources to work with pupils with high level needs, who may live outside the area normally served by the school. We are one of 17 Derbyshire schools that has ER status.

Our Enhanced Resource which has developed over time, supports 16 places throughout school from Nursery to Year 2. Eight places are intended for pupils with ASD (Autism Spectrum Disorder) and eight places for pupils with other severe and complex special educational needs.

Throughout their school day, the children with an ER placement in the Reception to Year 2 age range may spend time in a separate highly staffed and specially adapted class room known as the Rainbow Room, or within a mainstream class with additional support, or a mixture of both, dependent on each child’s individual needs.

Further information about our academy can be found on the website at [www.elmsleighinfantschool.co.uk](http://www.holbrookautism.derbyshire.sch.uk)

**The advertisement**

**Job Title:** SENDCo & ERS Teacher

**Locations:** Elmsleigh Infant & Nursery School

**Grade/Scale:** MPS6 – UPS2 Actual Salary £38,810 - £42,131

**Start date:** 25 February 2023

**Contract:** Full Time Teacher

Elmsleigh Nursery & Infant School is an Enhanced Resource School in South Derbyshire. We are a mainstream school with additional funding to develop expertise and resources to work with pupils with high level needs, who may live outside the area normally served by the school.

We are seeking a positive, flexible, caring individual who are willing to contribute fully to the life of the school and who are committed to safeguarding and promoting the welfare of children and young people.

Reporting directly to the Senior Leadership Team, the ideal candidate will have QTS along with experience of supporting pupils with SEN and an ability to oversee the strategic development of the school’s Special Educational Needs provision.

Benefits include: Teachers Pension Scheme, school holidays, Westfield Health membership and free parking.

For further information, please contact Ruth Samme, Elmsleigh Infant and Nursery School, on 01283 216883, via email to [rsamme@elmsleigh.derbyshire.sch.uk](mailto:rsamme@elmsleigh.derbyshire.sch.uk) or visit our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

**Closing date for applications: 09 December 2022 (midday)**

**Interview date: WC 19 December 2022**

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

**Job description and person specification**

**Job Description: SENDCO and ERS Classroom Teacher**

**Esteem Multi-Academy Trust**

|  |  |  |
| --- | --- | --- |
| **Post Title:** |  | SENDCO and ERS Classroom Teacher (FTC) |
|  |  |  |
| **Location:** |  | Elmsleigh Infant & Nursery School, Queens Drive, Swadlincote, DE11 0EG |
|  |  |  |
| **Purpose:** |  | * Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement through effective support. * Subject Leader – Preferably History and Geography * Supporting teaching staff to assist children with additional needs for a graduated response. * To plan and match work, activities and classroom provision to children’s individual abilities and skills. * To demonstrate a strong commitment to supporting pupils with special educational needs, working closely with teaching staff, SLT and any outside agencies. * To maintain assessment records and child observations, children’s next steps in their learning. * To establish and maintain effective working relationships with pupils, parents, staff and members of the school community. * To provide written reports for parents within set timescales and attend parent meetings within set timescales. * Apply Teacher’s Standards |
|  |  |  |
| **Reporting to:** |  | Senior Leadership Team (SLT) |
|  |  |  |
| **Responsible for:** |  | N/A |
|  |  |  |
| **Liaising with:** |  | SLT, Colleagues |
|  |  |  |
| **Working Time:** |  | 32.5 hours per week, 2.5 days SENDCO 2.5 days ERS Classroom Teacher |
|  |  |  |
| **Salary/Grade:** |  | Main Scale (6) – UPS (1-2) Actual Salary £38,810 - £42,131 |
|  |  |  |
| **Disclosure level** |  | Enhanced |
| **PRINCIPLE RESPONSIBILITIES** | | |
| **To achieve the above** |  | Areas of responsibility and key tasks:  **POLICY:**   * Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN. * Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs. * Ensure that the SEND school report, local offer and provision mapping are maintained and up to date.   **TEACHING AND LEARNING:**   * Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN. * Support specialist staff in the early identification of SEND across school and signposting relevant support via external agencies and initiating application processes. * Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting – IEPs and Provision Maps - maintaining accurate records. * Collect and interpret specialist assessment data to inform practice. * Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies. * Work with head teachers, teachers, teaching assistants and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils. * Monitor progress towards targets for pupils with SEN, including intervention groups. * Analyse and interpret relevant school, local and national data. * Ensure that there are smooth transition processes for children moving onto KS2, liaising effectively with schools. * Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. * Effectively teach small support groups as intervention programmes if required.   **LEADERSHIP AND MANAGEMENT:**   * Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings; * Advise on and contribute to the professional development of staff, including whole school INSET provision; * Provide regular information to the head teacher and governing body on the evaluation of SEN provision. * Exercise a key role in assisting the headteacher and governors with the strategic development of SEN policy / provision. * To support parents within the school through open dialogue and open afternoons where relevant; * To offer advice and support to new parents of children with SEND.   **FINANCE:**   * To submit funding applications for individual children, ensuring that the relevant evidence is collated; * To ensure that the correct ratios in the ERS are maintained and that there is a fair distribution of SEND children accessing the provision. * To work alongside the Headteacher and County in the review and implementation of the ERS provision in the long term future. * To work alongside School Business Manager to inform funding decisions and progress of applications through regular meetings and reviews * To ensure that funding applications and subsequence provision is recorded, reviewed and updated in a timely manner; * To track additional funding and report the impact to the Governing Body when necessary   **RESOURCES AND STAFF DEPLOYMENT:**   * Support the SMT with the effective deployment of staff and resources; * Advise the head teacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency; * Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies; * Work with external agencies to maximise resources made available.   **STAFF DEVELOPMENT:**   * Support all staff in understanding the needs of SEN pupils, providing an excellent model in terms of Special Needs practice * Offer advice and support for both mainstream and ERS SEN provision. * To attend relevant CPD and disseminate to staff; and attend relevant local cluster groups and trust members * To lead INSET in relation to SEND.   **EVALUATION:**   * To monitor and review the teaching and learning of SEN children across the school, ensuring that policy is reflected in classroom practice. * To undertake the evaluation of learning through learning walks, sampling work, photographs and discussions with children. * To write liaise with class teachers in writing annual SEND reports for children and participating in annual reviews with parents and external agencies. * To feedback to Governors any issues in relation to SEND. * To be part of whole school pupil progress reviews in relation to children on the Code of Practice, ensuring that it is updated termly.   **PROFESSIONAL PRACTICE:**   * Maintain, develop and apply professional knowledge to enable effective teaching and learning * Share such knowledge with colleagues to improve whole school effectiveness * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour * Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs * Understand and apply the principles of good classroom management * Understand and apply a range of appropriate support strategies * Have the skills and expertise to support children from Nursery – Year 2. * Be conversant with the schools safeguarding policy and actively follow the policy in order to keep pupils across school safe. * Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information   **SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   **PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study.   **DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.   **PLAN AND TEACH WELL STRUCTURED LESSONS**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s).   **ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.   **MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback   **MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.   **FULFIL WIDER PROFESSIONAL RESPONSIBILITIES**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being.   **PERSONAL AND PROFESSIONAL CONDUCT**   * A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   + Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position   + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions   + showing tolerance of and respect for the rights of others   + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs   + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |
| **Other Generic Responsibilities**: | | |
| * Represent and promote the ethos and values of Esteem Multi-Academy Trust * To take and be accountable for all decisions made within the parameters of the job description * Participate with performance management and training and activities that contribute to personal and professional development * Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities * Provide a high standard of customer service in all dealings internal and external to the MAT * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified * Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description * The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition | | |
| This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title. | | |

