



## CANDIDATE INFORMATION BROCHURE



**To inspire young people to make their best better**



Dear colleague

Welcome to the exciting opportunities offered by working at Maltings Academy.

I am delighted you are interested in joining my staff team, a highly ambitious, aspirational group of professionals who are raising standards and significantly improving the life chances of the young people of Witham.

Maltings is a very special learning community, filled with talented and creative staff, all of whom share my vision for excellence in teaching and learning. The last 5 years have seen a positive transformation in every aspect of our work and OFSTED confirmed us an 'Outstanding Academy' in every category in 2015.

With rapidly rising results, tailored career paths and opportunities to share best practice with our sister academy (New Rickstones Academy), this is exactly the right time to join the team! As a designated National support school we are fortunate to be able share our successes and learnings with other schools (as well as across our Trust).

It is a privilege to lead Maltings. I am passionate about my students and my staff. There is a shared sense of purpose and a vision for success which inspires me on a daily basis. If you are appointed, you will belong to a truly aspirational body of professionals who really care about our young people.

My offer to you is an open invitation to visit us on either of the dates advertised, which will allow you the opportunity to quickly recognise the special nature of Maltings, our sense of purpose and our ambitious drive for success.

With kindest regards

Emma Baker | Head of Academy



## **Welcome to Maltings Academy**

**Our aim is ‘to inspire young people to make their best better’.**

**We are proud to be a National Support School in Witham and we are:**

- Rated an ‘Outstanding’ school in every area by Ofsted (March 2015).
- A National Leader Academy working with other schools to help them improve
- Above national average in English, Maths, Science, Music, Art, French and Photography
- Top 10 DFE academy for similar schools for the last four years
- A keen player in the Essex Excellence Teaching Partnership
- A partnership with our sister Academy – New Rickstones Academy .
- A leading school in our trust – Academies Enterprise Trust which has 64 schools in its school network.
- Award winning staff, Head of academy Emma Baker won “Essex headteacher of the year” in 2017, Several staff have won various teaching awards including the governing body
- Accelerated Reader Champion School

**We are a school where the behaviour is outstanding and students try their very best in an environment where staff care for them. Our key objectives are:**

### **1 – To maintain Outstanding in all areas of the Academy**

To sustain our ethos of care within a culture of professional development in which all learners thrive. To ensure that our Ofsted grading remains as Outstanding and the Sixth Form judgement moves from Good to Outstanding.

### **2 – To attain Teaching School Status and National Leader in Education status to support other schools**

The creation of a self-sustaining teaching school, sharing best practice and collaborating effectively with other schools/links.

### **3 – Raising Standards and Accelerating Progress**

To give all students the opportunity and encouragement to reach their full potential by raising standards in all areas of learning, challenging students to progress and be fully inclusive. Ensuring we build on their confidence and aspirations.

### **4 – Growing the Sixth Form**

To grow the student numbers in the Sixth Form to reach full capacity. This will enable a wider and more attractive curriculum to be offered to students from within the Witham catchment area and beyond and ensure students are on the right courses.

## **5 – To establish Maltings Academy as an integral part of the community**

To integrate Maltings Academy within the community by working with selected voluntary and charitable groups as well as the public and private sectors to jointly enhance outcomes for the benefit of the community.

## **6 – Sustainability**

To maintain into the future an outstanding school that is financially viable, attracts and retains the best teachers, staff and governors whilst ensuring that the fabric and fittings of the school are of the highest standards.

## **7 - Health and Safety**

To provide a high level of safety and wellbeing and continually review and audit our performance to ensure our facilities are always an outstanding environment in which to study, work and visit.

### **What our staff say about the Academy**

#### **James Forbes, Vice Principal (Teacher of Art)**



I joined the Academy as an Assistant Vice Principal which was a new role to me. I was understandably nervous coming into a new environment and taking on a leadership role that was new to me. However I was excited about the ethos at Maltings and soon found that the Academy was willing to invest in my professional development. The support I was given combined with the faith the leadership showed in me helped me to thrive. Not only that but the positive attitude of the staff, their supportive team culture and their willingness to explore new ideas makes Maltings an exciting place to teach.

