

# Briefing Pack for Applicants The Bridge Coordinator



Ecclesfield  
**SCHOOL**

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The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

<b>Post:</b>	<b>The Bridge Coordinator</b>
<b>Pay Scale:</b>	<b>NJC Grade 6, point 21: £30,825 to 26: £34,834 per annum</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£26,514 to £29,962 (under 5 years of service)</b>
<b>Contract:</b>	<b>Permanent, 37 hours per week x 39 working weeks (term time)</b>
<b>Start date:</b>	<b>September 2024</b>

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

Ecclesfield School is a larger than average 11-16 secondary school serving our local community. In May 2022 the school was rated as good by Ofsted which is a reflection on the ambition and standards we hold for our students and their futures.

We are able to utilise a part of our building to create an onsite Alternative Provision – The Bridge, which caters for a small number of students who find accessing mainstream provision challenging. This post has been created to support the emotional and academic development of young people accessing The Bridge so that they can continue to receive a high-quality bespoke curriculum which best meets their needs, with a long term aim of reintegration back into our mainstream provision.

Working as part of a wider and high-quality pastoral team, the post-holder will supervise up to 10 students at time in the Bridge in their academic learning and deliver small group and individual interventions to support their broader social/emotional development. The students will be identified through careful assessment and may well have anxiety or an emotional need acting as a barrier to better attendance or engagement in main site schools. Full training in delivery of emotional development will be made available.

The post-holder will be responsible for:

- Supporting the school's Alternative provision Manager in the day-to-day operation of the Bridge.
- Act as a full-time key worker for children within the Bridge.
- Supporting students with their academic programmes of study.
- Organising, developing, and delivering personalised intervention activities, which enhance the learning of students.
- Work with colleagues in the assessment of need and the setting of appropriate, measurable milestones for success.
- Liaise with pastoral and SEND team to ensure that students receive an appropriate developmental provision in the Bridge, continued into the school.

- Liaise with subject leaders and classroom teacher to ensure they have access to materials and resources to continue their academic progress.
- Deliver programmes of study to improve resilience, regulation and literacy skills.
- Be the key point of contact between home and school for students accessing The Bridge.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.

You will have:

- Excellent communication skills and building relationships with others will be a key strength.
- Excellent numeracy and literacy skills.
- A successful and proven track record in a similar role which supports students and parents/carers.
- Previous experience of working with young people.
- Academic and/or professional qualification appropriate to the level of responsibility and accountability with the role.

Candidates are encouraged to have an informal discussion about the role with Siobhan Melody, Deputy Headteacher, arrangements for this can be made by contacting Jo Revill – Headteacher’s PA – [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

**The closing date is at 9am on Friday 06 September 2024 with interviews taking place on Tuesday 10 September 2024.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Jo Revill, Headteacher’s PA – [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

The application form and information pack is available on the school website [www.ecclesfield-school.com](http://www.ecclesfield-school.com) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in 2014 and in 2017 joined a Multi Academy Trust. The school was recently inspected in the summer term of 2022, moving from 'Special Measures' to 'Good, and is fully committed to driving itself forward, whilst celebrating the success of the recent OFSTED inspection result, and continuing to deliver the schools mission to provide outstanding education for all students, staff and stakeholders within the Trust.


Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every students unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden  
**Headteacher**

## **Section 4: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in 2014 and in 2017 joined a Multi Academy Trust. The school was recently inspected in the summer term of 2022, moving from 'Special Measures' to 'Good, and is fully committed to driving itself forward, whilst celebrating the success of the recent OFSTED inspection result, and continuing to deliver the schools mission to provide outstanding education for all students, staff and stakeholders within the Trust.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 30% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of eight colleagues – the Headteacher, two Deputy Headteachers and five Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing

good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.



We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

## Section 4: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>Post title</b>	The Bridge Coordinator
<b>Grade/salary</b>	Grade 6, points 21 to 26
<b>Hours/weeks</b>	37 hours x 39 weeks
<b>Location</b>	Ecclesfield School
<b>Responsible to</b>	Alternative Provision Manager
<b>Responsible for</b>	Day to day management of the Bridge provision.
<b>Purpose of the job</b>	To provide and coordinate, support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
<b>Relevant qualifications</b>	<ul style="list-style-type: none"><li>• Minimum of NVQ Level 4 or equivalent qualification in relevant field</li><li>• Excellent numeracy/literacy skills – equivalent to Level 2 in English and Maths</li></ul>

