

The Eden Academy Trust

Deputy Headteacher role at Pinn River School



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## Welcome

Thank you for showing interest in the **Deputy Headteacher** role at Pinn River School. We are immensely proud of our Trust, its schools and central services and look forward to sharing more information about what we do and our hopes and aspirations for the future. We hope that this information pack will give you an insight into this but also recommend that you familiarise yourself with our website. Above all else we are looking to appoint a candidate who is passionate about special educational needs and ensuring that we deliver the best possible provision for our pupils. At the end of this pack, you will find contact details and we would welcome the opportunity to discuss this role with you in more detail. We look forward to hearing from you.

**"An Academy Trust that places children at the heart of everything it does, a place where parents and carers can look to the future with optimism and confidence and where staff feel their skills and their careers are developed like nowhere else."**

## Meet our family of schools

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### Alexandra School

A primary school, located in Harrow, for children with moderate learning disabilities, sometimes associated with behavioural, emotional, social, communication, physical or sensory needs.



### Grangewood School

A primary school, located in Eastcote, for children with severe learning disabilities and physical and complex needs, including ASD.



### Hexham Priory School

A community special school in West Northumberland, for pupils aged 2-19 years old who experience severe or profound and multiple learning disabilities.



### James Rennie School

A school for pupils aged 3-19 who have severe or profound learning disabilities and live in the North of Cumbria.



### Moorcroft School

A purpose-built secondary school, based in Uxbridge, for young people with severe learning disabilities, profound and multiple learning disabilities and autistic spectrum disorders.



### Pentland Field School

A school in Ickenham for pupils aged 4-19 with a broad range of moderate to severe learning disabilities, and who have associated speech, language and communication difficulties.



### RNIB Sunshine House School

A school in Northwood for children aged 3-14 years of age who are blind and partially sighted and who have complex learning and physical disabilities.

## Eden's Free Schools Project

The Trust is currently delivering a project which sets out to deliver:

- A new 80 place primary school in the south of the borough (Grand Union Village School)
- A new 180 place all age school on the site of the current Grangewood School to incorporate the current RNIB Sunshine House School provision (Pinn River School)
- An additional 25 places at Moorcroft School with the creation of two extra classrooms

The additional classrooms at Moorcroft are already complete and accommodating pupils.

Construction of the new Grand Union Village School is expected to commence early this summer and the building completed by August 2022

At that point, the current Grangewood School community will temporarily relocate here whilst the Grangewood site is developed to build the new Pinn River School.

The new Pinn River building is expected to be completed in late 2023 ready for occupation. At that point, those pupils at Grand Union Village School who live in the north of the borough will have the option to transfer to the newly opened Pinn River School. In addition, all of the pupils and staff currently on the Sunshine House site will transfer to Pinn River because of its specialist facilities and additional resources to meet the needs of pupils with multiple sensory impairments (MSI)

The current Sunshine House School provision is expected to transfer from the RNIB to the Eden Academy Trust prior to the opening of the new Pinn River School

Details of the vital role the new Deputy Head for Pinn River School will play in delivering key aspects of this project are set out in the [Pinn River School](#) section below.

## Vision

The Eden Academy Trust will create centres of educational excellence where our young people will achieve exceptional outcomes.

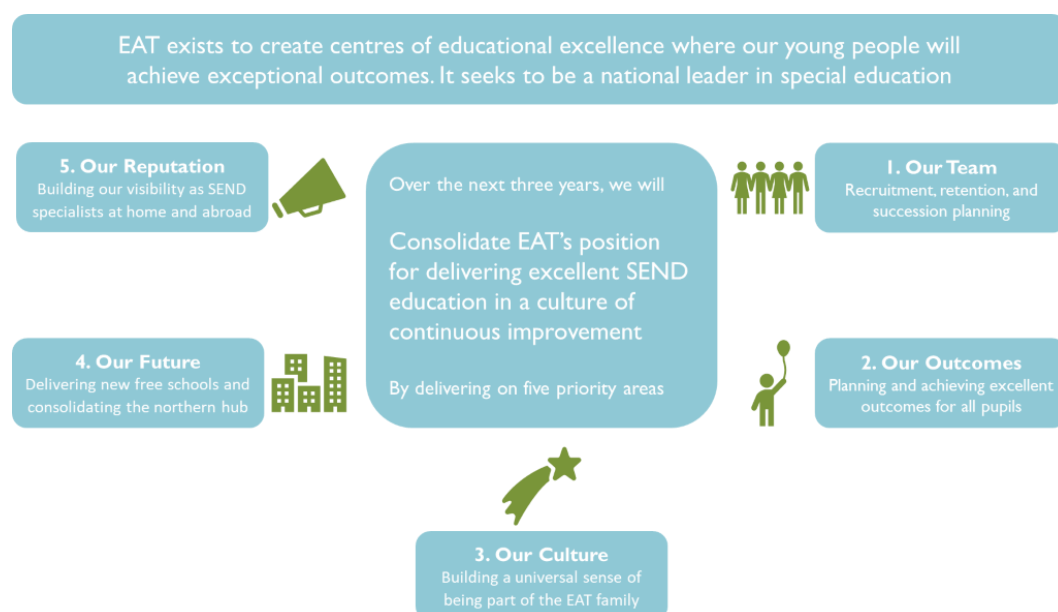
Through collaboration and partnership, we work:

