



## Recruitment Pack

School: Brocklewood Primary School

Role: Upper KS2 Teacher with TLR (0.6 or 1 FTE)

Closing date: Monday 2 December 2024 at 9am





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## 1. Message from the Head Teacher

Dear Applicant,

Thank you for your interest in working at Brocklewood Primary School.

I am passionate about the children and community we serve at Brocklewood and feel very privileged to have worked here since 2003. It is an amazing place to work - Team Brocklewood have a common moral purpose and drive for excellence for all our children.

**Equity** is at the **heart** of our **ambition** for Brocklewood - all members of our community have the support, opportunities and resources to participate, contribute, learn and **belong**. Particular groups who may require support are disadvantaged pupils, boys and pupils with SEND. To support this objective of equity for all, we will continually strive for **excellence in provision, environment and resources**.

The senior leadership team share a passion for education and are determined to support other passionate practitioners to thrive in our profession. With that in mind we are committed to ensuring all staff are well-supported and have access to high quality professional development to allow them to flourish. We understand that by working as a united team of professionals we can achieve something that is greater than the sum of our individual efforts.

I hope you find the information enclosed helpful but please feel free to contact me for any further information - I am always delighted to talk about Brocklewood!

I look forward to hearing from you and wish you the best of luck with your application.

Kind Regards,

Heather Tarrant  
Head Teacher



## 2. About Brocklewood Primary School

At Brocklewood we “imagine, believe, achieve”. We are ambitious and encourage our children to fulfil their potential by dreaming big and having confidence in themselves.

We are very proud of our curriculum which we designed so that it is relevant for them as children growing up in the local community. We are preparing our pupils to be 21st Century citizens who contribute positively to local, national and global communities. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Literacy skills are integral to enabling our pupils to access the curriculum. Our curriculum is carefully designed to enable pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

We make good use of quality resources to support the planning and delivery of our curriculum, specifically:

- Little Wandle phonics
- Power Maths
- The Literacy Tree for writing

Our School Development Plan ambitions for 2024 - 25 are as follows:

- **Academic standards** - ensuring lesson design and delivery enables all pupils to achieve their potential and the vast majority to achieve age-related expectations in Reading, Writing and Maths in order to prepare them for the next steps in life.
- **Maths** - embedding the new Power Maths scheme, effective teaching of arithmetic and multiplication.
- **Writing** - Sequencing Literacy Tree scheme, embedding daily accurate sentence construction tasks.
- **Reading** - Improving close reading shared reading lessons, embedding fluency sessions 3 times a week, improving phonics using the Little Wandle Scheme.
- **Adaptive Teaching** - ensuring lessons are very carefully planned and staff follow a structured approach to scaffolding to ensure ALL pupils can achieve.
- **Curriculum** - further develop 'The Arts' - art, music, design technology, at Brocklewood.
- **Culture** - ensuring all staff demonstrate a commitment to Team Brocklewood - they take professional responsibility for working as part of united team of professionals so that we can achieve something that is greater than the sum of their individual efforts.
- **Equity** - focus on quality provision and early intervention for disadvantaged pupils with a focus on reading and oracy.

**Belonging** is important to us at Brocklewood, we work hard to ensure everyone belongs and feels valued. We design provision for pupils to ensure their needs are met and they can achieve well. As part of our offer we have a Communication hub, a Behaviour Mentor, Learning Mentors, ELSA practitioners, School counsellors, a therapy dog, a sports mentor as well as an experienced pastoral team.

Our approach to behaviour is a restorative approach. We encourage children and adults to reflect on their behaviour and repair following a mistake. Everyone follows the Brocklewood Way (Be Ready, Be Respectful, Be Safe).



## **“Brocklewood Beyond”**

A key part of our provision is what we offer in addition to the National Curriculum and our core provision.

Sport, PE and Health are important to us- we have excellent PE provision, all staff have weekly teaching sessions with our PE expert. We have a wide-ranging after- school offer including football, running, basketball, agility, Boccia and Kurling and the school participates in as many sporting events across the Trust and City as possible - all pupils in Years 5 and 6 are given the opportunity to represent the school in sports.

