



# 2021 HEADTEACHER INFORMATION PACK

## FLIMBY PRIMARY SCHOOL



## INTRODUCTION

### **School Address:**

Flimby Primary School  
Rye Hill Road  
Flimby  
Maryport  
Cumbria  
CA15 7HR

**Tel:** 01900 812264

### **Email:**

[admin.flimby@westlakesmat.org.uk](mailto:admin.flimby@westlakesmat.org.uk)

**Website:** [www.flimby.cumbria.sch.uk](http://www.flimby.cumbria.sch.uk)

**Acting Headteacher:** Mrs T Peers

**Chair of Governors:** Mr J Nelson

### **School Type:**

Academy, co-educational

### **Age Range:**

2-11

### **Number of students on roll:**

161

### **Ofsted rating:**

Good (2018)

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## WELCOME FROM THE CEO, JONATHAN JOHNSON



At the end of this short paragraph I want you to read the sentences below and only if they resonate, sing to you, grab you, compel you to want to work for us then carry on to read the next section. If not, stop right now and look at the next job and school in your search because there is no point wasting your time or ours on a copied and pasted letter of application.

*We have exceptionally high standards because the children deserve to receive those exceptionally high standards in everything we provide, every day. These are not just words. We live it. It is how we are made, how we are refined, who we are, what we do, every day. For the children's sake, we cannot accept anything less.*

*If your capacity for hard work is demonstrably immense and you have a daily professional dissatisfaction that things are not good enough, no matter how good you are, then you are part way there.*

*If you are prepared to recognise that what you think are high standards can be challenged to be higher still then you're another step along the way to applying.*

*If you are prepared, with all the leadership skills you have and will develop, to call out anything that falls beneath our standards...well, there's another step closer.*

*If you are intent on being behind the lines and out of sight, recognising that it's not about you, that it's never about you, that it is always about the children and the staff who serve them, then you're getting closer.*

*If when it goes wrong you stand in front of everyone and shoulder it but when it goes well you push everyone in front of you to take the credit then you may be someone we want to work with.*

*As the instruction said, if all of the above grabs you then read on.*



Right...

You are reading this because you've not been put off so far and believe you see yourself in those sentences and so I am delighted that you are interested in this rare opportunity of a vacancy arising in the precious Flimby Primary School within West Lakes Multi Academy Trust. You will need to write a unique and individual application to us. If we get the slightest hint it is formulaic, copied and pasted, your application will not get past first sift. The school means too much to us all.

The local governing board are committed in a way that defies what you think is possible. They are individually and collectively wonderful, welcoming and highly skilled with an unrelenting mission to ensure the school inspires growth through learning.

Two years ago I stood at our summer awards' evening and said, "West Lakes has changed my life" and our trust has continued to since that day because it is, in my experience (and I have seen a lot of schools), the most special and enchanting educational wonderland. As I have said, I have seen many schools and so what I say now I say with conviction:

There is no better place to make a difference to children's lives than right here, with us. In the words of Sir Tim Brighouse, *"You are doing the most important job in the world and you're doing it where it's needed most."* If you let it, this place will eclipse all that has come before it. It has for me.

As a lifelong Liverpool supporter, (my Nan knitted my first LFC hat when I was 7, complete with bobble!) one of my favourite stories is about the legend that is Bill Shankly. It tells of an interview where he said he would never seek to recruit players from other [then] first division teams like Manchester United etc., because to do so implied they were better than Liverpool and that Liverpool needed their players to make them better. He would look further afield and differently to recruit talent that would add fresh ideas and excitement, blend with, challenge the existing skills and then nurture that talent for their personal good and therefore the good of the club. I hope you can see the parallel.

I hope you are that talent, joining a talented team that has you in mind, thinks about you and how it can develop you so that you are able to change lives through learning like it was you who invented it. You are important to that mission. You will, every day, be important to that mission. I do not always get it right but I try to make you feel that you are that important and that the team cannot do without you, that your development is crucial to the success of the children and therefore the trust. You should feel like that every day, we should make you feel like that every day, because it is true.

It gives me goose bumps thinking about what I am about to write, remembering every instance when I have heard our students utter the words...

We are West Lakes. We are Flimby. There is nowhere like it.

