



Lawn  
Primary  
School

## Recruitment Pack

School: Lawn Primary School

Role: Level 2 Teaching Assistant (Fixed Term – link to funding)

Closing date: 26<sup>th</sup> November 2024





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## 1. Message from Headteacher

The staff, children and governors welcome you most warmly to our school. Our aim is to provide an outstanding learning environment combined with a nurturing ethos in which each individual can blossom to 'be the best they can be' Developing our pupils to become positive citizens of the future, valuing and respecting the world and its community underpins all we do. We place great emphasis upon the development of a broad range of learning skills so that during their time with us our children are able to acquire a love of learning that will last them for a lifetime.

Personal development is a high priority at Lawn, with a rich and varied curriculum to support your child and allow them to blossom and grow. Our Global Citizenship Curriculum, specifically designed for our pupils, nurtures each pupil into a positive member of society, understanding how they can contribute and influence society in a positive way. Our school values, Trust values and British values underpin all we do as a result the pupils at Lawn love to learn, are respectful and tolerant and become resilient problem solvers.

We have a very talented and committed teaching and support staff team who offer the children many different ways to excel and achieve. We have an extensive range of enrichment activities that provide an extra dimension to the opportunities for learning. We are continually developing our whole school environment to ensure that it inspires, encourages problem solving independence and an enquiring mind and a love of learning.

As an outward thinking school, we value and proactively seek to work with all stakeholders and wider professionals to ensure Lawn continues to strive to provide the very best educational experience for all.....'Dream, Believe, Achieve'

**Karen Hambleton**  
Headteacher



## 2. About Our School

Our mission statement “DREAM, BELIEVE, ACHIEVE” reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

### As a school we value:

- the happiness of children, families and staff.
- caring staff who respect and know the children very well.
- the development of self-confidence, self-motivation and independence.
- co-operation, collaboration and teamwork.
- exciting but safe and secure spaces, indoor and outdoor, where children can explore, discover and experiment.
- the natural environment, the local community and the wider world.
- a stimulating and challenging curriculum, suited to children’s needs, enabling them to reach their full potential across all areas of learning.
- praise and celebration of the achievements of every child.
- raising aspirations and a commitment to lifelong learning.
- working in partnership with others to meet the needs of all the children and their families.
- all aspects of British life and culture; celebrating differences, diversity, core values and preparing children for life in Modern Britain.

Our school motto is ‘DREAM, BELIEVE, ACHIEVE’ and is strongly evident within the school and community, our curriculum and our personal development. Our inspiring and challenging Global Citizenship curriculum allows our pupils to question, develop as citizens, challenge, debate and grow as individuals. It encourages our pupils to understand the value they have within society and the positive impact they can have. This encourages high aspirations, tolerance and respect. All staff have high aspirations for the pupils and take every opportunity to provide a thoughtful, well balanced social, moral, cultural, inclusive and diverse curriculum where the school, trust and British values are integral. The school’s restorative approach to behaviour and excellent support for those most vulnerable pupils through use of a Learning Mentor, Zones or Regulation and attachment practices.

### School Values:

INITIATIVE, RESPECT, TEAMWORK, EMPATHY, RESPONSIBILITY, INTEGRITY, CREATIVITY



## **Our Commitment:**

- We will respect each other and our school
- We will always strive to be the best we can be
- We will listen to others and show that we are listening
- We will be kind with what we say and do to others
- We will respect the rights of others within school and the wider community
- We will build positive relationships with adults and children within school
- We will take ownership of our own learning

## **Our Curriculum:**

At Lawn Primary School, we aim to provide our pupils with a globally focussed curriculum based on knowledge, skills and attitudes that are relevant to the 21<sup>st</sup> century. Our ambitions for our children have been given careful consideration using feedback from our wider school community; including our children, school staff, governors and parents. Our aim is to prepare our children to be good global citizens with the belief that they can accomplish anything they set their minds to.

During the children's time at Lawn, they will develop knowledge and skills that will equip them for making sense of the rapidly changing world in which they live and develop an awareness of the impact that their own actions can have on others. We aim to deliver knowledge rich and challenging topics, taught sequentially throughout both key stages, which will not only prepare our children for the future but also give them the desire to make the world a better place.

