



**EXECUTIVE HEADTEACHER**  
**BRIDGE LEARNING CAMPUS**  
**part of Trust in Learning (Academies)**  
**Application Pack - February 2018**



Welcome Letter

Copy of the Advertisement

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Bristol – Location, Location, Location

Dear Applicant

Thank you for your interest in the position of Executive Headteacher within Trust in Learning (Academies) at Bridge Learning Campus. The Campus is a mixed 3-16 all through academy serving an area of South Bristol and was one of the very first purpose built all through schools in the UK when it came into being in 2009. After a period of significant improvement culminating in a 'good' Ofsted judgement in 2015 the Campus has not performed at a level its school community deserves and what the academy trust expects. Since September 2017, under the direction of an Interim Headteacher, there has been considerable change and improvement in practices and structures which have helped to shift expectations and raise the bar in terms of outcomes. The result is that staff are totally committed to ensuring the Campus provides outstanding education and outcomes. Equally they are looking forward to working with and supporting a new Executive Headteacher who is able to lead them on this journey.

We are looking to appoint an Executive Headteacher who, with the support of the Trust, will deliver that. Needless to say this appointment is crucial to the future success of the Campus and to the life chances and opportunities of children and young people in this community. We are therefore looking to appoint a person who has previous headteacher experience and importantly a proven track record of improving performance, driving change and raising standards and aspirations. You will need the tenacity and integrity to deliver strong and effective leadership and the ability to communicate a vision that inspires, motivates and enthuses staff, students, parents and the community as a whole.

However, you will not be doing this alone! As part of Trust in Learning (Academies) you will be part of a small, but ambitious, multi academy trust currently made up of four schools serving three thousand children and young people. Our commitment to work collaboratively is central to our work and our vision. As Executive Head, the Trust Wide element of your role will initially be supporting the Chief Executive in our inter-school work and the continued development of the Trust, however, as BLC transforms and the MAT grows, your Trust wide role will extend in areas of your particular expertise.

You will be joining a highly innovative, inspirational and ambitious organisation - at both school and Trust level – with investment in people at its core. We are seeking an outstanding candidate who can realise the highest possible quality of education to support our vision, provide strong leadership and effective support and challenge to colleagues and enable the school and the Trust to achieve the best possible outcomes for students.

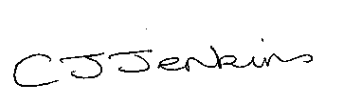
Taking on the leadership of Bridge Learning Campus at this time is a wonderful opportunity for a leader with vision. We look forward to receiving your application.



Mark Davies  
CEO of Trust in Learning



Gerry Rice  
Chair of Board



Caroline Jenkins  
Director and Chair of Local Governing Body

## **EXECUTIVE HEADTEACHER Required for September 2018**

**Salary: c. £100k plus relocation package where necessary**

The Board of Trust in Learning (Academies) are looking to appoint an outstanding school leader to be Executive Headteacher at Bridge Learning Campus. We are seeking a person with vision and one who can inspire young people and staff to deliver their very best. Bridge Learning Campus is a mixed 3 to 16 all-through campus in the south of Bristol with 1000 students on roll and growing. The school was judged good by Ofsted in 2015, but its outcomes have been mixed since then and need to be improved upon quickly.

We have reached a point in the Campus's journey where we need a highly unique individual to enable us to finally reach our goal for the Bridge. The community deserves to have a local school that is outstanding and affords the pupils the best education that teaching can offer.

You will have a strong track record of improving performance, driving change and raising aspirations as well as standards. You will need to be dedicated, passionate and committed and someone who is able to see the possibilities for success for all students. A key requirement will be your ability to bring about change and improvement and in identifying how the Campus can move quickly to achieve outstanding provision and progress.

We recognise that if you bring these qualities that you are an outstanding individual, and why our reward package is designed to reflect that.

This is a fantastic opportunity for someone who has the skill, imagination and tenacity to lead the Campus on its next crucial stage. You will be leading a talented and dedicated team of staff and governors who are supported by the Trust's Central Team and CEO. The post is ideal for someone who has had previous experience of leading and improving a school but who seeks the challenge of doing the same in an all through setting and who is totally committed to understanding and realising the opportunities for excellence that such an institution provides.

