

THE SKINNERS'
KENT ACADEMY



PRIDE IN OUR SUCCESS

TEACHER OF MATHEMATICS

Information for Candidates

May 2022

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

INTRODUCTION FROM THE PRINCIPAL



Dear Candidate,

I am delighted that you are interested in a position with The Skinners' Kent Academy.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability Secondary school. The Academy is funded by the DfE and is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.

The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.



The Academy moved into its state-of-the-art building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and we are delighted to be able to offer an education to young people who benefit from the exceptional learning environment and opportunities the Academy provides.

Our Academy is supported by an experienced Trust Central Team, providing high quality Finance, HR, Estates and IT support which ensures smooth running and cost effectiveness.

Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Miss Hannah Knowles
Principal
The Skinners' Kent Academy

THE SKINNERS' KENT ACADEMY TRUST



The Skinners' Kent Academy Trust is a Multi Academy Trust (MAT) comprising the Skinners' Kent Academy (SKA) and the Skinners' Kent Primary School (SKPS). It's supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and The Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has a long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for eight schools: Tonbridge School, The New Beacon Preparatory School in Sevenoaks, The Judd School in Tonbridge, The Skinners' School in Tunbridge Wells, Skinners' Academy in Hackney London and The Marsh Academy in Folkestone and SKA & SKPS.

SKA is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

SKPS opened in September 2015 initially on the Skinners' Kent Academy site, but moved to its own building in the Knight's Wood area of Tunbridge Wells in September 2016. SKPS works alongside SKA to provide an all-through IB ethos.

The MAT is governed by a Board of Trustees, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing & Pay and a MAT Finance & Resources Committee as well as a Local Governing Boards for both SKA and SKPS.



OUR VISION AND VALUES



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating the achievements of everyone in all aspects of life within the Trust. In particular we wish to

support young people to recognise the potential that they have, and then to fulfil the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in **our work**;
- pride in **our behaviour and attitude**;
- pride in **our attendance and punctuality**;
- pride in **our uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in **our contribution to our community**.



ROYAL TUNBRIDGE WELLS



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.

JOB PROFILE



Mathematics

The Mathematics team is a dynamic and innovative department with a consistent track record of delivering excellent progress and results for students. It is part of Attenborough House alongside Science, Maths and IT. The department currently consists of nine teachers under the leadership of the Head of House and Head of Maths. The department is a well-resourced curriculum area with six dedicated classrooms for upper school and a further four used for lower school. We aim to encourage and equip all students with a broad range of mathematical skills in order to be successful in a highly competitive environment. As a result of this, our uptake for post-16 study is growing year on year.

Within the Mathematics department, we:

- set high expectations for all learners and staff alike, recognising and celebrating achievements;
- develop learners' basic mathematical skills and numeracy to enable them to become confident mathematicians and to take responsibility for their own economic prosperity;
- develop learners into considerate, confident, ambitious and motivated individuals;
- use ICT and regular homework to extend subject knowledge, develop independent learning skills and enrich learners' learning experience;
- provide an inclusive and differentiated curriculum that develops learners socially, morally, spiritually and culturally;
- identify opportunities to advance students' literacy levels; and
- create a positive learning ethos in which staff and learners feel supported and cared for.

The Key Stage 3 Curriculum in Mathematics is a three-year MYP course between Years 7 to 9, with the view of giving students a good grounding in the subject. We focus on mastery of the skills and concepts, studying for depth of understanding. Students benefit from the use of traditional resources, as well as electronic and interactive resources, which enhance the MYP curriculum which we follow in KS3. As all students have iPads, Homework and class work is regularly set interactively in a concerted effort to save paper and encourage the confident use of technology at all levels. The content of the course has

been grouped into the key topic areas of Number, Algebra, Shape, Data handling and Functional Maths. The students regularly complete MYP assessments in order for staff to accurately report on students' progress. These assessments, including marking criteria, are created and distributed by leadership.

