



CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



June 2017

Dear candidate

Thank you for taking the time to consider joining the talented staff team here at New Forest Academy. As Principal I love to see students succeed, so to be in a job devoted to helping every student achieve the best they can in learning and life is a real privilege.

As an academy we are focused on high quality learning and striving for educational excellence. G.C.S.E. results in 2016 now place New Forest Academy above national performance in many areas. Our headlines currently show that 73% students achieved 5 or more good G.C.S.E. grades A*-C, with 61% achieving 5 A*-C including English and maths. English results were pleasing at 73% A*-C, with 84% achieving expected progress and 42% making well above expected progress.

This confirms that English continues to be a real strength of the academy. Maths results significantly improved this year, with 63% achieving grades A*-C; 64% made expected progress and 26% well above expected progress. Separate sciences flourish at the academy, with 90% of students achieving grades A*-C. The link to our prospectus presents a more detailed summary of the results; many subjects at New Forest Academy are now above national performance.

Notable achievements in 2016:

New Forest Academy students were UK finalists in the Sci-Tech Challenge run by Exxon Mobil in conjunction with J A Europe in May 2016.
Our Head of Science was a Pearson's Teaching Awards Winner in June 2016.
'The determined and very good leadership' at the academy was commended by Ofsted in February 2016 for 'driving improvements in all aspects of the academy's work strongly.'

Students' personal development, behaviour and welfare were graded good by Ofsted, who said 'Pupils feel very safe in the academy' and 'enjoy being part of an academy that has been improving rapidly.' Students 'show value for the commitment and dedication to their welfare and learning demonstrated by staff.' There is a 'strong culture of care and support' for students and this helps to ensure their safety and well being.

We pride ourselves on being a fully comprehensive school placed at the heart of the community. We want all of our students to be happy, ambitious and achieve results that reflect their true potential.

I know perceptions play a big part in your decision when choosing the right school in which to build a successful career. So don't just take my word for it, come and visit us to see for yourself.

Karen Godsall

Principal

New Forest Academy

Our vision is to aim high; achieve success and aspire to outstanding. We pride ourselves on being a fully comprehensive school placed at the heart of the community. We want all of our students to be happy, ambitious and achieve results that reflect their true potential. With a new leadership team and recent investment from our sponsor Academies Enterprise Trust, we now have much improved facilities: a new Learning Zone; a 'Corridor of Excellence'; a newly refurbished main hall and bistro dining facility.

Our sports facilities are outstanding; we offer the full range of sporting opportunities, including an annual Gym and Dance Gala which is always well received by the many parents who join us. We are also especially proud of our annual school production. Year on year this event has been highly commended, both in the local press and wider community.

As well as being a centre of excellence for sport and performing arts, we place a strong emphasis on good quality teaching, learning and assessment. We work closely with students and teachers to make lessons as stimulating and enjoyable as they can be, so that students can excel in their studies and develop a genuine love of learning.

We have links with Winchester Science Centre through the 'Think Like an Engineer' project and have achieved recent success with the 'Sci Tech' Challenge project, working closely with ExxonMobil and Young Enterprise JA Europe to enable students to develop knowledge and skills in Science, Technology, Engineering and Maths (STEM) based subjects.

Our links with local educational providers are outstanding. We work with The Romsey School and The Ringwood School and Teaching Alliance to share best practice in teaching and learning. We also have very good links with universities and colleges. We believe in teachers, students, parents and carers working together to ensure success. We place a great emphasis on community spirit and developing young people who make a valuable contribution to society and understand the important role that they play as responsible citizens. We value equality of opportunity and giving all students, irrespective of their ability, access to a wide variety of opportunities and enrichment.

We are proud to be part of the wider family of academies within Academies Enterprise Trust and the opportunities for support, innovation, collaboration, partnership and excellence that ensures that we fulfil our duty to inspire all young people to "make their best better".

We are a fully inclusive academy, and believe in nurturing the talents and capabilities of all sections of our community. We continue the excellent work of our feeder schools and provide a huge range of curricular opportunities.