- to raise the standards and achievements of all students across the Academy Trust
- to develop consistency and cohesion of provision across the age range regardless of need
- to enhance the capacity and strategic development of therapeutic and support services across the Academy Trust
- to provide extended and focused support for families across the Academy Trust
- to enhance the professional development opportunities for staff across the Academy Trust
- to develop the range of expertise and support services available to other schools, establishments and individuals within the community
- to provide a vision and strategy for the development of pre-school and post school opportunities for our young people
- to become a groundbreaking and cutting-edge leader in the development of the best practice for young people with learning difficulties.





The current three-year mid-term vision and strategy, agreed in June 2019, identified five focus areas which will collectively enable us to deliver on the above statement. These are set out in the graphic below.



They are all connected to one another as well as to the strategic aim. For example:

Building and nurturing **our team** will be critical to enabling us to build **our reputation** for expertise externally. Equally, achieving aims around **our reputation** will depend heavily on our continued focus on ensuring **our outcomes** are excellent for all pupils in our schools.

Ensuring **our outcomes** are excellent for all pupils will depend in the medium term on **our future** agenda of completing and consolidating both the free schools project and the northern hub expansion. Meanwhile, in part, success on **our future** agenda will be heavily reliant on ensuring **our culture** permeates to every corner of EAT, creating a strong sense of belonging and value added to individual schools.

## Mission

- The Eden Academy Trust will be a national leader in special education.
- Our mission is to draw on the individual strengths of each Academy school to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do.
- Young people will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society.
- We will nurture our staff professionally.
- We will create positive relationships with our parents and the wider community.

## Value Statements

The Academy Trust and schools all follow the same values:

<b>Inclusion</b>	a voice for everyone and everyone is heard
<b>Focus</b>	children & young people at the core of all we do
<b>Collaboration</b>	together we are stronger
<b>Quality</b>	excellence through innovation, creativity and continuous improvement
<b>Integrity</b>	transparency and fairness in all we do

The Eden Academy Trust is at the very forefront of special needs education. We are a family of schools that places children at the core of all we do. By being part of an Academy Trust and working together, each school, every child and their family benefit from an enhanced range of provision, services and support including:

- Skilled and experienced staff
- High quality facilities and resources across our schools
- Co-ordinated family services including after-school and holiday clubs
- Access to a large team of creative and physical therapists



## Approach

Our schools combine the best in educational excellence with a highly successful support network of services.

## Education

By promoting the highest standards of teaching and learning, integrating key therapies and working with the families of our children and young people, we ensure that the child is at the core of all we do.

We provide an enriching curriculum which is broad, balanced and appropriate to the needs of each pupil within the schools. This provides key opportunities for pupils to experience, develop and consolidate a range of skills and knowledge that they may use to develop their independence and enhance their lives. At the same time, it supports the development of character and well-being to ensure they thrive in the future. The curriculum must therefore be flexible enough to meet the different needs of every individual in an ever-changing population, whilst laying the key foundations for the next stage of their lives.

We believe that all the experiences that a pupil encounters, from their arrival at school to the time they leave each day, present teaching and learning opportunities. The curriculum is therefore not just classroom-bound, and we capitalise upon every learning opportunity to make them accessible, manageable and of worth for each pupil. This is reflected in the school environments, the conduct and values of all staff and the carefully planned and sensitive support we provide.

Learning takes place all over the school site and in the local communities, using classrooms as a secure base for pupils, traditional teacher-led sessions and social group-work. Further opportunities are found in the routines of transition times, break-times and times of self-care.