We are currently working towards achieving the ArtsMark. Visual Arts are celebrated throughout the school and each half termly project includes an art outcome. We host an annual art festival as part of the Bilborough Arts Festival and work in partnership with our artists in residence throughout the year. We have a strong partnership with the Nottingham Music Hub; all pupils in Year 4 learn to play the guitar and we participate in many performance opportunities across the year including Christmas in the City, The Great Orchestra Experiment, Young Voices and Trust Performing Arts Festivals. This year we have also partnered with the Royal Shakespeare Company and are an Associate School.

The school has a Forest School and a trained Forest School Practitioner. All pupils have the opportunity to spend time in our Forest School as well as in our other green spaces; the Community Garden, the Boats Quad and our wildflower area.

Enrichment opportunities are extensive and well-planned to support learning, often linked to current learning. In addition, all pupils from Years 2 to 6 have the opportunity to attend a residential. The school provides a progressive residential experience with the aim of ensuring all pupils in Year 6 are confident enough to attend a residential in an unfamiliar environment and complete adventurous activities.

Our school environment is something we are very proud of, we have great facilities that include: a sports hall, drama studio, art room with kiln, music room, computing suite with green screen and recording booths, library, sensory room and nurture spaces.

We believe everyone is a leader - adults and children, and encourage pupils to apply for leadership roles across the school including parliament representatives, sports leaders, digital leaders, reading leaders, French Ambassadors and some of our Year 6 pupils can be appointed as Senior Students.

For more information please visit our website:

[www.brocklewoodprimaryschool.co.uk](http://www.brocklewoodprimaryschool.co.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 1100 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 2024)
King Edward Primary	Nottinghamshire	1 June 2024	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

### **UKS2 Teacher with TLR full time, or 3 days a week, until 31<sup>st</sup> August 2025**

**Salary: MPS or UPS with TLR2**

**Start date January 2025 – suitable for secondment for existing Transform Employees.**

**Exciting new opportunity for an excellent experienced UKS2 teacher to teach in a 1:1 iPad Year 6 classroom with leadership opportunities through a Teaching and Learning Responsibility, the scope of this is flexible and we would encourage input from the successful candidate. This post is temporary for 2 terms and is suitable for a secondment of existing Transform employees.**

A rare opportunity has emerged for a teacher with leadership aspirations to expand their experience working alongside an excellent senior and middle leadership team. The staff at Brocklewood are supported to flourish, developing expertise and interests and leading these across the school. Therefore there is flexibility around the scope of the TLR for the successful candidate to explore their own strengths and interests and could include UKS2 leadership, digital leadership, writing leadership, behaviour leadership. This post would be ideal for someone looking to gain experience ready for assistant headship.

Brocklewood Primary School is an exciting place to work with a large staff of friendly and hardworking people who are dedicated to making a difference to the lives of children and families from one of the most deprived areas in Nottingham.

The school is part of Transform Trust, a group of schools where we share good practice, ideas and workload and are willing to give new ideas a go. We have access to high quality CPD for staff at all levels, including leadership development and coaching. The school was inspected in March 2023 and remains “good” in all areas. This is an exciting time to join our forward-thinking team and to help shape further improvements beyond good.

*Brocklewood staff are a strong team. They frequently learn from each other when they listen to the ‘expert in the room’. Workload is well-managed. Staff are not asked to do something without a well-researched reason.*

*Ofsted 2023*

Our school motto is **“IMAGINE, BELIEVE, ACHIEVE”** and runs through all that we do for pupils and staff. We believe that everyone (children and adults) should be supported and developed to “Be at their Best” in order to achieve their potential.

We are proud of our Brocklewood Curriculum which has been designed to meet the needs of our pupils and prepare them to be global citizens. We are proud to be a Music Hub School, an Artsmark school, forest school and have recently been a Voice21 Hub School for our work on oracy. PE and Sport is also a strength of our school and we have achieved School Games Platinum status and are regularly in the top 3 schools for participation in sporting events in the city.

**What are we looking for?**



An individual with passion and drive who role-models excellence in teaching and learning.

Someone who is excited about engaging with CPD to develop their practice towards excellence.

An individual who thrives in a fast-paced environment and enjoys the challenge of responding flexibly to meet the needs of the pupils.