Key Stage 4 students commence the Edexcel 9-1 GCSE Mathematics course from Year 10 through to Year 11. The GCSE Mathematics course encourages students to develop confidence in, and a positive attitude towards, Mathematics and to recognise the importance of the subject in their own lives and to society. This course prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The key areas of Number, Algebra, Ratios & Rates of Change, Geometry, Measures, Statistics and Probability are explored in depth giving students an expert grasp of each topic. In the new Curriculum, there is considerable focus in developing students' mathematical and problem-solving skills, in addition to their basic knowledge and skills. Under some circumstances, we also offer exceptional students the opportunity to complete extra Maths GCSE qualifications such as further Maths.

In the Sixth Form, students complete the IBCP, of which Mathematics is offered as a DP subject. Numbers are growing year on year and we have dedicated and experienced staff running the post-16 option. We currently offer the IB Applications and Interpretations strand and all of our cohorts start on HL. Only in extenuating circumstances are students allowed to follow the SL course. The AI course is based on technology and, as the name suggests, is focused on the application of the Mathematics rather than Pure Maths. Students are expected to be self-motivated and independent learners who take responsibility for their own learning in and out of the classroom.

Out of the classroom, the Mathematics team participates in UKMT Maths Challenges, Maths Week England, Southampton Cipher Challenge, World Maths Day, Pi Day, the annual SKA March Maths Month and other competitions.

JOB PROFILE



Teacher of Mathematics

Salary: MPS/UPS

Responsible to: Head of House/Subject

Specific duties: Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part one: teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Analyse students' data and test/exam performance to inform planning and intervention
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 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
- Set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- 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).

5 Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- Have a clear understanding of the needs of all students, 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.

6 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 students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the Academy assessments reporting policies.

JOB PROFILE



7 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 Academy, in accordance with the Academy's behaviour for learning 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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy including co-curricular
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Plan with and deploy support staff effectively to engage fully in learning and progress
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and wellbeing
- Work with other professionals as needed e.g. speech and language, EP etc.

Part two: 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 Academy, by:
- treating students 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 students'

- 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; and
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy 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.

Part three: Year Group Tutor

The role of a Year Group Tutor is to:

- act as a personal tutor within the house system;
- be responsible for the welfare and academic progress of their personal tutor group;
- act as the first point of contact for parents;
- monitor and improve attendance rates for the tutor group/class;
- be responsible for the Academy's reward system within the tutor group/class;
- meet regularly with the Head of Subject and attend house team meetings;
- support inter-house activities as arranged by the Head of Subject;
- ensure that students follow the Academy's uniform policy;
- ensure that students follow the Academy's rules and policies; and
- set a good example in terms of dress, punctuality and attendance.

Part four: other duties and responsibilities

- To carry out other duties that the Principal of the Skinners' Kent Academy may reasonably request.
- This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

PERSON SPECIFICATION



| Criteria | Essential | Desirable |
|------------------------------|--|--|
| Qualifications | <ul style="list-style-type: none"> • Relevant first degree • Qualified teacher status | |
| Experience | <ul style="list-style-type: none"> • Excellent classroom teacher, with a clear commitment to improving the quality of students' learning • Extensive knowledge of the taught Curriculum • Experience of using a range of classroom management strategies to promote high-quality learning for all children • Use of assessment data to raise standards • Experience of successful and innovative teaching in across Years 7-13 • Excellent ICT skills • Evidence of a commitment to extended learning for students beyond the classroom. | <ul style="list-style-type: none"> • Potential to be an outstanding classroom practitioner • Experience of working with parents and carers and external agencies • Knowledge of the Ofsted Framework. |
| Professional learning | <ul style="list-style-type: none"> • Commitment to continuing personal and professional learning • Evidence of commitment to own professional development. | <ul style="list-style-type: none"> • A willingness to develop. |
| Knowledge and skills | <ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • Commitment to the vision and ethos of the school • A passion for the subject and knowledge and skills to inspire students • A subject specialist • A creative approach to teaching and learning to engage and further children's interests • Commitment and ability to ensure all pupils achieve well and an interest in how students learn • Excellent inter personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors • Ability to communicate effectively and accurately, in writing and orally • Ability to inspire, challenge and motivate others to work towards common goals • Ability to prioritise, plan and organise self and others | <ul style="list-style-type: none"> • Understanding of the use of ICT as a management tool. |