**Person Specification: SENDCO and Classroom Teacher**

**Esteem Multi-Academy Trust**

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| --- | --- | --- |
| **QUALIFICATIONS AND EXPERIENCE** | | |
| **Essential** |  | * Successful applicant holds Qualified Teachers Status * Experience of successful working in classrooms setting including SEN. * Experience of de-escalation strategies to support behaviour for learning. |
| **Desirable** |  | * Behaviour Management training * Qualified SENDCO or willingness to work toward SENDCO qualification * Level 3 First Aid at Work * Awareness of Sounds Write – phonics programme, Numicon * Awareness of IT software, Insight, Integris, |
| **KNOWLEDGE AND ABILITIES** | | |
| **Essential** |  | * Knowledge to prioritise and ability to determine between ‘the important and urgent’ * Knowledge of strategies for effective teaching and learning * Understanding of how children learn and barriers to learning. * Ability to deliver interventions * To prepare and run learning activities, monitor, modify and record as appropriate * Knowledge of personal care procedures and physical disabilities * Good oral and written communication skills * Ability to undertake a range of teaching and learning activities with confidence, working effectively with individual pupils and groups of pupils * Good organisational skills * Knowledge and use of Microsoft software and e mail * Ability to maintain accurate records * A commitment to teamwork * Able to form positive relationships * Ability to identify misconceptions and provide children with positive verbal feedback, including next steps in learning appropriate to their ability. * Ability to reflect on own practice * Demonstrate excellent planning and organisational skills * Knowledge of SEN Statutory Guidance and curriculum * Knowledge of Child Protection/ Safeguarding * Taking pride in outdoor learning environment * Ability to delegate to team |
| **Desirable** |  | * Knowledge of SEN finance * Ability to demonstrate strategic financial decisions to support SEN funding |
| **Personal Attributes** | | |
| **Essential** |  | * Energy, optimism, flexibility and commitment * Hard working * Reliable * Approachable * Enjoy working with others * Personality and sense of humour * Integrity and honesty * Maintaining professionalism at all times. * Ability to use initiative. |
| **Desirable** |  |  |
| **Other** | | |
| **Essential** |  | * Suitable to work with children * Committed to safeguarding and promoting the welfare of children and young people on a daily basis. * GDPR compliant * Commitment to raising standards of academic and personal achievement * Patient, tactful and approachable * Flexible approach to tasks and workload * Able to undertake a range of tasks as appropriate for the role |

**Safeguarding and checks**

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust’s Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE ‘Keeping Children Safe in Education   
September 2022’ guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant’s health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered “not applicable”, where appropriate, if your work has not brought you in to contact with children or young people.

**Application process and timeline**

Application forms are available on our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam) or you can email [rsamme@elmsleigh.derbyshire.sch.uk](mailto:rsamme@elmsleigh.derbyshire.sch.uk) to request a copy. Please specify the job vacancy for which you wish to apply.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

* Documentary evidence for your right to work in the UK
* Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
* Documentary proof of current name and address i.e. utility bill, financial statement etc.
* Where appropriate, documentation evidencing a name change
* Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

**Closing date for applications: 09 December 2022 (midday)**

**Interview date: WC 19 December 2022**

Completed application forms can be returned electronically to the HR team via email to rsamme@elmsleigh.derbyshire.sch.uk

If you wish to submit your application form by post, please return it to the following address:

**Private & Confidential: Ruth Samme, Elmsleigh Infant and Nursery School, Queens Drive, Swadlincote, Derbyshire, DE11 0EG**