All of this allowed me to progress to the role of Vice Principal and gain experiences across the curriculum and in a range of leadership roles. This has helped make me a better teacher and one that continues to love the job.

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### **Georgia Flack, Lead Practitioner (Teacher of English)**



I started at Maltings Academy in 2012 as an English Instructor and the following year I successfully completed the School Direct program. I was subsequently appointed as an NQT where I was given the opportunity to develop as Head of Key Stage Three. In 2015 I was appointed Second in English which allowed me to progress as a Middle Leader, with the school investing in me further by granting me access to a Middle Leadership course to help with this. Keen to further my passion for teaching and learning, I started my current role of Lead Practitioner in September 2017.

Maltings Academy has been a great place for my career to grow with a great network of support, no matter the level you are at in your career.

### **Paul Ambrose, Head of Year (Teacher of Business)**



I joined the Academy in 2006 as a trainee teacher. In 2009 I become Head of Business showing the speed of progression available at the Academy for the right candidates. I worked as Head of Business until 2015 when I left the academy to further my career as a Deputy Head of Faculty. During my first spell at Maltings I was able to develop many skills and complete training course which allowed me to gain my promotion. In 2017 I returned as a Head of Year. This was a wonderful opportunity for me and I was very excited to return to a team with such a family feel. I am encouraged to develop new skills and a growth mindset to help further my career in education. I am loving being back in a friendly, familiar environment, with a supportive team and staff around to help. My new role provides me with the challenge I am looking for as I take another step towards my career goals and ambitions.

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## **Richard Daby, Head of Careers (Teacher of Science)**



I joined Maltings Academy in 2016 after having taught at my previous (and first) school for three years. I was extremely keen to continue developing my pedagogy and share practices I had already learnt. I soon realised I had moved to the right place to do this, as CPD and shared practice is ingrained in the Academy's ethos. I was quickly given opportunities to work with colleagues and deliver sessions on classroom practices that I had been implementing, something I was very keen to be involved with. This focus on developing outstanding teachers is also clearly visible from student's attitudes, as they are keen to learn and a pleasure to teach.

This year I was appointed as Head of Careers, yet again showing that the Academy was invested in my professional development. As this was a new role for me I was apprehensive about the various responsibilities this would entail, but the support from all members of staff has allowed me to thrive in this position. I look forward to continuing to work in such an engaging environment and with such fantastic people.

## Career Progression Pathways at Maltings Academy

**We believe in growing the very best teachers and leaders through:**

- An outstanding 'Teaching school standard' professional development programme for staff at all stages of their career.
- A '3 in 3 years' leadership development programme for all interested high-quality staff. This promises staff a TLR responsibility, bursary support and mini-secondment at a partner AET Academy to grow our future leaders.
- Opportunities for continued leadership development during every year of your career.

**A career progression pathway for a new member of staff joining Maltings Academy as an NQT or as an experienced member of staff may involve:**

**Year 1**

- **Partnership with a lead teacher in your department** – for weekly mentor meetings with NQTs and peer coaching with more experienced staff adapting to their new school
- **Comprehensive CPD programme** – with initially weekly events to accelerate progress during your first term in your new school and a continuing programme of bespoke opportunities throughout the year
- **'Leadership at all Levels' opportunity** to lead on a subject specific focus e.g. as departmental Literacy Champion, Special Education Needs link, Numeracy Champion ...

**Years 2 & 3 – Where the progress the teacher is achieving from students is good to outstanding.**

- **Opportunity to take on increased leadership responsibility within your subject area** e.g. a project focussing on improving impact upon a specific student cohort (for a number of successful teachers a first TLR may have been secured by this point)
- **Invite to participate in one of our Academy wide CPD programmes** such as our Leading Outstanding Learning cross-school CPD experience
- **Invite to apply for one of our 'Stepping up to Senior Leadership' year-long secondments** to lead an Academy wide development priority
- **Opportunity to join a career development programme with one of our Academy partners** e.g. a collaboration across our AET regional network or a Future Leaders programme
- **Invite to engage in a short term secondment (ranging from upwards of one day) at an AET regional partner school or our sister Academy** at any phase to broaden your leadership experiences
- **Opportunity to apply to become a Specialist Leader in Education** within AET or LA partnership.