PERSON SPECIFICATION



| Criteria | Essential | Desirable |
|---|--|-----------|
| Knowledge and skills (continued) | <ul style="list-style-type: none">• Energy, imagination and personal commitment• A sense of humour• Reflective and analytical• To have high expectations and aspirations of all children• Knowledge, skills and desire to want to be a tutor• To have a willingness to be involved in the wider side of school life• Commitment to the safeguarding and promoting the welfare of children• Commitment to Health and Safety, including staff wellbeing and equal opportunities• Carry out other duties that the Principal may reasonably request. | |
| Personal attributes | <ul style="list-style-type: none">• Flexibility to cope with diverse needs of the role• Resilience to work under pressure• Positive, personable and optimistic. | |

APPLICATION AND CANDIDATE SELECTION PROCESS: OUR CANDIDATE CHARTER



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



PROFESSIONAL DEVELOPMENT



Professional Development

At The Skinners' Kent Academy our vision is one of a professional community driven by the principle of constant development; aiming to be research informed in everything we do. We believe that quality conversations between thoughtful professionals is the way to improve the quality of education we offer. For staff at the Academy, Professional Development Time (PDT) consists of independent research, seminar discussions, collaborative planning, time in teams and conferences.

Staff can shape their professional development, to support Academy improvement. Initially this is achieved as members of staff choose their own reading and research topics, forming professional peer groups to discuss the implementation of their reading. We also offer opportunities for more specialist development pathways.

New staff joining the Academy at any point in the academic year have an abridged induction programme to familiarise them with our systems and procedures.

Middle leaders at the Academy are nominated to take part in a variety of different programmes in an academic year. The Skinners' Company Middle Leadership Programme covers a range of issues that prospective and current middle leaders will find useful and informative. Participants in the programme are also invited to devise a House/Subject based project for the year, on which they will give feedback before each workshop. This mini project will be part of their own on-going professional development. Skinners' Schools Middle Leadership Programme is being offered again this year and will involve two/three colleagues (dates and venues as per the Academy calendar).

The Academy will also support applications from staff to take NPQs offered via [Ambition Institute](#) and staff are encouraged to participate in training programmes and courses offered by the [Chartered College of Teaching](#) (CCT). At present we have staff completing the Chartered College's Certificate of Informed Practice as well as staff gaining Chartered Leader status. The Academy is a Learning Partner of the College and is seeking to develop and strengthen its link between the Academy and CCT. The Academy is also an unlimited partner school of [The Prince's Teaching Institute](#) (PTI) which facilitates further professional development for

teaching staff through CPD subject days, leadership courses and support for new teachers.

More recently, as part of the Skinners' Company family of schools, staff have had the opportunity to attend seminars from speakers such as Peps Mcrea, Paul McGee and Mary Myatt. This is an area that the Academy is seeking to develop alongside the other Skinners' schools to deepen the link and relationships between them.

Early Career Teachers

All Early Career Teachers (ECTs) have a specialist, external national comprehensive induction programme. Our ECTs have their ECF (Early Career Framework) delivered through an appropriate body, for us this is the [Kent Teaching School Hub](#); we follow the core induction programme with the Ambition Institute as the lead provider. All ECTs will have a dedicated subject mentor and a dedicated Induction co-ordinator who will champion the programme, support mentors and early career teachers to engage, and hold them to account for doing so effectively whilst ensuring that mentoring time is protected. ECTs will also engage in whole Academy PDT where appropriate.