Please visit our website for further information

[www.lawn.derby.sch.uk](http://www.lawn.derby.sch.uk)



### 3. Message from Rebecca Meredith CEO

Dear Applicant,

Thank you for your interest in working with Transform. The recruitment pack should give you all the information needed, if you should need anything further, please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> or the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equity and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration “Together we Achieve”.

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

**Rebecca Meredith**  
CEO – Transform Trust



## 4. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding.

Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice.

We currently have over 8300 children in 24 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1200 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

School	LA	Date joined Transform	Current Ofsted grading
Abbey Hill Primary	Nottinghamshire	1 April 2024	Good (April 2023)
Allenton Community Primary	Derby	1 January 2015	Good (April 2023)
Ashbrook Junior	Derbyshire	1 September 2020	Good (June 2023)
Breadsall Hill Top Primary	Derby	1 July 2017	Good (October 2021)
Brierley Forest Primary	Nottinghamshire	1 October 2022	Inadequate (November 2021)
Brocklewood Primary	Nottingham	1 January 2015	Good (March 2023)
Bulwell St Mary's C of E Primary	Nottingham	1 August 2016	Good (March 2019)
Burford Primary	Nottingham	1 August 2016	Good (May 2019)
Edale Rise Primary	Nottingham	1 April 2014	Good (June 2023)
Highbank Primary	Nottingham	1 October 2013	Good (Feb 2023)
Lawn Primary	Derby	1 December 2019	Outstanding (June 24)
King Edward Primary	Nottinghamshire	1 June 2024 (expected)	Good (July 2023)
Parkdale Primary	Nottinghamshire	1 July 2018	Good (November 2022)
Pear Tree Community Junior	Derby	1 July 2017	Good (November 2021)
Ravensdale Junior	Derby	1 September 2019	Good (September 2023)
Robert Shaw Primary	Nottingham	1 June 2017	Good (September 2021)
Rosslyn Park Primary	Nottingham	1 January 2015	Good (October 2023)
Sneinton St Stephen's C of E Primary	Nottingham	1 January 2013	Outstanding (January 2024)
South Wilford Endowed C of E Primary	Nottingham	1 January 2018	Good (December 2022)
Sutton Road Primary	Nottinghamshire	1 August 2024	Good (March 2019)
Whitegate Primary	Nottingham	1 July 2017	Good (September 2021)
William Booth Primary	Nottingham	1 June 2017	Good (October 2021)
Woodland View Primary	Nottinghamshire	1 May 2023	Requires Improvement (April 2019)
Zaytouna Primary	Derby	1 September 2018	Good (September 2023)



Through our Trust, we offer unrivalled opportunities for professional development and networking, from specialist leadership support and mentoring for our Headteachers to bespoke CPD for teaching and support staff. This is through Transform's unique and highly regarded CPD offer Transform Applied [www.transformapplied.co.uk](http://www.transformapplied.co.uk).

In 2021 the Teaching School model was changed nationally so although no longer a Teaching School we now work closely with Flying High Teaching School Hub. We are also strategic partners in East Midlands Maths Hub and Derby Research School. Our links with the Flying High Teaching School Hub, allows us to offer access to a comprehensive range of professional development, research and innovative programmes and networks from initial teacher training to Senior Leader development as well as special events designed to inspire and motivate.

We have cultivated a strong supportive environment for our schools that utilises the collective skills and knowledge of our independent-minded Headteachers and practitioners, enabling our schools to achieve high educational standards. Centrally, we have a team of Governance, Safeguarding, Programme / Project, Finance and Human Resources specialists who ensure all the functions of the Trust operate effectively and efficiently. Each service area has an Executive Lead responsible for setting the strategy for improvement and development.

#### **Our Purpose:**

To be an innovative and inclusive Trust working for all children.

#### **Our Vision:**

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

#### **Our Values:**

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect, Kindness, Equity, Creativity

#### **Key facts:**

- We host a Children's Parliament, Children's Celebration, Sports and Arts festivals and work together to support children and families with SEND – we care passionately about the whole child.
- Our unique Trust Guardians group provides school support, guidance and challenge to ensure children are kept safe, attend, have equal access and their welfare promoted.
- We employ over 1100 staff and enjoy a high staff satisfaction rate. We recognise that our school leaders and teams are our most important resource and we value their work, passion and commitment. We recognise the importance of staff welfare and a managed workload, and the place that wellbeing plays in the recruitment and retention of staff.