## **The English Department at Maltings & New Rickstones Academy**

### **The Department**

The English Department features seven specialist classrooms at Maltings Academy and five at New Rickstones Academy, all containing interactive whiteboards. Classrooms are based in the same corridor to provide inspiration, support and a strong team ethos. Any new member of staff is welcomed into an outstanding team that works collaboratively, innovatively and consistently in order to provide excellent experiences for the students.

The team consists of seven full time specialist teachers at Maltings Academy and five full time specialist teachers at New Rickstones Academy. The department also benefits from English Intervention Tutors. You would be joining a friendly and supportive team. The department has an extensive range of online resources and in-house lesson materials. Excellent CPD opportunities are available and specific support is provided throughout all key stages by AET English & Literacy Team.

### **Curriculum**

The aim of our curriculum for English is as follows:

- At KS3, students develop a range of reading, writing and speaking skills as they study each of the topics. Students read and appreciate a variety of fiction and nonfiction text, developing writing skills. They gain an understanding of the need to write with correct spelling, punctuation and grammar; to be able to infer and deduce meanings across a range of texts; write according to type, audience and purpose across a range of contexts; have belief in their own imagination.
- At KS4, students prepare for GCSE English Language by reading and responding to a range of articles and other texts, looking at both modern day and historically significant writers. Students also have the opportunity to write in a variety of styles. There is also an assessment of students' speaking and listening.
- At KS4, students prepare for GCSE English Literature by responding to a range of poetry, prose and drama texts, spanning from Shakespeare to the modern day. The course gives the students a grounding in a wide variety of literature that will stay with them for life
- At KS5, students study English Literature which promotes the development of higher order reading and writing skills, in preparation for higher education.

We follow a traditional approach to teaching English, which includes group work and thought provoking activities centred around close analysis of both fiction and nonfiction texts.

Students are set by ability from the beginning of Year 7. This is regularly reviewed based upon careful analysis of examination performance, which takes place at regular intervals, in preparation for the final GCSE examination.

Key skills are developed both in class and through extra-curricular activities including author visits, theatre production visits, Jack Petchey Speak Out Challenge, specific holiday revision days. We work closely with our Primary feeder schools to ensure that the transition between stages is as seamless as possible and to ensure that students continue to develop their skills in literacy. This now involves linked pieces of work and regular visits.

The GCSE specification that we follow is AQA which has one tier of entry and is graded 1-9. Results for the English Department are excellent and are above national average at both academies. In 2017 Maltings Academy achieved 69% grades 4 and above.

At KS5 we offer A-Level English through AQA. Students are keen to continue to study English Literature and the numbers enrolling are increasing year on year. As such, the opportunity to teach at A-Level will be provided for suitable candidates.

### **Find out more**

For an informal chat about the role please contact

Cheryl Cox, Director of English, Maltings Academy & New Rickstones Academy

[ccox@maltingsacademy.org](mailto:ccox@maltingsacademy.org)

01376 512 911 extension 1220

### **Our Community**

Maltings Academy works closely with our partner New Rickstones Academy, local primary schools, sports clubs, companies and voluntary organisations to encourage students to play an active role in our community.

The student council nominates national and local charities for fundraising donations and organises non-uniform days to support them on a half-termly basis. We are also committed to being part of the Our Witham project which aims to give young people a voice and an opportunity to impact directly on their own town. This initiative is led by the Witham Town Team and incorporates the excellent #teamwitham events in school holidays.