Yours

Jonathan

## WHAT IS FLIMBY SCHOOL LIKE?

The children, staff and governors of Flimby Primary School want a Headteacher who will continue the school's successful strides forward and recognise its role at the heart of Flimby village. They want someone who will be committed to the school and who will build on the firm foundations already laid whilst working within a Multi Academy Trust.

We are fully invested in achieving the absolute best for our pupils. We are looking for a head who will see and understand our strengths and use them to continue to move the school forward at the pace with which it is moving now. We range from a very experienced staff to more recently qualified teachers who work together in good times and bad to create a powerful, engaging ethos in school.

We very much believe education as about the whole child. We recognise the need to provide children with the very best outcomes and progress across every stage of their growth and learning journey. We think of outcomes in the broadest terms and aim to develop all areas of education because we know that well-rounded child has the best chance to achieve fully in their life. We provide a range of educational activities and trips for our children including outward bound and city based residential. We have taken on sponsorship of the local railway station as part of our commitment to being at the heart of our community. We are involved in numerous sporting activities and are determined to achieve the best possible physical and mental health for our children. We also provide a range of performing arts activities including U Dance and Rock Challenge.

We want to continue to develop and improve. We have invested significantly in computing and in particular iPads. The use of technology to support teaching and learning for our children is a key factor in their education. We are an incredibly forward thinking school and we want this innovation to continue to offer our children the best possible opportunities.

Flimby School is a key part of the community and we want to continue to develop this role. From services in Church to a key part in the village carnival, we make sure our children are at the heart of local events. The atmosphere in school reflects this with staff knowing children and their families from nursery to Year 6. Indeed many of our parents are former pupils of the school and are integral parts of our school community. Parents are incredibly supportive of the school, involving themselves in all activities and even arranging a coach to travel to Grimsby for our Rock Challenge performance in 2019. We work closely with the schools in the Trust and our local primary schools to ensure a range of activities for our children.

We want a Head at Flimby who genuinely cares about the children, their families and the staff. We want someone who will care about the progress and well-being of our children and who will put them at the centre of every decision they make. We want a Head who is excited about the opportunity to lead our school and who is completely dedicated to ensuring our children get the best possible opportunities they deserve.

## THE ROLE OF A FLIMBY'S HEADTEACHER

The role of this headteacher is critical in the next stage of the school and trust's development. We are a family of five schools (one secondary, four primary) with more schools hoping to join over the next 12 months. We have also been designated as the Teaching School Hub for Cumbria because we have a vision to the supply of the next generation of exceptional teachers and leaders within the trust and beyond. Saying we are ambitious does not come close. We are undertaking to train all our staff and educate all our children to a standard that is excelled by no other institution in the land.

Our strong and effective executive team consisting of our deputy CEO, our operations director, our finance director, our governance, risk and assurance director, our PR and media lead and our headteachers/principals will provide the successful candidate with wrap around support. Their wider leadership teams have immense drive, skill and specialism that supports everything we do.

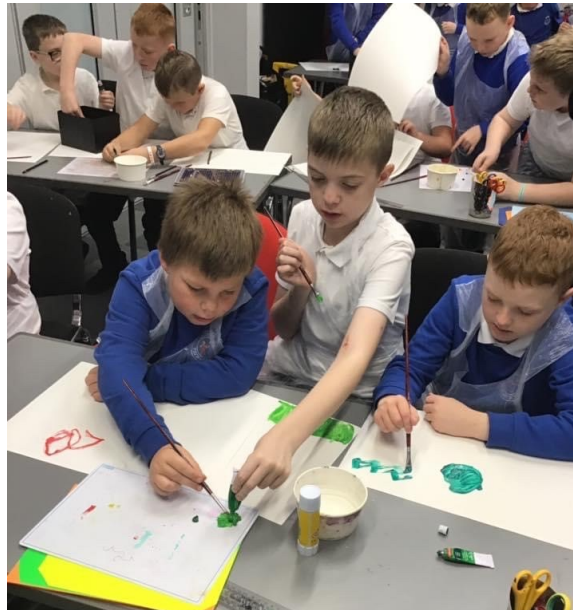
You will join this established team and need to demonstrate that you, too, share our values. You must show the leadership qualities that not only protect the organisation from the challenges that surround education, currently, but is able to seize the opportunities brought about by our past and able to complement the team in driving the team further, for the benefit of our children, our families and the communities we serve.