- We don't operate performance related pay for Main Pay Scale teachers- you will increment each September up to Main pay point 6 unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been addressed through support provided by the school by the conclusion of that process. Thereafter you must apply to move through threshold.
- Support staff increment each April up to the maximum point for their grade
- We undertake an annual staff survey plus termly shorter surveys to gather your views and make changes to help shape our Trust.
- We encourage staff to undertake training and development, and where appropriate, to explore new challenges within their own school or through opportunities for secondments or promotions to other schools within the Trust. Professional development is key to our success. We work closely with Flying High Teaching School Hub and other strategic partners to produce bespoke CPD.
- We encourage the sharing of good practice between schools and have set up Professional Learning Communities (network groups) and partnerships to support this. We have a well-developed secondment policy and system across the Trust that allows opportunities for people to develop their potential in a different role.
- Running through our core principles is the FED style of leadership (Future, Engage Deliver) and we work closely with the founder, Steve Radcliffe to deliver this.
- We are clear about our expectations of employees and offer a transparent and supportive working culture in return.
- We offer staff benefits such as 24/7/365 employee welfare support; tax saving salary sacrifice schemes; a staff benefits scheme that offers a host of benefits and discounts, discounted gym/leisure membership at some local authority run leisure centres, free eye tests for those who use VDU equipment; we offered 'flu jabs for staff this year and actively seek employee views on what they would like as part of an employee benefits package.
- We have a highly-skilled team that offer Trust schools tailored teaching and learning and leadership support. The team work directly with schools and facilitate collaborative planning and Continuing Professional Development (CPD) across the Trust through our high regarded CPD service [www.transformapplied.co.uk](http://www.transformapplied.co.uk).
- Our dedicated Trust Associates deliver a comprehensive annual calendar of over 40 high quality CPD programmes meeting the needs of our staff. These include coaching, reading specialist, TA workshops, mastery maths, early years leadership, curriculum development, NQTs and digital teach-meets.
- We have Lead Associates driving key strategic areas such as Equality, Diversity and Inclusion, Talent, Wellbeing and Early Career Teaching as well as a Lead Associate driving the development of Transform Applied.
- Access to apprenticeship levy funded training to enhance our CPD offering.
- Transform has trained over 100 new teachers through our School Direct partnership with the University of Nottingham. In 2019 we established School Direct Derby in partnership with the University of Derby.
- We also run ECT Programmes to nurture and develop our early career teachers working in partnership with Flying High Teaching School Hub.
- In 2017 we launched our Transform Enrichment Diploma (TED) which provides an age-related framework for enrichment to access a range of activities to develop skills, talents and character for all our pupils.
- Access to our policies including child protection and safeguarding; health and safety; and recruitment and selection can be found on our website <https://www.transformtrust.co.uk/policies/> Please also check out the policies on the school website for the role you are applying for.



## 5. Details of the role

### Level 2 Teaching Assistant

**Required from as soon as possible**  
**3 Days per week – 8:30am – 15:45pm Term time only**  
**Fixed term until 31<sup>st</sup> August 2026**  
**Salary Grade D point 7-12 (£25,584 - £27,711 FTE per annum)**  
**£ 12935.48 Actual Salary per annum**

Lawn Primary School is seeking to appoint a suitably qualified, enthusiastic and hard-working Level 2 Teaching Assistant to support teaching and learning in the classroom to maximise the participation of our children.

The role will include 1:1 support for SEN Children and include assisting the Class Teacher in the planning of work programmes for individuals and groups of children and delivering educational activities and prepared programmes of learning.

**This is a fixed term post until 31<sup>st</sup> August 2026 as it is linked to pupil funding.**

We warmly welcome applications from motivated, nurturing individuals to join our dedicated and highly effective team. We warmly welcome applications from those who are passionate about making a real difference to the lives of children and thrives on challenging themselves and others to keep on improving. Our working relationships are positive, supportive and forward looking.

You will:

- Be creative in your approach to learning and delivering the curriculum;
- Possess and use appropriate skills to undertake those activities necessary to meet the physical, emotional and educational needs of individuals and groups of children, including those with special needs
- Have high expectations of pupils' achievements and a commitment to excellent standards;
- Work well as part of a team
- Be literate and numerate;
- Be enthusiastic, energetic and committed to making learning exciting;
- Have excellent communication skills with children and adults

In return we offer:

- A welcoming community and a highly motivated, professional staff team that are driven towards continuously raising standards.
- Excellent professional development opportunities through an extensive range of network groups and other Transform Trust initiatives
- Calm and purposeful learning environments
- Friendly, polite, well-behaved children who deserve the very best
- Excellent partnerships between pupils, staff, parents, governors and community
- A forward-thinking approach to teaching and learning throughout the school
- Career opportunities as part of a successful Multi Academy Trust

Visits to our school are warmly welcomed, please contact the school office to arrange an appointment.