## Family Services

Family Services supports families and promotes the well-being of our pupils by encouraging social activities and provides a network of assistance and advice.

Our jointly-run service is an integrated element of the Eden Academy Trust's approach to education and development and the service that we provide in each of our family of schools is specially designed to meet the particular needs of each school's pupils and their families.



## Therapies

Therapy input and advice underpins and complements our curriculum enabling pupils to access their education. Our Therapy Service across includes:

- **Arts Therapy** (including Drama Therapy and Music Therapy) which aims to support each pupil's emotional development and to increase the learner's self-esteem, confidence and communication
- **Occupational Therapy (OT)** aims to help our learners achieve as much independence as possible within their activities of daily living
- **Physiotherapy** aims to help each learner achieve their physical potential within the limitations of their medical condition
- **Speech and Language Therapy (SaLT)** aims to support learners to work towards their communication potential, be better understood by those around them, and allow learners to begin to discover and enjoy the benefits of communicating their wants and need.

## How We Work Together

Our team approach, led by our Board of Trustees, blends the best educational and therapeutic practice, working closely with families and carers to identify and meet all the needs of our young people.

## Board of Members

Our Board of Members exists to safeguard the purpose of the Trust, scrutinising the work of the Board of Trustees and others through the medium of an Annual General Meeting. It currently comprises five members, including the Chair of the Board of Trustees. Members details, including pen portraits, can be found on the [here](#).

**The current members are:**

Hardip Begol	Chair of the Board of Members
Barry Nolan	Chair of the Board of Trustees
Judith Hemery	Grangewood LAB member
Mark Lemon	Chair of the Audit Committee
Pamela Stentiford	

## Board of Trustees

Our Board of Trustees comprises people that have been chosen for their extensive skills and experience in areas such as education, public policy, law, finance and asset management, some of whom may also be a member of a Local Advisory Board of one of our family of schools.

The Board of Trustees has legal responsibility for the running of the Academy schools. This includes responsibility for finance, premises and the standards achieved in all schools. Trustees details, including pen portraits, can be found [here](#).



## The current Trustees are:

Trustee	Position	Portfolio
Barry Nolan	Chair	Member; Central Services; Free Schools Project; LAB Liaison; CEO Liaison; Finance Committee member; Alexandra LAB member
Jamie Clark	Deputy-Chair	Finance; Chair of the Finance Committee
Angela St. John		Asset Management, ICT & GDPR; Pentland Field LAB member
Brian Eaton		Marketing & Communications; Finance Committee member; Remunerations Committee member; James Rennie LAB member
Helen Milner		Standards (northern hub); Hexham Priory LAB Chair
Karen Deacon		
Mari Ladu		Safeguarding; Finance Committee member
Mary Canavan		HR; Chair of the Remunerations Committee; Moorcroft LAB Chair
Vicky Collis		Standards (southern hub); Remunerations Committee member

## Our CEO

Our **CEO** is **Susan Douglas**, who plays a leading role in the strategy and direction of the Academy, creating and shaping its development. Susan has worked for over 25 years in education - as a Headteacher, at national level for the National College of School Leadership, and now internationally in her role as Senior Advisor for Schools at the British Council.

## Directors

**Sudhi Pathak** is **Director for Finance and Operations**. Sudhi is a qualified accountant with over 25 years' experience in the public sector. He joined the Eden Academy Trust in 2013 with responsibility for Finance, ICT, Human Resources, Health and Safety, administration and facilities.

**Paul van Walwyk** is **Director for Central Services and Schools**. Paul has worked within a variety of SEN settings in education and care and was previously a senior social worker for children and families. Before joining Eden, Paul was head at Wolverdene Special School for 10 years which has Outstanding OFSTED ratings for both education and care.

**John Ayres** is **Director for Academy Development**. John has a successful track record of school leadership stretching over 30 years. John leads the Trust Free School project that will open two new schools.

## Heads

**Andrew Sanders, Kris Williams and Perdy Buchanan-Barrow** are our **Senior Headteachers** and in addition to being Heads in their own schools, have additional responsibilities for aspects of Trust-wide co-ordination, as Executive Heads and for the support and mentoring of our other Headteachers and Heads of School.

In addition to the above, there are 4 further Headteachers/Heads of School.

The role of the Head is to be responsible for the operational day-to-day running of the schools and to be the first point of contact for pupils, staff and parents.