In your application, you need to show...what you've done, that what you're doing matters. How you've done it, and that how you will continue to do it matters even more and how it won't be forgotten.

I am, we are, interested in a piece of writing from you that 'sings' to us so profoundly that our wonderful Flimby Primary School and all involved in it shout with one voice: "That's who we want!"

I will not insult you with rattling off statistics about the school. If you are the person we want you'll have done that work already. If you are the person we want, it will be because you convince us you want us above all else and that you are utterly committed to what we stand for.

I hope this pack answers many, if not all, of the questions you might have and leaves you wanting to work for us in way that nothing has before it. If you would like an informal conversation, or wish to find out more, please do not hesitate to contact me via Caroline Stevenson, at [stevensonc@westlakesmat.org.uk](mailto:stevensonc@westlakesmat.org.uk). We are happy to arrange informal visits for those interested.



## THE EXECUTIVE TEAM

The executive team comprises experienced business and education professionals, with the expertise to support the development of learning and teaching and the business aspects.

The trust executive team works closely alongside the CEO, leadership teams and trust board, managing all core MAT business functions to ensure that we are superior as a MAT, robust as a business and that standards are consistent throughout the trust.

By centralising specialist services, we are able to maintain high standards, deliver a more effective cohesive business support model, and provide better value for money, maximising economies of scale. This enables our school leaders to focus on teaching and learning, which is the bedrock of our MAT improvement strategy.



## HEADTEACHER JOB DESCRIPTION

**Salary grade: Group 2 – L11 to L15 (£54,091 – £59,581)**

*This job description may be amended at any appropriate time, following consultation between the CEO, chair of local governing board and headteacher. It will be reviewed annually and performance management objectives will be agreed.*

The headteacher will support the CEO, the local governing body and the trust board, in providing professional leadership which, in turn, secures success and improvement, ensuring high quality education and improved standards of learning and achievement for all students.

### Key accountabilities and responsibilities

To carry out the duties of a headteacher as set out in the school teachers pay and conditions document (Headteacher) and:

- To lead school improvement through the championing of outstanding teaching, learning, and assessment.
- To contribute to and also provide leadership and management of the senior leadership team, staff and students.
- To ensure a high-quality school experience for all students, securing desired outcomes.
- To implement as positively and fully as possible the vision and key objectives of the trust's business plan.

### Strategic direction and development of the school

The headteacher, working with the CEO, governors and senior leadership team, will contribute to the development of a strategic view for the school in the community and analyse and plan for its future needs and further development. This will be undertaken within the context of, and supporting, the trust's strategic plan.

The headteacher will contribute as the lead member of the senior leadership team to the establishment of a shared vision for the school; the support and continuation of the academy ethos which promotes effective teaching and learning, which sustains improvement in the development of all students; and the development and implementation of a strategic plan.

The headteacher will be an ambassador for the school and the trust in the wider community, ensuring that the school is the preferred choice for local parents. They will skilfully and continually enhance the school's reputation both directly (through marketing and promotion) and indirectly (through school improvement).

### Strategic direction and development

Continually develop, promote and ensure implementation of the Academy Development Plan across the school.

Produce short, medium and long-term plans to develop the school in relation to:

- The aims of the school and its policies and practices
- Targets for realistic but challenging improvements
- Personnel policies and deployment
- The leadership and management of the middle leadership team.
- Quality Assurance.

## Teaching and Learning

The headteacher as the lead member of the senior leadership team, together with the CEO and local governing body, will secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of pupils' achievements, and use benchmarks and set targets for improvement. Specifically:

- Plan and monitor the teaching and learning across the school.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning within their curriculum areas and communicate this to students.
- Support and provide guidance for colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- To help implement clear policies and practices for assessing, recording and reporting on student achievements in line with academy policy.
- Evaluate the teaching within all areas in the school; use this analysis to identify effective practice and areas for improvement.
- Take appropriate action to improve further the quality of teaching within any area when curriculum required.

## Safeguarding

- To have due regard for safeguarding and promoting the welfare of children, and to follow the safeguarding procedures adopted by the trust.

## Efficient and effective deployment of staff resources

- The headteacher as the lead member of the senior leadership team will deploy staff and resources efficiently and effectively in line with the trust's vision and strategic plan.