## **What can we offer?**

1:1 iPads for children

A supportive team (teachers share planning and are released for PPA together)

A comprehensive and bespoke CPD package underpinned by coaching (An accredited Area of Excellence by Challenge Partners in 2023)

Opportunities to collaborate with schools and practitioners across the Trust sharing best practice and resources

A dedicated pastoral team of DSLs, behaviour mentor, learning mentor, school counsellor and school dog to support wellbeing

Wellbeing support for colleagues through our "Care Team" of volunteers led by our School Counsellor

If you think this role and this school is the right one for you, please contact us for more details. Visits to the school are encouraged- please contact the school office for further information, an application pack or arrange a visit. If you wish to discuss the role with someone at the school, please leave your details and we will contact you.

## **How to apply**

Equality and diversity matters to us. If you think you'd be suited to one of our roles we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality. We are a Disability Confident Committed Employer and as such anyone who is registered disabled and meets the essential person specification criteria will be shortlisted for interview.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>. Please ensure that you follow the instructions within the application form and ensure that there are no gaps in your education or employment history that are not accounted for.

If you are applying from within Transform Trust and wish to be considered for secondment you should have permission for release from your existing headteacher before applying and send a Letter of Interest to:

**Closing date for applications: Monday 2 December at 9 am.**

**Interviews will be held during the week commencing Monday 2 December.**

**Transform Trust** is a Multi Academy Trust with over 8300 children in 24 Primary Schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. Joining us, you will be part of an ambitious and innovative organisation. We have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus. We believe education has the power to transform lives and communities. Our purpose is to be an innovative and inclusive Trust working for all children.





We are an employer that encourages flexible working and promotes wellbeing through workload considerations.

## **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. All appointments are subject to safer recruitment procedures and pre-employment background checks, 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**



## 6. Job description and person spec

<b>School: Brocklewood Primary School</b>
<b>Post Title: Teacher with Teaching and Learning Responsibility (TLR)</b>
<b>Grade/Pay Range: MPS or UPS with TLR2</b>
<b>Hours/weeks: Ideally full time, at least 3 days a week (Temporary for 2 terms)</b>
<b>Reporting to: Headteacher</b>
<b>Department/Team: Teaching</b>

### Overall Purpose of Post

To undertake the teaching of general subjects, in accordance with the School Teachers Professional Standards, to a KS1 or KS2 class as well as pastoral and administrative duties in respect of pupils in this class and responsibilities in the school as detailed below.

To provide leadership in the development and management of ...,

The postholder is responsible for the supervision of the work of teaching assistants based in the class.

To interact on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of subjects in the school curriculum with the aim of improving the quality of teaching and learning in the school.

### Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Academy 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:

#### Knowledge and understanding

- Have knowledge of and keep up to date with the Curriculum guidance for Key Stage 1, and Key Stage 2 National Curriculum and the Agreed Syllabus for RE.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Be familiar with the school's current systems and structures as outlined in policy documents, including the Health and Safety and Child Protection policies.
- Understand and know how national, local comparative and school data, including National Curriculum test data can be used in professional and school development.

#### Planning, teaching and class management

- Plan and deliver, with regard for the school's aims, own policies and schemes of work, the teaching programme for all children within the class, using clear differentiation.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.



- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with SEN.
- Evaluate your own teaching critically to improve effectiveness.

## Monitoring, assessment, recording, reporting and accountability

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Set regular, ambitious yet achievable targets for the children.
- Provide reports on individual progress to the Head of School and parents as required.

## Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Participate in duty rosters, including taking assemblies.
- Participate in the school's arrangements for performance management and other professional development activities.
- Safeguard the health and safety of all children.

**In addition to the duties and responsibilities of a teacher as listed above the post holder is also required to undertake the following Teaching and Learning responsibilities:** (subject to change following appointment of successful candidate)

- Lead the work of the Upper Key Stage 2 Team focussing on Standards, Teaching and Learning and Behaviour.
- Contribute effectively to the School Leadership Team.
- Monitor appropriate Key stage curriculum coverage for breadth, balance and creativity, to ensure full curriculum entitlement.
- To assess pupils' achievements and progress in accordance with the school's agreed policies and procedures.
- Analyse all end of term and year, teacher assessment and tests and identify strengths and areas for development focussing on areas of leadership (e.g. writing).
- Lead moderation of work analysis sessions with Upper Key Stage 2 staff.
- Lead half termly Key Stage planning meetings.
- To monitor the implementation of the National Curriculum writing/digital TBC requirements and promote writing/digital as a teaching and learning tool in the primary curriculum.
- To provide support to colleagues in the use of digital in teaching/ teaching of writing, coordinate, plan and lead training relevant to this, and participate in meetings designed to integrate the work of the leader into the management of the school as a whole.