**The Heads at each of the Academy Trust Schools are:**

School	Head	Executive Head	
Alexandra	HT	Perdy Buchanan-Barrow	
Grangewood	HT	Liz Edwards	
Hexham Priory	HT	Liz Davison	
James Rennie	HT	Kris Williams	
Moorcroft	HT	Andrew Sanders	
Pentland Field	HoS	Ivan Talbott	Perdy Buchanan-Barrow
RNIB Sunshine House	HoS	Mark Fuell	Andrew Sanders

Details of all our senior leaders, including pen portraits, can be found [here](#).

## Local Advisory Boards

As the legal responsibility of the running of the Academy schools lies with the Board of Trustees, the Local Advisory Boards are freed up to become more involved in the development of individual schools. These are comprised of local stakeholders including parents and community representatives. Schools are encouraged to seek out volunteers with specific experience of relevant professional areas.

The RNIB Sunshine House School currently retains its governance structure through the RNIB and has a local Governing Body rather than a LAB<sup>1</sup>. The GB is currently serviced and supported by Eden's Governance & Policy Officer.

**Chairs of the Local Advisory Board at each of the Academy Trust Schools are:**

School	Chair
Alexandra	Sue Stalley
Grangewood	Claire Stibbon
Hexham Priory	Helen Milner
James Rennie	Canon Michael Manley
Moorcroft	Mary Canavan
Pentland Field	Christian Rule
RNIB Sunshine House	Jane Inglese

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<sup>1</sup> This will change in line with the Trust's governance arrangements when the provision at the school transfers to Eden.

## Trust-Wide Roles

We have also structured a range of Trust-wide roles and responsibilities that function across all our schools to ensure consistency and best practice.

Role	Led by
Family Services & Safeguarding	Lisa Hatcher
Therapies	Helen Milward (arts) Alison Futerman (language and communication) Jean Paul Van Weert (physical)
Professional Development & Support Service	Gill Smith Nick White
Finance, Resources & ICT	Sudhi Pathak
Marketing & Communications	Catherine Roper
Safeguarding	Andrew Sanders
Governance, Policy management & Compliance	Keith Holroyd

## Our Staff

We are very proud of our professional staff. Everyone from teachers, assistants, therapists, administrative and support staff to pastoral carers, are all dedicated to the development of the pupils that they educate and look after.

## Pinn River School

Pinn River School will be a new 180 place all age school on the site of the current Grangewood School in Eastcote, for children with severe learning difficulties and physical and complex needs, including autism and those who are blind and partially sighted and who have complex learning and physical disabilities.

The school is being designed to accommodate the latest developments in child-centred learning and therapy provision for children across the whole school age-range including a hydrotherapy pool, sensory provision and purpose-built therapy rooms, all set within the neighbouring woodlands, which will provide additional learning and sensory opportunities for our pupils.

It will bring together the skills and experience of the staff communities at both the current Grangewood and Sunshine House Schools to deliver the best possible outcomes for our children and young adults, helping them to become independent learners who can reach their individual potential.

The emphasis will be all of the teams within school - teaching, support and therapy - working together to provide a comprehensive and consistent approach to meeting the needs of all our children.

As well as a multi-disciplinary approach, regard for others is at the core of both schools currently, where success for everyone is promoted, valued and celebrated.

### The Deputy Head's role prior to opening

Prior to the opening of the Pinn River School, the new Deputy Head will have a vital role to play in the development of the school, supporting the temporary relocation of Grangewood to the Grand Union Village site and the bringing together of Grangewood and Sunshine House Schools into a new single school.

This will include acting as a member of the Project Strategy Group and the coordinating working groups from Sunshine House and Grangewood to cover areas such as:

- Governance, leadership and management arrangements in the new settings including the organisation and management of split site working for those Grangewood pupils currently at Sunshine House School during the transition period
- Developing arrangements in relation to the temporary relocation of Grangewood School to the Grand Union Village site
- Developing arrangements in relation to the move of both the Grangewood and Sunshine House School communities to Pinn River, such as joint curriculum and assessment development, developing new policies, staff, orientation and preparation of parents and staff, staff training, travel planning and supporting current Sunshine House staff in their transition into Eden.

The role will also include deputising for the Heads at Grangewood and Sunshine House to allow them to undertake duties related to the Free School Project.