## Leading and managing staff and self

- Lead all staff.
- Develop and maintain a framework to effectively utilise middle leaders and experienced teaching staff.
- Promote and maintain a culture of high expectations for staff and others.
- Support and challenge colleagues throughout the school, recognising their achievements and holding them to account where necessary.
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other agencies.

## Recruitment

The headteacher will work with the CEO, governors and senior colleagues to recruit staff of the highest quality, deploying and developing staff effectively to improve the quality of education.

## Managing the organisation

- Develop effective relationships and communications with parents and the local community that underpin a professional learning community that enables everyone in the school to achieve.
- Provide effective organisation and management for the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- Working in conjunction with the financial director, manage the schools' financial resources effectively and efficiently to achieve the school's educational goals and priorities.
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Manage and organise accommodation efficiently and effectively to ensure that the schools buildings meet the needs of the curriculum and health and safety regulations.
- Develop and oversee all extra-curricular activities to achieve a varied offer of extended provision in the school.
- Review the impact of policies, priorities and targets of the trust and evaluate these with the local governing body.
- Implement established school policies and collaboratively review and make recommendations for change.
- Ensure evidence- based improvement plans promote continuous school development linked to the school's self-evaluation.
- Keep the CEO fully informed of any critical need, if it affects the smooth operation of the school and the educational experience of the pupils.

## Accountability

The headteacher as the lead member of the senior leadership team will account for the efficiency and effectiveness of the school to the CEO, governors, trustees, students, parents, staff and other members of the local and wider community. This will include effective communication, advice to governors and the trust board, and accountability for school performance. local and wider community.

## Securing Accountability

- Develop the Partnership ethos which enables everyone to work collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood and communicated.
- Ensure compliance at every level with school policies and procedures.
- Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment.

## Specific responsibility as the lead member of the senior leadership team

- Lead member of the senior leadership team.
- Governor support/link.
- Personnel issues.
- Middle leader management.
- Analysis and presentation of examination data and student progress measures.

**Other professional requirements:**

- To play a full part in the life of the school, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To contribute positively and collegiately to the executive team
- To undertake any reasonable request of the CEO and accept any reasonably delegated additional responsibility from the CEO.

**Data Protection**

To ensure that all responsibilities under the Data Protection Act 2018 and General Data Protection Regulations (GDPR) for the security, accuracy and significance of personal data held on paper or electronic systems are complied with.

**Health and Safety**

To ensure compliance with the schools' health and safety policies and the Health and Safety at Work Act (1974) in all buildings at the school.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title or changes to headteacher standards.*



## HEADTEACHER COMPETENCIES AND EXPERIENCE MATRIX

Competence		No <b>understanding, awareness</b> or <b>evidence</b> provided	Some <b>knowledge</b> or <b>awareness</b> but aspects of expectation are missing	<b>Knowledge</b> and <b>awareness</b> provided for <u>all</u> elements of the competence criteria (future development need)	Has been a <b>stakeholder</b> and can <b>demonstrate capability</b> to meet the competence (maybe future development need)	Has <b>led</b> within this area of competence and <b>demonstrated strong evidence</b> (no immediate development required)
1	<b>Can demonstrate experience of senior leadership role within a primary school setting</b>	Never held a senior leadership role	Has had a senior role in the past	In senior post < 3 year	In deputy position > 3 years	Held head position > 3 years
2	<b>Has NPQH qualification for Head Teacher role</b>	No NPQH	Has started NPQH	Has almost completed NPQH	NPQH < 3 years	NPQH > 3 years
3	<b>Has been directly involved in the financial management of a school budget</b>	No exposure	Some understanding through school minutes	Involved in school financial decisions	Ownership of some aspects of school financial performance	Can demonstrate full accountability for school finances
4	<b>Understands data analysis methods used to create school action plans and set school improvement targets</b>	Cannot demonstrate understanding	Has reviewed and used school data to make action plans	Can demonstrate having used data to make plans and targets	Can demonstrate use of data analysis to set targets, review and adjust plans	Strong evidence of results through data analysis, review and monitoring
5	<b>Can show evidence of being a consistently high performing teacher</b>	No evidence	Some evidence provided of teacher performance	Full and comprehensive evidence of teacher performance provided	Full evidence of good teaching performance provided	Full evidence of outstanding teacher performance provided
6	<b>Has mentored other teachers as an effective role model</b>	No evidence	No formal mentoring completed	Formal mentoring demonstrated	Currently mentoring other teachers as a role model	Ongoing and consistent mentoring demonstrated