- To co-ordinate the purchase, storage, maintenance and deployment of resources and equipment needed for the use of digital technology / writing teaching of in accordance with the school's policy.
- To contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- To assist the Headteacher in the preparation of reports relating to the areas of responsibility if requested by the school's Governing Body or Transform Trust.

In addition as a Curriculum Subject leader the role includes:

- Working with staff to develop, implement, monitor and review a policy and scheme of work.
- Working with staff on the implementation of assessment for their subject.
- Monitoring the delivery of the subject with regard to curriculum coverage, quality of teaching and learning, and standards of achievement and attainment.
- Scrutinising planning, children's work and analysing all relevant assessment data.
- Providing information, evaluation and long-term planning for the School Development plan, including future resource requirements in the subject.
- Providing information and contribute effectively to the School's SIP visit and Self Evaluation Form.
- Keeping abreast of developments within the subject by attending appropriate network meetings and courses and providing a feedback briefing to whole staff.
- Leading and supporting staff through staff meetings, giving individual support and training and leading INSET.
- Producing an annual curriculum action plan, identifying annual targets and objectives for the development of the subject.
- Evaluating the action plan, reviewing strengths and weaknesses and identifying development priorities annually.
- Providing a short, written report to the HT to be presented to governors summing up the annual evaluation of the curriculum area. (Summer term).

## 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.



## Person Specification

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified Teacher Status</li> <li>Evidence of further professional development</li> </ul>		✓			✓
<b>Teaching competencies &amp; experience</b>	<ul style="list-style-type: none"> <li>Excellent classroom practitioner or potential to become an outstanding teacher</li> <li>Ability / willingness to work in other key stages in the future.</li> <li>Able to articulate, and demonstrate, the characteristic features of an effective teacher.</li> <li>Good understanding of how assessment is used.</li> <li>Clear understanding of effective techniques and policies for behaviour management</li> <li>An understanding of how safeguarding children works in practise</li> <li>Have an overview of developments in your subject area including teaching and learning developments</li> </ul>		✓	✓	✓	
<b>Management competencies &amp; experiences</b>	<ul style="list-style-type: none"> <li>Clear idea of how to manage teaching assistants</li> <li>The ability, proven or potential, to manage a subject and teachers</li> <li>The ability, proven or potential, to manage an extra curricular activity</li> <li>Experience of developing and leading a team in a key area</li> </ul>		✓		✓	
<b>Skills/Abilities</b>	<ul style="list-style-type: none"> <li>promote the school's aims positively, and use effective strategies to monitor motivation and moral;</li> <li>develop good relationships within a team;</li> <li>establish and develop good professional relationships with parents, governors and the community;</li> <li>communicate effectively (both orally and in writing) to a variety of audiences;</li> </ul>		✓		✓	





	<ul style="list-style-type: none"> <li>• create a happy, challenging and effective learning environment;</li> <li>• use ICT effectively and creatively to enhance learning</li> <li>• Committed to active parental involvement.</li> <li>• Self-motivated and shows initiative.</li> <li>• Works well as part of a team.</li> <li>• Shows a high level of enthusiasm, commitment and determination.</li> <li>• Is flexible and listens</li> <li>• Is prepared to seek advice and support.</li> <li>• Resilient under pressure.</li> <li>• Is approachable, caring and empathetic</li> </ul>		✓		✓	
			✓		✓	
			✓		✓	
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<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Must be willing to undertake training as required</li> <li>• Must ensure confidentiality in respect of pupils and information.</li> <li>• Commitment to the highest standards of child protection and safeguarding</li> <li>• Recognition of the importance of personal responsibility for health and safety</li> <li>• Commitment to the Trust's ethos, aims and whole community.</li> </ul>		✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	
			✓		✓	

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



## 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 school's 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 School’s 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 online 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 i.e. "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 (i.e. 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 eg 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.