Candidates are encouraged to contact Denise Coles to arrange to speak to Susan Douglas (CEO) or John Ayres (Director of Academy Development) about this exciting opportunity and to arrange a visit to the schools.

Contact email for Denise is [denise.coles@theedenacademy.co.uk](mailto:denise.coles@theedenacademy.co.uk)

# Deputy Headteacher

## Job Description



<b>Role:</b>	<b>Deputy Headteacher (full time permanent)</b>
<b>Accountable to:</b>	Headteacher (this will be Liz Edwards, Headteacher at Grangewood School prior to Pinn River opening)
<b>Job Purpose:</b>	<p>In addition to carrying out the professional duties as a teacher set out in the School Teachers' Pay and Conditions document in accordance with the:</p> <ul style="list-style-type: none"><li>• National Standards for Qualified Teachers</li><li>• National Curriculum</li><li>• The Academy's aims, objectives, key priorities, core values and schemes of work</li></ul>

**Prior to the opening of Pinn River School the Deputy Headteacher will support the Headteacher(s) and CEO with the following areas of responsibility:**

### **Transition planning**

- Contributing to the development of leadership and management arrangements in new settings including the organisation and management of split site working for those Grangewood School (GW) pupils at Sunshine House School (SHS)
- Contributing to the liaison with stakeholders on aspects of the free school project
- Contributing to the liaison with Schools' HR over personnel issues arising from all aspects of the project
- To be fully conversant with the School Specific Brief for GUV and the design and ethos of the school
- Playing a role in the ongoing communication and consultation with the DfE and ESFA Free School team
- Actively contributing to the regular meetings with contractors regarding the build specification and any variations as the construction progresses
- Liaising with the various Academy Project Groups regarding the build of GUV to ensure that there is coordination between the construction work and the educational rationale for the school

### **Preparation for temporary relocation of Grangewood School to the Grand Union Village (GUV) site**

- Preparation of policy documents for OFSTED verification prior to the school opening
- Liaison with Family Services
- Liaison with LA transport services
- Contributing to the relocation strategy for staff, staff liaison and ensuring effective consultation processes are in place



- Staff training programme for working in open plan/learning hub pedagogy in conjunction with PDSS
- Supporting work on the identification and ordering of necessary equipment
- Supporting parents and staff orientation visits
- Supporting with the identification of which equipment can be taken from Grangewood to GUV and which equipment should be discarded
- Working with the existing Grangewood Steering Group that is overseeing all aspects of staff, pupil and parent support for the transition period

### **Preparation for the opening of Pinn River School**

- To be fully conversant with the School Specific Brief for PR and the design and ethos of the school
- Actively contributing to the regular meetings with the contractors regarding the build specification and any variations as the construction progresses
- Supporting the curriculum and assessment development team, representative of staff from both GW & SHS schools
- Supporting development and engagement activities with parents and staff
- Supporting work on the identification and ordering of necessary equipment
- Supporting the production of a comprehensive organisational plan of the school that illustrates how the various pupil cohorts will be managed and provided for
- Supporting the identification of the pupils who will move to Pinn River from GUV and SHS and preparation of those children and families for the move
- Supporting the liaison with LAs over the school designation for pupils across SHS and GW to ensure EHCPs are accurate and maintained
- Supporting the extensive staff training and development programme in conjunction with the PDSS to prepare for the move including training for GW and SHS for working in open plan/learning hub pedagogy
- Supporting orientation and preparation of staff and parents as the plans for the new building emerge
- Work with LA transport teams in advance of the school opening to ensure issues are identified and addressed
- Development of travel plan for PRS and GUV that are consistent with the eco-friendly nature of the schools

### **Preparation for the move of Sunshine House to Pinn River School**

- Supporting the smooth transition of current SHS staff post TUPE
- Supporting information and communication sessions to support SHS staff in transitioning to Eden including processes, policies and protocols
- Supporting the effective implementation of the new management arrangements in relation to split site working
- Support engagement with LAs about the need for changes on pupils' EHCPs
- Support engagement with parents and staff in the development of effective provision for MSI pupils so that it is hard wired into the design of the school
- Liaison with Family Services re. individual family needs, concerns and obstacles brought about by the move
- Work with LA transport teams in advance of the school opening to ensure issues are identified and addressed
- Contributing to the relocation strategy for staff, staff liaison and consultation

**Following the opening of Pinn River School the Deputy Headteacher will support the Headteacher with the following areas of responsibility:**

### **Quality of Education**

- To ensure that teaching and learning across the school is of a high standard and hold teachers to account for their performance.
- To monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school in conjunction with the Headteacher.
- To work with other middle and senior leaders within the school to ensure the curriculum across the school is broad, balanced and challenging and appropriate to student needs.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
- Compile reports for the Headteacher and trustees regarding the quality of education within the school and set target for improvement.