Competence		No understanding, awareness or evidence provided	Some knowledge or awareness but aspects of expectation are missing	Knowledge and awareness provided for all elements of the competence criteria (future development need)	Has been a stakeholder and can demonstrate capability to meet the competence (maybe future development need)	Has led within this area of competence and demonstrated strong evidence (no immediate development required)
7	Can show evidence of innovative ideas, assess their effectiveness, regular review and follow up decisions made	No evidence	Some examples offered of innovation and new ideas	Example offered of innovation together with implementation and assessment	Good examples offered of innovation, implementation, review and follow up	Strong examples provided relevant to school improvement linked to performance results
8	Can show record of effective change management with full involvement of staff	No evidence	Some examples of change management offered with limited involvement	Examples offered with sound links to staff involvement	Examples of change management with consistent staff involvement strategies demonstrated	Evidence of consistent and ongoing involvement of staff in all change management activities
9	Demonstrable leadership skills specifically recognition, coaching and constructive feedback	No or little evidence offered	Leadership skills limited to feedback of behaviour or performance	Evidence offered of feedback and regular coaching with staff	Evidence given of recognition, coaching and feedback	Demonstrable frequent use of a full variety of leadership skills across all levels within school
10	Experienced with OFSTED as a senior manager in a school	No evidence	Has been through an Ofsted inspection as a senior manager	Has been in a senior leadership position though an Ofsted review	Has been in senior leadership position and responsible for key areas of Ofsted focus	Has been headteacher through an Ofsted review
11	Can demonstrate working closely with governors on the strategic direction of the school and accountability	No evidence	Works regularly with governors	Regularly leads key areas of school development plan and feeds back to	Plays a key role in many aspects of strategic planning and accountability and regularly	Can demonstrate working with governors directly on strategic planning and specific developments

Competence		No <b>understanding, awareness</b> or <b>evidence</b> provided	Some <b>knowledge</b> or <b>awareness</b> but aspects of expectation are missing	<b>Knowledge</b> and <b>awareness</b> provided for <u>all</u> elements of the competence criteria (future development need)	Has been a <b>stakeholder</b> and can <b>demonstrate capability</b> to meet the competence (maybe future development need)	Has <b>led</b> within this area of competence and <b>demonstrated strong evidence</b> (no immediate development required)
				governors on performance/progress	communicating with governors	
12	<b>Can demonstrate working closely with parents to deal with situations regarding behaviour and performance</b>	No evidence	Some example offered of working with parents on behaviour and performance of pupils	Regular communications with parents demonstrated	Regular consistent communications and follow up review demonstrated	Strong evidence offered on ongoing consistent communication, review and follow up with parents
13	<b>Can demonstrate working closely with parents to deal with situations regarding external support partners</b>	No evidence or examples offered+	Some example offered of external partner liaison together with parents	Regular communications with external partners demonstrated	Regular consistent communications and follow up review demonstrated	Strong evidence offered on ongoing consistent communication, review and follow up with external partners
14	<b>Can demonstrate the ability to network and leverage external partnerships for the benefit of the school</b>	No evidence or experience offered	Attended networking events and understanding of the benefits of developing external partnerships	CPD and practice showing ongoing external networking leading to establishing external partnerships	Evidence provided of how external partnerships have been developed and used for the benefit of the school.	Extensive examples offered of benefits and results achieved through use of networking and external partnerships
15	<b>Can demonstrate strategies to make Flimby Primary School an outstanding school</b>	No strategies offered	Some strategies offered with limited scope	Strategies offered to gain outstanding in school development plan	Strong strategies offered to gain outstanding performance evidenced with data	Full understanding of developing interventions and deploying strategies to go beyond outstanding