As you will be a highly experienced leader you will also take on a wider executive leadership role, in support of the CEO, across Trust in Learning (Academies). Initially your prime focus will be with the Campus, however, as your impact leads to success you will bring that talent to our wider group of schools in this vital lead role for the Trust.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

We would encourage potential applicants to visit the school and to arrange a visit please contact Alex McAfee, PA to the Interim Headteacher on 0117 353 4472 Ext 2041 or email [amcafee@bridgelearningcampus.com](mailto:amcafee@bridgelearningcampus.com)

### **Key Dates:**

23 <sup>rd</sup> February 2018	- Deadline for applications
26 <sup>th</sup> February 2018	- Shortlisting
6 <sup>th</sup> March 2018	- Information Gathering Day
12 <sup>th</sup> and 13 <sup>th</sup> March 2018	- Assessments and Interview

Application packs can be downloaded from [www.tilacademies.co.uk](http://www.tilacademies.co.uk). Please send your completed application by email to Clare Anderson at [canderson@tilacademies.co.uk](mailto:canderson@tilacademies.co.uk) by 12 noon on 23<sup>rd</sup> February 2018.

## Trust in Learning - who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.



As a Multi Academy Trust, TiLA is totally committed to delivering an ***inclusive*** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome.

Our goal is to help create ***exceptional and distinctive*** learning communities.

At the heart of our belief system is ***our focus upon learning*** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.

To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of ***localism*** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.



Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between ***uniformity and uniqueness*** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the ***very best people*** and the ***very best leaders***.



At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people and leaders. Within the Trust we have four academies:

- Orchard School Bristol (secondary)
- Parson Street Primary School
- Filton Avenue Primary School
- Bridge Learning Campus (all through)

Our guiding principles are therefore to:

**TRUST in LEARNING    TRUST in LEADERSHIP    TRUST in LOCAL GOVERNANCE**

### **Our ambition and aspiration is...**

- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support



### **Geography...**

- Our commitment is to support schools that serve communities in Bristol and the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol

## Bridge Learning Campus – Key Background Information

### About Bridge Learning Campus and its Values

The Bridge Learning Campus is a purpose built all through school which educates children from the age of three years to sixteen. It is a large, well-resourced school, light, airy, and conducive to learning. It is situated on a large site in the south of the city which is also home to New Fosseway Special School. It is a community where mainstream and special work closely together and this reflects the commitment to inclusion that is at the heart of the Campus's work.

The Campus is fully committed to realising the benefits of all through education and overcoming the challenges of transition and continuity within the education system. Education changes lives and the Campus invests its time and energy in inspiring all students to become successful, well rounded, confident and courteous young people who are a credit to their families, their community and their school. Many of our children and young people come from disadvantaged backgrounds and ensuring that those students are successful and have equal opportunities to prosper in life lies at the centre of the Campus's work.

### Structure

The learning journey within **Phase One** begins with our Nursery children and finishes in Year 4. Every child within Phase One is valued, encouraged and appropriately challenged in order to achieve the very best they can. The Early Years Foundation stage (EYFS) covers the Nursery and Reception years. Children within the Early Years are encouraged to explore and learn through play based activities.



Children from Year 1 upwards spend the mornings focusing on the vital subjects of Literacy and Numeracy. We place great importance that 'every child is a reader' so there are many different approaches to reading across all year groups including the use of technology to engage every child. The Campus has decided to adopt Maths Mastery enabling children to become confident mathematicians who enjoy numbers.

**Phase 2**, which comprises Years 5, 6, 7 and 8 at Bridge Learning Campus, is what makes the place so unique and special. In Years 5 and 6 students are finishing their 'primary' education. Our students get the benefit of working with a few select teachers that they really know, alongside opportunities to experience the specialist subject expertise and facilities of 'secondary' education. Our students are moved gradually at a pace that suits them as individuals. This helps avoid the massive change that students often go through at the end of Year 6 when they move schools, yet also ensures that we are able to stretch those who need it. In Year 7 our children are joined by fellow students from our primary partners through an 'outstanding' transition program. We aim to get a detailed picture of the students who join us so that new starters are made to feel as much a part of BLC as our existing students. Finally, in Year 8 students start making the exciting choices that will shape their school lives and beyond.

Year 9 marks the beginning of **Phase 3**. 'In order to succeed, we must first believe that we can'. Phase 3 is the gateway for our students to the rest of their lives; it is the culmination of learning, skills and endeavour that has been their foundations in earlier years. In Phase 3 the Campus offers a broad curriculum which suits the needs and talents of our students whilst providing them with various opportunities to extend their wider curriculum. As many schools we are looking to review the curriculum offer in Phase 3 in order to ensure that it is still appropriate to the changing demands of the system and the needs of students. Students are expected to be role models to our younger pupils and students, to be polite, well-mannered and business-like in their appearance and attitude to learning. Students are fully equipped, through our support programmes, to access extensive opportunities available to them in post 16 education, enabling our students to meet the needs of employer and university demands.