Closing date for applications: 26<sup>th</sup> November 2024 at Midnight

Interviews will be held on: Monday 9<sup>th</sup> December 2024

## 6. Job description and person specification

<b>School:</b>	<b>Lawn Primary School</b>
<b>Post Title:</b>	<b>Teaching Assistant Level 2</b>
<b>Grade/Pay Range:</b>	<b>Grade D point 7-12</b>
<b>Hours/weeks:</b>	<b>3 Days per week 7.15 hrs per day (8:30am – 3:45pm)</b>
<b>Reporting to:</b>	<b>Headteacher &amp; HLTA</b>
<b>Department/Team:</b>	<b>Teaching Assistants</b>

### Overall Purpose of Post

To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.

To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses under the overall management and guidance of the class teacher.

To work independently in accordance within guidelines in order to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils. Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process

### Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.

Specific responsibilities include:

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Provide 1:1 support to a child in class and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.



- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

## **SUPPORT FOR THE PUPIL**

- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Assist with the personal and intimate care of pupils.

## **SUPPORT FOR THE TEACHER**

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary.
- Escort and supervise pupils on educational visits and out of school activities

## **SUPPORT FOR THE CURRICULUM**

- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate.
- Prepare and effectively use ICT within the classroom environment to support and promote pupils' learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.

## **SUPPORT FOR THE SCHOOL**

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.



## General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date



## Person Specification

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
<b>Qualifications</b>	<p>Good standard of education especially with regard to literacy and numeracy skills.</p> <p>GCSE Maths and English grade C or equivalent</p> <p>Recognised Level 3 Teaching Assistant qualification * <i>see list at the end of this person specification</i></p>	✓	✓			✓
		✓	✓			✓
		✓	✓			✓
<b>Knowledge</b>	<p>Knowledge and understanding of the statutory framework in subject areas and phases supported.</p> <p>Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning.</p> <p>Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities.</p> <p>Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.</p> <p>Knowledge of stages of child development and individual needs.</p> <p>Knowledge of appropriate behaviour management practices</p> <p>Knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security</p> <p>Knowledge of safeguarding procedures and protocols.</p> <p>Ability to use resources and materials including ICT software and equipment</p>		✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
<b>Experience</b>	<p>Experience of working within an education setting or equivalent.</p> <p>Direct experience of working with pupils to raise attainment through personal intervention</p> <p>Proven experience of working with children and young people, including children with individual needs and from a range of backgrounds.</p> <p>Innovative use of resources and materials including ICT software and equipment</p> <p>Relevant experience of building positive relationships with all stakeholders.</p> <p>Understanding the role of parents/carers and the wider community in education</p>		✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
<b>Skills/Abilities</b>	<p>Understanding and awareness of individual needs and ability to adjust communication methods accordingly.</p> <p>Developed communication skills, both orally and in writing</p> <p>Ability to contribute to the management of pupil behaviour</p> <p>Ability to establish positive relationships with pupils, families and colleagues.</p> <p>Awareness of techniques necessary to support individual learning needs and development.</p> <p>Initiative in dealing with day-to-day issues</p> <p>Ability to contribute to the planning and delivery of learning activities</p> <p>Skills to support the effective use of ICT in the classroom.</p>		✓		✓	
			✓		✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	
			✓	✓	✓	



	Ability to organise classroom resources Contribute to maintaining pupil records.		✓		✓	
<b>Personal qualities</b>	A diplomatic and patient approach Efficient and meticulous in organisation Commitment to inclusive education Able to work flexibly, adopt a hands on approach and respond to unplanned situations Ability to evaluate own development needs and those of others and to address them Ability to work in accordance with the school's policies including health and safety and safeguarding policies		✓ ✓ ✓ ✓ ✓ ✓		✓ ✓ ✓ ✓ ✓ ✓	
<b>Work Related Circumstances</b>	Must be willing to undertake training as required Must ensure confidentiality in respect of pupils and information. Commitment to the highest standards of child protection and safeguarding Recognition of the importance of personal responsibility for health and safety Commitment to the Trust's ethos, aims and whole community.		✓ ✓ ✓ ✓ ✓ ✓		✓ ✓ ✓ ✓ ✓ ✓	