Competence		No <b>understanding, awareness</b> or <b>evidence</b> provided	Some <b>knowledge</b> or <b>awareness</b> but aspects of expectation are missing	<b>Knowledge</b> and <b>awareness</b> provided for <u>all</u> elements of the competence criteria (future development need)	Has been a <b>stakeholder</b> and can <b>demonstrate capability</b> to meet the competence (maybe future development need)	Has <b>led</b> within this area of competence and <b>demonstrated strong evidence</b> (no immediate development required)
16	<b>Can deal with challenging situations</b>	No evidence of having dealt with challenging situations	Some examples offered of having dealt with situations but are deemed not challenging in the context of head teacher appointment	Examples offered with successful outcomes of dealing with challenging situations	A wide range of examples offered of having dealt with challenging situations with successful outcomes	A wide range of examples offered having dealt with challenging situations successfully involving pupils, parents, finance, special needs and local community
17	<b>Self-awareness and development needs</b>	No development needs offered. Not sure where will be in next 5 years	One of two development needs offered. Some idea of career development over next five years	Several development needs offered with some ideas for how they can be closed. 5 years career goals offered	All development needs understood and identified. Clear view of how these gaps are to be addressed. Clear view of five year career goals	All development needs understood and identified. Plans in place to address these. Five year career plan in place.
18	<b>Headteacher values are aligned with the ethos of Flimby Primary School community</b>	Clear misalignment of values to Flimby Primary School ethos and culture. High risk alienating staff, pupils, parents and community	Some values reflect the ethos of Flimby but appear at the expense of others. Risks identified alienating staff and pupils	Most values aligned with the Flimby culture and ethos. Possible risk of alienation with some staff	All values aligned with the Flimby culture and ethos. Minimum risk identified integrating with school life	Total alignment of values and beliefs with Flimby culture and ethos. No risks identified integrating with school life.



Competence		No <b>understanding, awareness</b> or <b>evidence</b> provided	Some <b>knowledge</b> or <b>awareness</b> but aspects of expectation are missing	<b>Knowledge</b> and <b>awareness</b> provided for <u>all</u> elements of the competence criteria (future development need)	Has been a <b>stakeholder</b> and can <b>demonstrate capability</b> to meet the competence (maybe future development need)	Has <b>led</b> within this area of competence and <b>demonstrated strong evidence</b> (no immediate development required)
19	<b>Can demonstrate how the ethos of the school would be maintained</b>	No offering or conflicting values to school ethos	Some understanding of school ethos evident. Limited ideas how this would be maintained	Alignment of values to school ethos clear. Ideas to maintain this offered	Clear alignment of values to school ethos. Demonstrated plans to maintain this	Clear demonstrated alignment of values to school ethos. Demonstrated plans to maintain and improve this
20	<b>Believes that education should be enjoyable and a fun environment as we strive for outstanding performance</b>	No evidence of a smile!	Some examples offered of how a relaxed learning environment is created	Clear examples provided of how to make an engaging comfortable learning environment for pupils	Demonstrated understanding of how to make an engaging learning environment for most pupils with a clear focus on fun and participation	Consistent outstanding teaching performance demonstrated enabling a fun engaging learning for all pupils
21	<b>Has strategies to best leverage the opportunities and benefits of being part of a MAT</b>	No evidence or awareness of opportunities	Some ideas offered of how the MAT may benefit Flimby	Robust ideas of how to leverage MAT status and next steps required	Understands fully MAT benefit opportunities and pathway to delivery of benefits	Has experience of leveraging benefits of MAT and clear timing and expectations of potential support and partnerships

## THE RECRUITMENT TIMELINE

The closing date is 12:00pm, Friday 14th May 2021

Shortlisting during week beginning Monday 17th May 2021

Two-day interviews will take place Friday 21st May and Monday 24th May 2021 with further shortlisting between the two days.

### How to apply:

Applications must be made using West Lakes Multi Academy Trust application form.

Your personal statement must say, in no more than two sides of A4, in a succinct format why, having read **everything** in this pack, you think you are the person we need, and providing verifiable evidence of your experience, skills, abilities and knowledge.

Your application should include full contact details (address, daytime, home and mobile telephone numbers where applicable and email addresses) and details of two referees.

For each referee, please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current or most recent employer. If you do not wish us to contact referees at this stage please make this clear.

Please send your completed application to: [recruitment@westlakesmat.org.uk](mailto:recruitment@westlakesmat.org.uk)

**West Lakes Trust (WLMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including enhanced DBS, prohibition check, qualifications (where applicable), medical fitness, identity and right to work. All applicants will be required to provide two suitable references that will be sought prior to interview.**

**The trust is an equal opportunities employer**