### Outcomes and Progress

Quite simply outcomes are not where they should or could be. At both Key Stage 2 and Key Stage 4 the Campus has witnessed three years of declining results after a period of increasing improvement. Whilst Early Years and Key Stage 1 continue to deliver outstanding outcomes the same is not true for other key parts of the Campus. The new Executive Headteacher will be expected to redress this and will be fully supported in their efforts to do so by staff and by the Trust's Central Team. The Interim Headteacher has made some important and significant changes and it is anticipated, with a degree of confidence that outcomes in 2018 will improve by the time the interim leaves his post.

### Staff

The Campus has a highly motivated staff who want to do their very best for the children and young people in their care. There is a healthy balance of experienced and new staff in all phases on the Campus and they work collaboratively on cross campus priorities as well having specific phase or age specific professional development.

Staff are encouraged to be creative in lessons whilst ensuring that standards of work and expectations are high. Trust in Learning (Academies) operates a number of cross school groups that look to develop sharing of best practice and consistency of practice, where this is necessary. Bridge staff play an important role in each of these groups and in helping to move the trust forwards.

### Opportunities' and Partnerships

There are many opportunities for children to collaborate together - through Houses, in their learning, clubs and societies. The Campus is home to Bristol Rugby Club's Academy; there is one of the largest take ups of students participating in the Duke of Edinburgh Award scheme in Bristol; there is a very close working relationship with University of West of England (UWE), Ablaze, TLT and Teach First, in addition to support from the City of Bristol College.

The Bridge recently won the Employability Charter Mark and achieved the GOLD SSAT Parental Engagement Award. This side of the Campus work is very important and is supported directly by Trust in Learning (Academies). As previously mentioned the Campus shares the site with New Fosseway Special School and it also houses Bristol Gymnastics Centre – the site really does have everything.



## Job Description

**Job Title:** Executive Headteacher

**Responsible to:** Chief Executive Officer

### OVERALL PURPOSE OF THE HEADTEACHER POST:

In line with the National Standards of Excellence for Headteachers (January 2015) the Executive Headteacher will be responsible for providing leadership and strategic direction to the Campus and the wider educational community both within the Trust and the community in which it sits by:-

- Ensuring the provision of high quality teaching, learning and care across the setting
- Ensuring high standards and high expectations from students, staff and all other stakeholders
- Promoting and safeguarding the welfare of the students
- Developing, delivering and commissioning innovative and proactive services for students
- Developing collaborative links with other commissioners, academies, schools and the wider education community within the locality and across the Trust
- Developing an academic and vocational offer accessible for all students in order to provide the best possible educational outcomes
- Observing and adhering to the 'National Standards of Excellence for Headteachers'

### SPECIAL FEATURES:

The post holder shall be required to work closely with the CEO, who will act as their line manager, and other colleagues within the multi academy trust. You will be a key part of the Trust's Executive Team. This job description will be amended accordingly to include a Trust wide responsibility once progress and outcomes are secure at Bridge Learning Campus.

### MAIN DUTIES AND RESPONSIBILITIES:

#### Ethos and Vision

- To provide educational excellence for all through the core values, principals and aims of the Campus and the Trust
- To ensure that through a values, skills and knowledge based curriculum, that all students reach their full potential and make outstanding progress irrespective of starting points
- Develop and sustain a challenging and clearly articulated vision for the Campus which sets high standards for all students and which is understood, shared and acted upon effectively by all.

#### Leadership and Management

- Overall responsibility for the strategic management and operational activity of the campus
- To provide enthusiastic, innovative and consistent leadership to the campus and its leadership team

- To work positively with the community to ensure the best possible outcomes for students
- Implement rigorous and sustainable policies and strategies in order to transform the outcomes for students at the Campus and providing best value for money
- To ensure that students are healthy, stay safe, enjoy and achieve their full potential and achieve economic and personal well-being once they leave the Campus
- To develop the reputation of the Campus, locally, regionally and nationally
- Act as a member of the Local Governing Body and ensure a strong working relationship, in the best interests of the Campus and Trust, exists between them and the Chair
- To provide information, objective advice and support to the Local Governing Body to enable it to meet its responsibility

### Teaching, Learning and Standards

- Ensure that the Campus provides an engaging, enjoyable, practical and relevant education for all students
- Provide an innovative curriculum with an associated enrichment programme to allow for collaborative working and ensure that this curriculum delivery is translated into effective learning and assessment practice
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the Campus can meet changing needs and demands consistent with government guidelines and requirements
- Ensure that high quality provision is available to all students so that they all make progress and attain all that they are capable of regardless of their starting points
- Develop a caring, aspirational, challenging and inspirational educational setting where students feel safe and confident and can attain their maximum educational outcomes
- To secure excellent teaching by sound analysis and understanding of how pupils learn and of the core features of successful classroom practice and curriculum design