Our recent Ofsted inspection reported that our students enjoy coming to New Forest Academy, which contributes to the calm learning atmosphere you will find around the site.

Our aim is to enable students to leave New Forest Academy appropriately qualified and as mature, caring members of society, with the right level of qualifications.

Please contact the academy if you would like a tour of our facilities or would just like to see the academy at work. We welcome visitors at any time.

Staff working at New Forest Academy say:

Emma Martin, Teacher of English

I have thoroughly enjoyed my first two years of teaching at New Forest Academy. I joined through the School Direct Programme and I am now in my NQT year. The academy has been transformed during this time and the professional development has been amazing. I have led a staff session on neurodiversity following a training course I attended. The academy places a strong emphasis on staff collaboration about teaching and learning. I am currently studying a book called 'Making Every Lesson Count' which every teacher in the academy is reading. Since joining the team here, I have felt welcomed and valued. Students genuinely appreciate their teachers' hard work and take pride in their learning.



Darren Watts

I was appointed as Vice Principal two years ago and have enjoyed belonging to a vibrant and energetic leadership team. I am exceptionally proud that the academy has been graded as good for leadership, personal development and welfare as it confirms that New Forest Academy has been transformed. I lead on curriculum and student outcomes and line manage many subjects. In particular I have enjoyed seeing staff grow and develop into good and outstanding classroom practitioners. I begin NPQH this term, which is a real high point in my professional career.



Sharon Crowe

I work as the Head of Science at New Forest Academy. I have particular strengths in STEM based projects. Our Sci-Tech team represented the whole of the UK in Brussels last year, which was a real accolade for the academy. We are lucky to have some very talented students at New Forest Academy. I was honoured last year to have been awarded a Pearson's Teacher of the Year Silver Award, which was thoroughly uplifting. I have worked at New Forest Academy for some years and every academic year is both exciting and fun. I am proud to work in such a vibrant learning community.



Steve Jenkin

I was appointed Assistant Vice Principal two years ago and I lead on SEND and pastoral issues. Belonging to a large trust is of real benefit as I also get out into other academies to research into best practice. The PE facilities at the academy are also exceptionally good and I enjoy running the many extra-curricular opportunities that we provide. It's a great place to work. There is a real sense of collaboration and energy to the academy now.



Job Description

The description of the duties, responsibilities and accountabilities for the post of Assistant Vice Principal at schools within the Trust have been set out in this job description.

Responsibility Areas:		Strategic leadership of the Pastoral and Behaviour + Reward systems
Accountabilities:	A	Undertaking responsibilities as a member of the Leadership Team of the school.
	B	The leadership, day-to-day management and high standards of the Pastoral system in the school along with the setting, development and implementation of policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of the Academy.
	C	The leadership, day-to-day management and high standards of Behaviour for Learning in the school along with the setting, development and implementation of policies, plans, targets, practices and procedures related to the system within the context of the vision, ethos, aims and goals of the Academy.
	D	The senior line management of inclusion Senior Manager of Special Educational Needs
	E	To effectively appraise, performance manage, line manage and deploy teaching and support staff as appropriate both within the Pastoral system and across the wider school.
Accountable to:		Principal
Main Duties:		See over for detailed duties and responsibilities

AREA OF ACCOUNTABILITY A:

RESPONSIBILITIES AS A MEMBER OF THE LEADERSHIP TEAM

To promote the vision and aims of the New Forest Academy.

To provide professional leadership and management to secure:

- improvement in achievement and attainment for all students;
- raising of aspirations and standards of learning and teaching;
- high quality provision of all services;
- effective strategic direction, leadership and management at all levels;
- effective deployment of resources;
- a safe and healthy environment for members of the school community; and
- outstanding levels of compliant behaviour and behaviour for learning.