### **Specific Duties and Responsibilities**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **Main duties**

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

## Support for Students

- Assist students to make a successful transfer between mainstream school and The Bridge:
  - Support in the identification of the support needs of individual children and young people at the point of transfer through effective use of the school's Student Profiling System
  - Be responsible for the speedy and effective transfer of information within school and between colleagues
  - Take a lead role in the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
  - Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
  - Work with the SENDCO and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.
  - Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement and implement/deliver targeted intervention programmes to address them
  - Take a lead role in the development of individual and group programmes to support children and young people to learn more effectively including the responsibility for delivery of out of school study support and activities.
- Take a lead role in developing and delivering personalised intervention activities and mentoring which enhances the learning and social and emotional development of students who are not engaging well with school working with them in small groups, and 1:1 situations in line with Bridge Provision
- Support students in the implementation of action plans and help them to overcome barriers to their learning.
- Develop productive 1:1 and small group working relationship with students, in a nurture based environment acting as a role model and setting high expectations.
- Encourage students to interact and work co-operatively with others.
- Use ICT effectively to support learning activities and develop student competence and independence in its use.
- Develop and/or deliver programme of social and emotional development for small groups of students.
- Provide feedback to students in relation to progress and achievement and where appropriate, meet with parents to encourage parental participation and ensure that they have full knowledge of student progress.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.
- In some cases, be prepared to work with students in their home where appropriate.

- Work alongside external agency provisions within the Bridge and wider school and support engagement with these when necessary.
- Contribute towards the development and delivery of a broad enrichment offer and careers programme which meets the identified needs of the individuals/group as a whole
- Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
- Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people
- Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self-esteem and educational achievement.

### **Support for Teachers**

- Liaise with classroom teachers and individual students to agreed learning targets and devise action plans to support students' attainment, and social and emotional development.
- Support students to access the delivery of the academic delivery and help to break down barriers to learning.
- Liaise with other leaders within the school to ensure delivery of additional academic interventions to meet the needs of students.

### **Support for the Curriculum**

- Liaise with Senior Inclusion Leaders and Pastoral teams on a weekly basis and with other staff as necessary. Collaborate with staff to share best practice, monitor progress and evaluate initiatives.
- Keep careful records of interventions, undertake assessments, track students' progress and prepare reports as requested by the designated member of the school's leadership team.

### **Support for the School**

- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence and employing strategies to recognise and reward achievement.
- Contribute towards the development of effective system to monitor and report the academic, social and emotional impact of the provision for each students/the group as a whole

- Participate in and contribute to in-school professional development programmes and undertake own research about appropriate and effective intervention strategies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Attend and contribute to meetings which relate to the role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Work closely with the school staff to ensure that the regulations and requirements of the external examination boards are met.

## **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents' Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.
- The post-holder is required to work closely and liaise on a regular basis with:
  - The Senior Leadership Team
  - Curriculum Leaders
  - Senior Inclusion Lead and Lead Pastoral Manager
  - Pastoral and attendance team (weekly meetings)
  - Staff
  - Parents/carers
  - MAST, Safeguarding and other external agencies
  - Trust EWO

## **Management of Resources**

- Assist teachers and pastoral staff to identify resource needs and contribute to the efficient/effective use of physical resources.

Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 5: Person Specification



# Minerva Learning Trust Person Specification



### Post title: The Bridge Coordinator

Minimum Essential Requirements	Method of Assessment
<b>EXPERIENCE</b>	
Prior experience supporting young people in an educational setting.	AF
Prior experience developing the learning of young people.	AF
Prior experience contributing to the personal and social development of young people.	AF
Prior experience of using school-based information systems.	AF
<b>QUALIFICATIONS</b>	
Minimum GCSE or equivalent level 2 in English and Maths.	AF
Level 4 qualification in a relevant field	AF
Evidence of appropriate and recent professional development related to the nature of the post.	AF
Evidence of recent and continuous professional development.	AF
<b>KNOWLEDGE AND SKILLS</b>	
Knowledge and understanding of school or other education environment.	AF/I
Knowledge of Schools Management Information Systems (for example, SIMS).	AF/I
Good awareness of safeguarding children/child protection legislation.	AF/I
Excellent word processing skills (Microsoft Word).	AF/I
Experience in the use of electronic communications e.g. e-mail.	AF/I
Understanding of the educational sector.	AF/I
Ability to be creative to respond to a fast-paced environment.	AF/I
<b>SKILLS/APTITUDES</b>	
Excellent verbal and written communication skills.	AF/I
Excellent interpersonal skills – able to deal effectively with a wide range of people at all levels.	AF/I
Flexible and able to adapt to change.	AF/I
A pleasant disposition and ability to stay calm under pressure.	AF/I
Demonstrate a positive team approach to work.	AF/I
Methodical approach to work tasks with key emphasis on accuracy.	AF/I
Ability to work on own initiative.	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/R

A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference



## Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment  
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk) by the closing date.