### Pupils and Staff

- To demand ambitious standards for all students, overcoming disadvantage and advancing equality by instilling in all staff a strong sense of accountability for the impact of their work on the outcomes of all pupils
- To establish a culture of shared best practice as a basis for effective teaching within and between schools, drawing on and conducting relevant research and robust data analysis
- To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- To hold all staff to account for their professional conduct and practice

### Communication and Consultation

- Develop effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice

- Consistently use and develop information systems to ensure exemplary communication links with all stakeholders
- Coordinate student transitions to secondary, further and higher education and reintegration into mainstream schools to ensure smooth transitions and continuity of learning. This includes working effectively with local authorities and representing the Campus/Trust at a local and regional level at professional organisations and bodies
- Regularly and effectively communicate each student's progress and attainment to all relevant stakeholders
- Work with the Trust CEO to provide information on all relevant aspects of the Campus, its progress and intended development
- Contribute to the work and development of the Trust and be an integral member of the Executive Team

### Finance, Resources and Systems

- Ensure that all the activities of the Campus are conducted in accordance with all legal requirements and regulations. That policies and procedures are consistent with 'best practice' and recognised codes of probity
- Develop and implement the Trust's Appraisal Policy and framework for the delivery of high quality services through high quality performance
- Recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning
- To shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- To ensure that all resources are organised and managed to provide the best possible outcomes for students
- To ensure that development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community
- Manage the Campus's financial and human resources effectively and efficiently to achieve the Campus's and Trust's educational goals and priorities
- Work closely with the School Business Manager to plan and deliver accurate three year budgets within available resources and plan for strategic changes
- Advise the Trust and the Local Governing Body on the annual priorities and formulation of the budget to ensure that the campus achieves its objectives

### Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

- To participate in appraisal/performance management, and undertake training and professional development as appropriate

### Pastoral Support

- Ensuring the maintenance of good behaviour in line with Campus/Trust procedures and policy at all times during the school day
- Promoting the ethos of the Campus ensuring that all are treated with justice, equality and respect

### Data Protection

- To be aware of the Trust's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this
- To maintain client records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements

### Confidentiality

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

### Equalities

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, undertake appropriate training and challenge racism and discrimination

### Health and Safety

- Every employee is responsible for their own Health and Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management

### Safeguarding

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
- This post is subject to an enhanced DBS check

## PERSON SPECIFICATION

### Executive Headteacher

Key:

1. Application Form
2. Other documentary evidence including references
3. Interview process

### Appointment Criteria

		Essential (E) Desirable (D)	Assessment Method
<b>1. Experience, qualifications and personal attributes</b>			
1.1	Qualified Teacher Status (QTS)	E	1/2
1.2	Significant experience as a senior education professional with a demonstrable track record of impact on improving and sustaining school standards.	E	1/2/3
1.3	Significant Secondary/ Primary and/or all through Headteacher experience with evidence of securing rapid and sustained improvement in their own school.	E	1/2/3
1.4	Successful teaching experience, across the ability range, at KS3 and at KS4 or KS1 and 2 supported by evidence	E	1/2/3
1.5	A depth of Teaching and leadership experience in more than one school setting	D	1/2/3
1.6	Personal and Professional credibility to support the CEO to deliver the strategic vision for school improvement within TiLA	E	1/2/3
1.7	Experience of, and proven success with, school improvement strategies working with other school leadership teams	E	1/2/3
1.8	Good Honours degree or equivalent	E	1/2
1.9	A higher degree	D	1/2
1.10	Strong evidence of engagement with recent and relevant senior leadership professional development e.g. management qualification	E	1/2/3
1.11	Achieved NPQH	D	1
1.12	National Leader of Education status	D	1
1.13	Experience in a school/setting serving a diverse and multi-cultural community	D	1/3
1.14	Leadership experience in a school/setting serving high levels of disadvantaged students	D	1/3