To directly assist the Principal with:

- determining, planning and implementing the direction of whole school issues within Academy frameworks;
- meeting student and staff needs on a day-to-day basis;
- the supervision and control of student behaviour around school at all times;
- being a presence around school: a role model to all.

Generic expectations of all members of the Leadership Team:

- act with professional integrity at all times;
- notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- identify and improve those areas relevant to your role which need to move from good to outstanding;
- maintain those Academy policies and procedures relevant to your area and update whenever required;
- be present where required at meetings, performances and other functions / events;
- where requested to do so, attend Academy and Local Governing Body meetings to inform trustees of issues related to your role;
- undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - casual and formal checking of uniform;
 - being a presence around school;
 - appraisal, performance and line management systems;
 - student voice;
- set an example in undertaking a regular commitment to duties and the assembly rota;
- work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions;
- with regard to Leadership Team meetings;
 - all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Principal (or Vice Principal in the absence of either);
 - all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Principal. A consistent message should be given to staff and students at all times;
 - when requested to do so by the Principal prepare and present reports on progress / issues related to areas of accountability and responsibility;

- traverse the conflicting expectations of transparency and confidentiality.
- attendance at Academy Network Meetings during the year;
- at all times work as one team with the staff. Avoid the 'them and us' ethos
- undertake specific tasks reasonably delegated by the Principal from time to time.

AREA OF ACCOUNTABILITY B:

LEADERSHIP AND MANAGEMENT OF PASTORAL SYSTEM

- Have strategic oversight and implementation of the school's Pastoral systems;
- To implement the Pastoral system directly through the work of the Pastoral Leaders on a daily basis;
- Ensure Trust policies related to the pastoral system are followed by all staff and that all staff are held accountable for their implementation and success;
- Lead in the development of processes to enhance the way the Pastoral system works in school;
- Hold two meetings regularly:
 - Pastoral Leadership Meetings with Pastoral Leaders to have oversight, lead and monitor the Pastoral system (including tutor time, assemblies programme, etc.);
 - Student Management Meetings involving the Inclusion Leader, Pastoral Leaders and outside agencies where appropriate. The meeting should focus on those students identified as requiring action because of their behaviour. The aim of the meetings should be to ensure actions are taken to overcome problems within specific timescales;
- Work with the external agencies to ensure student needs are met appropriately;
- Undertake self-evaluation of the Pastoral system in order to contribute to school systems of monitoring, evaluation and review;
- Provide any information that Ofsted may need in relation to compliant behaviour and behaviour for learning in the school;
- Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule;
- Contribute to the School Improvement Plan by identifying clear targets, timescales and success criteria for the development and / or maintenance of the Pastoral system;
- Monitor progress and evaluate the effects of developments and targets on student behaviour by working alongside colleagues, analysing work and outcomes;
- Lead on strategies for addressing issues associated with attendance, absence and persistent absence.
- Monitor the implementation of the Pastoral Support Programme in conjunction with the Progress Leader and 2 Pastoral Support Programme Development Co-Ordinators.

AREA OF ACCOUNTABILITY C:

BEHAVIOUR FOR LEARNING AND REWARDS
<ul style="list-style-type: none">• Ensure that the highest standards of behaviour are implemented and maintained in line with relevant Academy policies;• Provide support for key front line staff in the Pastoral system for all disciplinary matters;• Work with key members of staff (such as Pastoral and Subject Leaders, tutors and teaching staff) to ensure that they are involved in leadership of behaviour for learning;• Ensure that teachers are aware of the implications of the Academy's Behaviour Policy and that these policies are effectively and consistently implemented and monitored;• Develop and implement policies and practices which reflect the school's commitment to high achievement through effective learning, teaching and tutoring;• Have an enthusiasm which motivates and supports other staff and encourages a shared understanding of the contribution they can make to all aspects of students' lives;• Take a lead in the appointment and monitoring of quality teaching and support staff, where relevant to the Pastoral system;• Allocate tutors appropriately to the right students / tutor groups to foster and maximise relationships to improve outcomes for students and a calmer and more productive working environment for staff;• Through the Head of Year 7, have oversight of a high quality transition programme for students entering the school and which ensures students are fully aware of the expectations and standards of the school;• Take a lead on admissions in the school, including undertaking parent / carer tours of the school;• Lead on dealing with serious behavioural issues in the school, referring to the Principal in extraordinary circumstances as required (such as for exclusions);• Work with the community should they express a concern about behaviour outside of the school and ensure that students are aware of the expectations on them when travelling to and from the site.