**P: Pre-application    A: Application    T: Test    I: Interview    D: Documentary evidence**

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**

### **Recognised Teaching Assistant Qualifications**

#### **Current qualifications**

Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)

Level 3 NVQ Supporting Teaching and Learning (STL)

Level 3 NVQ Childcare Learning and Development (CCLD)

Level 3 CACHE Diploma in Childcare and Education

Open University Certificate in Early Years Practice

Relevant Foundation Degree (relating to childcare and education)

QTS

Relevant degree in education studies accompanied by demonstrated practical experience as detailed in the person specification

#### **Past qualifications still accepted:**

National Nursery Nursing Board Award (NNEB)

BTEC National Learning Support

Children's Care and Education Diploma (CCE)

NVQ Level 3 in Early Years and Childcare

NVQ Level 3 Caring for Children and Young People

Open University Specialist Teaching Assistant Certificate (STAC)

Specialist Teaching Assistant Award (STA)

City and Guilds Certificate in Learning Support combined with NCFE

3563 Special Needs Assistant Qualification



## 7. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

### Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process. The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

### Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we are considering implementing the "Flex from 1" approach which is to allow an employee to request flexible working from their first day of employment.

### Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

### Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered.

Please refer to the person specification for details of the qualifications required for this role.





## Safeguarding

**Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education**

**All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children**

All new Trust employees will be required to complete an **enhanced DBS with children's barred list** check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

## Overseas checks

In addition, we will require you to complete a declaration to identify if you have worked outside the UK. If you have lived abroad in the last 10 years for 3 months or more you will be required to obtain a certificate of good conduct/ police clearance from the countries you have resided in . It is your responsibility to obtain this clearance and at your cost.

Details of how to obtain such a check from the relevant authorities abroad are available online at:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

If the country concerned is not listed, you will need to contact the relevant embassy or consulate for further details. Contact details can be found online at:

<https://www.gov.uk/government/publications/foreign-embassies-in-the-uk>

For those that have taught overseas we will require proof of good conduct from the professional teacher regulating authority in the country in which you worked in addition to the Certificate of Good Character/police check



## Social Media checks

In line with Government guidance, Keeping Children Safe in Education, we are required to undertake on line searches/ social media checks on shortlisted candidates to identify any information, incident or issue that has happened, which is publicly available online, and that may affect your suitability to work with children or the reputation of the school if you were to be employed.

If you are shortlisted, you will be asked to complete a data consent and self-declaration form which will ask you to provide details of your social media accounts / details of how to find your profile(s) on the internet. Failure to provide us with the information to allow us to undertake such checks will result in withdrawal of the invitation to interview.

Any information found in the public domain that could affect your suitability to work with children or the reputation of the school will be discussed with you and may result in any offer of employment that has been made being withdrawn.

## References

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer (or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)
- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie "to whom it may concern"
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues (unless they were your line manager and can advise on any disciplinary investigations) as named referees.
- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).
- If you have not previously worked with children and the role you are undertaking is of an administrative or technical nature then we will require one reference to be able to comment on your ability to do the role you are being appointed to

References will be called for before interview in line with DFE guidance and our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.

## Completion of the Application Form

All roles are advertised on the Transform Trust website which links through to HireRoad (previously known as Vacancy Filler) which is an online application portal.

<http://www.transformtrust.co.uk/vacancies>



Please complete the application form before the closing date which will be detailed in the about the role section above. Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The vacancy filler system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted.

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the “about the role” section above. Any technical queries relating to the HireRoad system will be supported by a member of the support team, please contact the team by calling 01509 236434.

**Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children’s barred list clearance and completion of safeguarding children in education training**

## 8. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current 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 any documentation evidencing change of name



Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate. Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

You will also be asked to complete a self -declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The HireRoad system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been shortlisted on this occasion. Please do not be disheartened- check over your application form and see whether you think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <http://www.transformtrust.co.uk/vacancies>. This will ensure that you receive email alerts as soon as role are advertised that fit your selected criteria

## 9. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.



## What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under UK General Data Protection Regulation (UK GDPR) the lawful bases we rely on for processing employee information is under Article 6

- A. Consent: the individual has given valid consent for you to process their personal data for a specific purpose.
- B. Contract: the processing is necessary to perform a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.
- C. Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).
- E. Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.

and

In additional, concerning any special category data:

Article 9

- A. Explicit Consent;
- B. Employment, social security and social protection and
- F. Legal Claims or judicial acts.

## Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers; \*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates); \*
- Information regarding your criminal record (which should only be given under confidential cover); \*



- In line with Department for Education, Keeping Children Safe in Education safer recruitment requirements, information found from undertaking online and social media searches which is publicly available. This would be a check that considers safeguarding risks only and your suitability to work with children. In addition, any accessible on-line information that may significantly harm the reputation of the School/Trust would also be reviewed. The search will be independently undertaken by someone not involved in the recruitment / selection process. \*
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity; \*
- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information; \*
- Medical check to indicate fitness to work; \*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list); \*
- If you are a teacher, we will check the Department for Education (DFE) Teachers' Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad, we will require letter of professional standing from the professional regulating authority in the country you taught; \*
- For those working in a management role including line management of others we will check whether there has been a S128 direction made against you using Department for Education (DFE) Teachers' Services portal. \*
- For those working with certain age groups we shall require you to complete a disclaimer confirming that you are not disqualified under The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 from working with children that are under the age of 8. \*
- If you have lived abroad in the last 10 years, we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in; \*and
- Equal opportunities' monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

### **Where do we get information from during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), DFE and the Home Office, during the recruitment process. For online /social media searches we will use common search engines, on-line tools and social media platforms



## Why do we use this information?

We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom
- To check that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

## How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered.

For further detail please ask to see the appropriate section of our Information Register which details our retention and storage of information.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

## Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

## Rights in relation to your personal data

The UK-GDPR gives you certain rights about how your information is collected and used. To make a request for your personal information, contact the Trust Data Protection Officer.

You also have the following rights:

- the right to be informed about the collection and use of your personal data – this is called 'right to be informed'.
- the right to ask us for copies of personal information we have about you – this is called 'right of access', this is also known as a subject access request, data subject access request or right of access request.
- The right to ask us for access to information about you that we hold.
- The right to have your personal data rectified, if it is inaccurate or incomplete-. this is called 'right to rectification'
- The right to request the deletion or removal of personal data where there is no compelling reason for its continued processing- this is called 'right to erasure'.
- The right to restrict our processing of your personal data (i.e. permitting its storage but no further processing)-. this is called 'right to restriction of processing'.
- the 'right to object to processing' of your information, in certain circumstances



- The right not to be subject to decisions based purely on automated processing where it produces a legal or similarly effect on you.
- rights in relation to automated decision making and profiling.
- the right to withdraw consent at any time (where relevant).
- the right to complain to the Information Commissioner if you feel we have not used your information in the right way.

There are legitimate reasons why we may refuse your information rights request, which depends on why we are processing it. For example, some rights will not apply:

- right to erasure does not apply when the lawful basis for processing is legal obligation or public task.
- right to portability does not apply when the lawful basis for processing is legal obligation, vital interests, public task or legitimate interests.
- right to object does not apply when the lawful basis for processing is contract, legal obligation or vital interests. And if the lawful basis is consent, you don't have the right to object, but you have the right to withdraw consent.

## **Withdrawal of consent and the right to lodge a complaint**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting Jill Wilkinson, Transform Trust Data Protection Officer if the role you have applied for is centrally by the Trust: [dataprotection@transformtrust.co.uk](mailto:dataprotection@transformtrust.co.uk); or, if in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

## **Concerns**

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

## **Contact**

If you would like to discuss anything in this privacy notice, please contact Jill Wilkinson, or Rachel Hannon (Chief People Officer for Transform Trust [rachel.hannon@transformtrust.co.uk](mailto:rachel.hannon@transformtrust.co.uk)).





## 10. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book (Support) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

**Pension:** Teachers Pension Scheme/ Local Government Pension Scheme

**Employee Benefits:** Employee Discount scheme (Vivup and Health Assured);  
Flu Jabs  
Salary Sacrifice Schemes e.g., cycle to work  
Discounted Leisure club membership for some Local Authority  
Leisure Centres

**Right to work:** The successful applicant will need to provide proof of the right to work in the UK before taking up the post

**Safeguarding:** The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.