### **Pupils**

- To ensure, through the Annual review process that Education, Health and Care Plans remains accurate and reflect the current needs of the students and that provision is in place to meet those needs
- Promote the safeguarding and health and safety of all pupils and ensure that good practice is shared amongst all staff.

### **School:**

- To contribute to the annual school development plan and self-evaluation framework. To welcome and facilitate visitors from the education and local community as requested by the Headteacher
- Co-ordinate referrals for new pupils in conjunction with the Headteacher.
- Lead some weekly assemblies.
- Chair and attend multi-professional meetings in conjunction with the Headteacher.
- Organise parents meetings and whole-school events, including the end of year Awards Ceremony.

### **Staffing**

- To be responsible for whole school timetabling.
- To arrange cover for absent colleagues with the support of the school administration team.
- To contribute to an environment in which staff feel valued and appreciated. To support the Headteacher in the management, monitoring and support of Learning Support Assistants and share in the appraisal of LSAs at the direction of the Headteacher

- To implement high quality performance management systems in accordance with academy guidelines. To performance manage teachers at the direction of the Headteacher.
- To manage attendance of staff in accordance with the managing attendance policy process.
- Provide support and mentoring to teachers, particularly those new to the school

#### **Cross School Working**

- Attend cross academy working groups as required and shared good practice with professionals across the academy.
- Actively promote cross academy working throughout the school.
- Actively work with schools outside the academy to ensure that standards are rigorously moderated.

# Deputy Headteacher

## Person Specification



### Qualifications and Training

- Qualified teacher status or equivalent. (E)
- Evidence of further relevant and substantial professional development. (E)

### Teaching and Leadership / Management Experience

- Outstanding teaching across a special needs setting (E)
- Successful leadership of whole school projects. (E)
- Leading and managing other adults. (E)
- Experience leading on pupil progress to identify, interpret, collate and use whole school data. (E).
- Experience of successfully working with a multi-disciplinary team. (E).

### Professional Knowledge

- In depth knowledge of the National Curriculum and curricular suitable for employment in a SEND setting. (E).
- A clear understand of a range of pedagogies that can be employed in a SEND environment. (E)
- Understanding of management structures and systems in special schools. (E)
- A clear understanding of the essential strategies for improving the quality of learning and teaching in special schools. (E)
- Understanding of successful strategies for meeting the needs of all pupils. (E).
- The ability to communicate effectively both orally and in writing to staff, parents/carers and the wider community. (E).
- Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement. (E).
- An in-depth knowledge of strategies to manage challenging behaviour in a SEND setting.

### Skills

- Lead a team to achieve agreed goals. (E)
- Run effective staff training and development. (E)
- Clearly communicate to different audiences. (E)
- Display high quality teaching strategies. (E)
- Support and motivate both colleagues and pupils. (E)
- Relate and positively show respect to people to all members of school and wider community. (E)
- Contribute effectively to the work of the senior leadership team. (E)
- Deal successfully with situations that may include conflict resolution. (E)
- Be ICT literate. (E)

- Experience of large project management in a school related context (D)

### **Attributes**

- A commitment to continuing personal and professional development. (E)
- Show initiative and a willingness to go the 'extra distance'. (E)
- Confident to speak publicly to various groups e.g. parents, teachers and other professionals. (E)
- In approach to situations, the qualities of warmth, sensitivity, flexibility and maturity. (E)
- Ability to manage pressure of own work and the work of others. (E)
- Enthusiasm, approachability and a sense of humour. (E)
- Ability to motivate colleagues. (E)
- Good organisational and time management skills, with the ability to meet deadlines. (E)
- Emotional resilience in working with challenging behaviours. (E)

### **Commitment**

- To personal growth and development. (E)
- To education for equality. (E)
- To promoting the school's ethos and aims. (E)
- To professional self-development. (E)

### **Safeguarding Statement**

The Eden Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to an Enhanced DBS check and other pre-employment checks. The Eden Academy Trust may, from time to time, require an employee to be relocated temporarily or permanently to one of its other schools. Any proposal to relocate will be carried out with due consultation and reasonable notice.