<u>AREA OF ACCOUNTABILITY D:</u>
INCLUSION
<ul style="list-style-type: none">• Ensure the Academy vision for the school to be inclusive is met and that inclusion means that support is predominately given in the classroom, allowing students to access learning;• Through line management of the Inclusion Leader, ensure effective implementation of inclusive strategies for all students;• Promote and lead on inclusion strategies across the curriculum;• Support staff in developing effective inclusion strategies through the CPD programme;

- Ensure parents / carers are fully involved and engaged as partners in the progress of their children;
- To ensure a high profile is given to the identification and planning of significant and vulnerable groups in the classroom in order to ensure the progress of every student;
- Provide the necessary framework for inclusive practice based on Academy policies and the Ofsted Evaluation Schedule;
- Provide any information on inclusion practice requested by Ofsted or other relevant outside agency.

Working towards SENCO accreditation in order:

- To provide strategic leadership and vision for the SEN Department; monitoring its positive impact on the progress and personal development of SEND students.
- To lead and manage SEND in accordance with the published SEND policy and updated 2015 SEN Code of Practice: 0 – 25 years, modifying practice in accordance with updates received.
- To be responsible for specialist teaching staff and designated learning support assistants, liaising with all relevant staff across the Academy.
- To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts and subgroups of SEND students; being accountable for overall standards and improving results measured against national benchmarks.
- To liaise with external agencies, parents and carers.
- To be an integral member of the wider Inclusion and Pastoral Teams including Safeguarding, Well Being, Attendance and Behaviour, linking to the Management of Years.
- To contribute to the values and beliefs of the Academy.
- To be accountable for leading, managing and developing the subject/curriculum areas of the SEN department.eg. Learning Skills.

Reporting to:	Designated member of SLT: VP Inclusion
Responsible for:	Specialist teaching staff, including HTLAs and designated learning support assistants.
Liaising with:	<ul style="list-style-type: none"> • VP Inclusion • Directors of Progress and HODs • Inclusion Leads: Safeguarding, Well Being, Attendance and Behaviour • Year Managers • Relevant support and teaching staff
	<ul style="list-style-type: none"> • To lead the strategic improvement planning and quality

**Main (Core)
Duties:**

- assurance activities within the SEN department.
- To advise the leadership team on the strategic development of SEND policy and provision in school and ensure the availability of relevant information on all aspects of SEND provision, including best practice.
 - To provide clear leadership in order to ensure the highest quality of teaching and learning and curriculum for SEND students, generating, communicating and monitoring practical strategies clearly linked to the strategic plans for SEND. This will include the provision of relevant training in addition frequent information sharing to various groups within the Academy.
 - To develop partnerships with other educational establishments, external agencies and the wider community in order to ensure statutory compliance and excellent provision for SEND students.
 - To monitor and maintain clear records, including the SEND register, ensuring that the names and needs of students are communicated to staff and that information can be utilised in order that it will impact on 'classroom' practice.
 - To ensure that the progress of SEND students is monitored through a variety of means including observation, work sampling and detailed analysis of progress information, leading to prompt interventions. Information/data must be scrutinised by the SENCO in terms of category and sub group to precisely target required adjustments of provision.
 - To link with Progress Leaders and HODs to ensure that the work in the curriculum areas, including approaches to teaching and learning, fully reflect SEND policy and best practice.
 - To provide a range of personal development opportunities for SEND students to work in teams and groups and to further develop confidence and independence in preparation for adult life and progression.
 - To promoting extra-curricular participation.
 - Support SEND students and their parents in progression and choices, including higher and further education, training and employment
 - To put in place diagnostic arrangements for students, including a clear procedure for identifying and testing students is in place.
 - To be responsible for the day-to-day management, control and operation of the SEN department, including effective deployment of staff and physical resources.
 - To ensure the highest standards of communication of all types eg. including the appropriate sharing of