Initial Teacher Trainees

Our salaried Initial Teacher Trainees (ITTs) join us as a member of staff for a full academic year, they embrace all that the Academy has to offer from having a tutor group and running clubs to attending bespoke training and being on duty! Our ITTs join us from KMT (Kent and Medway Training) and those salaried or non-salaried attend KMT hub training days on a Thursday each week until Easter and then work with us 5 days a week until they qualify in late June. ITTs are supported by subject mentors and their professional tutor (Assistant Principal) constantly throughout their training and will go on a B placement for either 3 weeks (salaried) and 6 weeks (non-salaried) to a contrasting setting. Our trainees will also join us for PDT and will be included with their subject teams.

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

STATEMENT OF INTENT FOR STAFF'S MENTAL HEALTH & WELLBEING



The Skinners' Kent Academy Trust is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our students, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support students and their families. As a Trust we are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust. John Willoughby, Vice Principal and Zoe Balding, Teaching Assistant and SKPS Staff Governor.
- Timetabled staff social times, where staff are free to choose their activities whether on site or off site with out of Academy responsibilities

- Staff have access to the following programmes as part of their employee package from the Trust:
 - Headspace, providing resources and research around mindfulness and meditation
 - Benenden Health Package (for employees before 2019)
 - Maitland Health: Wellbeing and health promotion initiatives including full access to a dedicated Wellbeing website
- Free use of the Academy's fitness suite and sports facilities
- An email protocol which supports communications only between the hours of 7am and 6pm
- A working onsite protocol which encourages everyone to be off-site no later than 6pm
- Random act of kindness initiatives
- A commitment to support staff with personal issues and an empathetic approach to such events.



SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

HOW TO APPLY

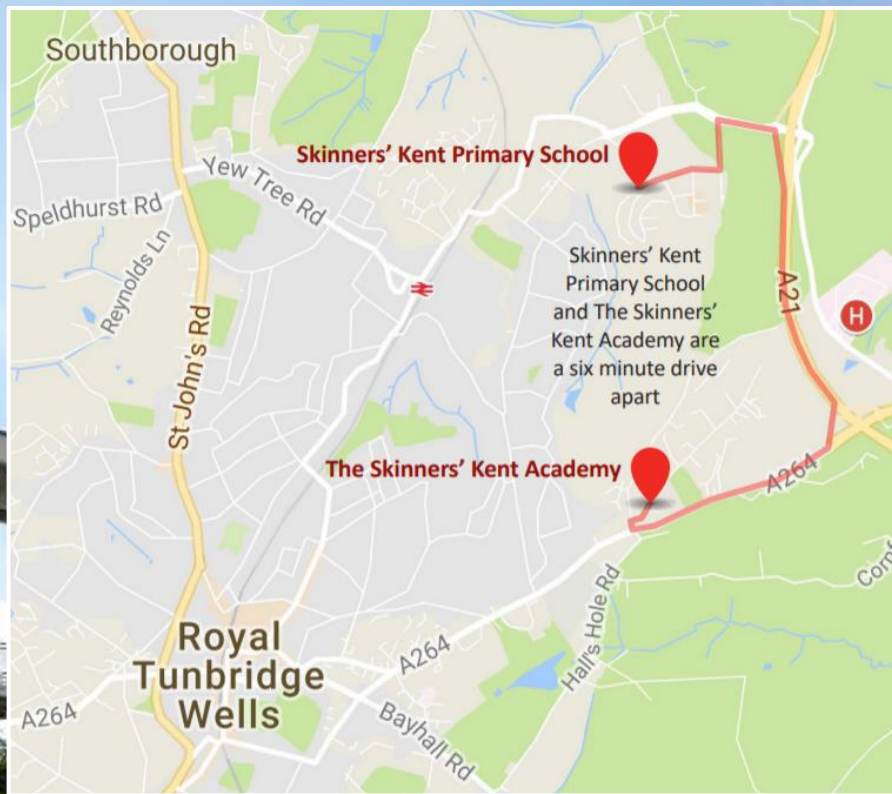


The closing date for applications is **Monday 16 May 2022 at 12 noon** with interviews commencing in the week beginning **Monday 23 May 2022**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Lorraine Barden, HR Manager, on **01892 553031**.

We look forward to hearing from you



PRIDE IN OUR SUCCESS



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