1.15	Impressive organisational and interpersonal skills, including the ability to be able to communicate effectively, both orally and in writing	E	1/3
1.16	An understanding of the physical, emotional and intellectual demands of the role supported by evidence of experience in successfully managing them	E	1/2/3
1.17	Enthusiasm, energy and ambition	E	1/2/3
1.18	Personal impact and presence	E	1/3
		<b>Essential (E) Desirable (D)</b>	<b>Assessment Method</b>
<b>2. Leadership skills – the ability to lead others</b>			
2.1	Engage and inspire students, staff, parents, carers, governors and the wider community	E	1/3
2.2	Be able to articulate a clear and compelling vision for the future of BLC within Trust in Learning (Academies)	E	3
2.3	Be a role model for students and staff	E	3
2.4	Build, support and challenge high performing teams	E	1/2/3
2.5	Evidence of leading/ significant involvement in a successful change programme	E	1/3
2.6	Experience in embedding an ethos of shared responsibility for the outcomes of the school	E	1/3
2.7	Be able to foster an open, fair, equitable culture and manage conflict	E	1/3
2.8	Direct the work of others and hold them to account	E	1/2/3
2.9	Is able to work effectively and positively within an executive structure	E	1/2/3
2.10	Has a proven track record of supporting others to achieve their maximum potential	E	1/2/3
		<b>Essential (E) Desirable (D)</b>	<b>Assessment Method</b>
<b>3. Knowledge, understanding and skills</b>			
3.1	Knowledge and understanding of current educational landscape and developments	E	1/2/3
3.2	Is an excellent classroom practitioner	E	2/3
3.3	Experience of working with school Governors	D	1/2/3
3.4	A proven track record of raising achievement	E	1/2/3
3.5	Knowledge of how to work strategically within a school	E	1/2/3

3.6	Can demonstrate a commitment to the use of new and emerging technologies to support teaching and learning	E	1/3
3.7	Understands the strength of coaching skills to support people and how they can be effectively deployed in the role of Head Teacher	D	1/2/3
3.8	Able to manipulate and analyse performance data leading to improvement strategies	E	1/2/3
3.9	Is fully committed to the principles and practices of quality assurance, self-evaluation and appraisal	E	1/2/3
		<b>Essential (E) Desirable (D)</b>	<b>Assessment Method</b>
<b>4. Values and beliefs - be able to demonstrate through experience</b>			
4.1	A commitment to community partnership and working within a multi academy trust	E	1/2/3
4.2	A commitment to inclusive education and the belief that all can succeed	E	1/3
4.3	Liking people, especially young people	E	1/3
4.4	Maintaining high expectations and standards of participation, achievement and behaviour	E	3
4.5	A passion about the importance of education and success for all – irrespective of background and starting points	E	1/2/3



## Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our web site: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2016.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.



## Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

### Interview Process

After the closing date, shortlisting will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

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.

The physical stages of the process will be conducted over three days:

- Day 1: Information Gathering: an opportunity to talk to key people and fact finding about the Campus
- Day 2: Mini interviews, tasks and activities
- Day 3: Presentations and formal interviews

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**



## How to Apply

To apply please complete the Trust in Learning (Academies) application form. Your **letter of application** (of no more than two sides of A4) should address how and why you feel that you are equipped to fulfil this role noting your personal values, attributes, your ability to lead others and your knowledge and experience to date.

### Closing Date:

12 Noon on Friday, 23<sup>rd</sup> February 2018

### Key dates:

Shortlisting: Monday, 26<sup>th</sup> February 2018

Information Gathering Day: Tuesday, 6<sup>th</sup> March 2018

Assessment and Interview Days: Monday 12<sup>th</sup> and Tuesday 13<sup>th</sup> March 2018

### Applying:

Completed application forms should be returned to [canderson@tilacademies.co.uk](mailto:canderson@tilacademies.co.uk)





## Bristol – Location, Location, Location

We just wanted to tell you a bit about our City - Bristol has been named as one of the top ten cities to live anywhere in the world, and ranks alongside the likes of Tokyo, Amsterdam, Berlin and Barcelona.

The City has had the honour bestowed by the global glossy Forever Sports magazine, which says living in Bristol is on a par with life in New York or Melbourne.

Whilst this is a great accolade there is a whole lot more besides.

You will do your own research, if coming from outside Bristol but here are a few things we think make Bristol a great place to live and work.

- There are lots of green spaces in the city centre and the harbour is a good place for bars, cafes and a walk. There's street art all over the place (Banksy is from here, so no surprise) and during the summer, there are lots of festivals in the local area
- Bristol is a compact city in easy reach of the M4 and M5 motorways making London and the coast of Devon reachable for a day trip
- Surrounding the city is beautiful countryside scattered with picturesque villages with beating hearts of their own

So whether you want country living with access to a cosmopolitan city or to be part of a vibrant cultural city Bristol can deliver..... Oh and a world heritage site on our doorstep.



**Bristol Cathedral**



**Park Street and Bristol University**



**The Harbourside and its festivals**



**Clifton Suspension Bridge and the city**