	<p>policies and reports on the school website and Learning Gateway, interaction with parents by whatever means in addition to the complexities of communicating with SEND students.</p> <ul style="list-style-type: none"> • To implement Academy policies and procedures, e.g. Equal Opportunities, Health and Safety, etc., ensuring that Health and Safety policies and practices including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary. • To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the department. • Teaching: skills/experience in teaching PE, science or humanities would be an advantage.
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AREA OF ACCOUNTABILITY E:

APPRAISAL, PERFORMANCE AND LINE MANAGEMENT

- To act as line manager for teaching and support staff where relevant to the pastoral system or wider leadership responsibilities as Assistant Vice Principal, undertaking performance management reviews yearly in conjunction with the Academy's policies and procedures;
- Review the job descriptions for teaching and support staff when requested by the Principal;
- Undertake regular evaluation of staff progress towards agreed improvement objectives through the Academy's appraisal, performance management and line management policies, practices and procedures;
- Utilise the Academy's observation procedures to monitor pastoral care, behaviour for learning, practice of staff and students, and follow up observations with a discussion on progress and areas for improvement;
- Contribute positively to your own appraisal, performance management and line management.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

ATTRIBUTE	ESSENTIAL	DESIRABLE
Qualifications:	<ul style="list-style-type: none"> Honours degree and Qualified Teacher Status (QTS) Evidence of relevant professional development related to whole school leadership issues 	<ul style="list-style-type: none"> Post graduate qualification
Knowledge and Experience:	<ul style="list-style-type: none"> Statutory education frameworks Strategic planning processes Effective strategies for promoting student welfare and engaging with multi-agencies Effective strategies for behaviour management including the use of rewards and sanctions The effective use of support structures and resources to aid student progress Strategies for ensuring inclusive practice across all areas of the curriculum Knowledge of statutory responsibilities related to safeguarding and child protection within schools The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve student progress Current educational issues specifically in education for 11-16 range, adjacent phases and transition 	<ul style="list-style-type: none"> Experience of leadership and management roles across a number of schools Experience of a pastoral role Child protection officer training
Leadership and Management:	<ul style="list-style-type: none"> Ability to contribute to the strategic direction of the school. Ability to develop and implement operational policies to deliver the 	

	<p>strategic vision for school.</p> <ul style="list-style-type: none"> • Leadership and management skills to improve and maintain level of attainment and success • Excellent classroom practitioner who can lead by example • Ability to motivate students and staff • Ability to lead, coordinate, delegate and empower • Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews • Ability to manage change and work under pressure of changing circumstances 	
Skills and Abilities:	<ul style="list-style-type: none"> • Ability to see things through to completion • A reflective practitioner able to evaluate practice and embed a process of continuous improvement • An inspirational style that imparts confidence, motivates staff, parents / carers and students • Ability to analyse and interpret information to make informed decisions and exercise good judgment • Ability to create and maintain strong supportive relationships with staff, parents / carers, students, the community and other agencies • Ability to be innovative, creative and tenacious • Skills, experience and ability to promote high quality pastoral care to meet the needs of all students 	
Personal Qualities:	<ul style="list-style-type: none"> • An exceptional role model with high standards of integrity and approachability • A 'team player' • Highly motivated, ambitious, and upbeat • Calm under pressure with a good sense of humour • Flexible and collaborative 	
Safeguarding:	<ul style="list-style-type: none"> • Evidence of a commitment to 	

	<p>promoting the health, welfare and safeguarding of children</p> <ul style="list-style-type: none"> • Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school 	
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Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.



Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes



Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.