## **JOB DESCRIPTION**

**Job Title:**           **Teacher**

**Responsible to:**   **Director / Head of Subject**

**Grade:**               **MPR/UPR**

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### **Job Purpose**

To carry out the professional duties of a teacher in accordance with academy policies and under the direction of the Head of Academy, providing high quality teaching and pastoral care and delivering high standards of learning and achievement for all students

### **Safeguarding**

Our Academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Main Duties**

#### ***Curriculum / Teaching***

- 1.1 To prepare, teach and evaluate lessons in accordance with statutory requirements, aims and objectives, academy policies and departmental schemes of work.
- 1.2 To use a range of teaching and learning strategies and resources so that individual students have access to the curriculum.
- 1.3 To contribute to the teaching of cross curricular themes, skills and dimensions.
- 1.4 To set cover work when on leave of absence.
- 1.5 To take reasonable care of departmental resources and to account for any equipment used.

#### ***Students***

- 2.1 To support the academy policy on behaviour, discipline and student welfare in the classroom. To communicate problems of a pastoral nature to the form tutor in the first instance.
- 2.2 To ensure that students use equipment safely.
- 2.3 To display students' work and maintain a tidy, safe and stimulating working environment.
- 2.4 To liaise with the Director of Inclusion/SEND department and the form tutor over students with special educational needs and to modify teaching accordingly.
- 2.5 To ensure that targets outlined in a student's Personal Education Plan are pursued.
- 2.6 To liaise with and clarify the role of any support teacher allocated to the class.
- 2.7 To promote the use of the library.
- 2.8 To keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the form tutor.

- 2.9 To ensure that homework is set and recorded in the student diary.
- 2.10 To set and maintain high standards of student work in the classroom
- 2.11 To undertake duties before academy, at break, on a rota basis.

### **Assessment**

- 3.1 To assess students' work in accordance with statutory requirements, and academy and department policies. To maintain a record of students' attainments. To use assessments to diagnose individual strengths and weaknesses and to plan subsequent teaching accordingly.
- 3.2 To write reports on students and attend meetings with parents.
- 3.3 To assist the Head of Subject/Faculty in setting and marking internal examinations.
- 3.4 To ensure that external examination requirements are satisfied.
- 3.5 To recommend individual students for particular examination courses.

### **Form Tutor**

*The main responsibilities of the Form Tutor are to:*

- 4.1 To offer care and support to students in all aspects of their academy life and in preparation for their adult life
- 4.2 To develop an understanding and knowledge of each student as an individual
- 4.3 To enable students to play an active role in all aspects of the tutorial and PSHE programme
- 4.4 To undertake administrative-related tasks

*The main responsibilities are to be fulfilled by:*

- 4.5 Completing attendance registers in tutorials
- 4.6 Filing of absence notes for reference by Heads of Year and the Attendance Co-ordinator
- 4.7 Recording and monitoring punctuality records, referring persistent lateness to Heads of Year
- 4.8 Attending assemblies with tutor groups
- 4.9 Guiding tutor groups to produce at least one assembly per year
- 4.10 Assisting with the teaching and evaluation of the academy's tutorial and PSHE programmes
- 4.11 Checking and signing homework diaries on a weekly basis and referring up any concerns
- 4.12 Monitoring the compilation of formative records for the National Record of Achievement;
- 4.13 Assisting students with Personal Statements and Individual Action Plans
- 4.14 Checking uniform and jewellery and referring up any problems
- 4.15 Preparing Form Representatives for representatives' meetings and supervising feedback
- 4.16 Keeping records of student progress, achievements and responsibilities
- 4.17 Attending pastoral meetings
- 4.18 Updating form notice boards and ensuring that the form room is left neat and tidy
- 4.19 Being available to discuss students' concerns with them
- 4.20 Referring up all pertinent information, particularly when required for reports or references
- 4.21 Encouraging students to participate in extra-curricular activities

## 4.22 Encouraging students to improve the quality of their work

### **General**

- 5.1 To attend required meetings and training sessions
- 5.2 To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- 5.3 To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures
- 5.4 To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
- 5.5 To maintain confidentiality in all academy related matters

### **Notes**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out
3. The job description is not a comprehensive definition of the post. It should be reviewed annually by the Line Manager and post holder. It may be subject to amendment to meet the changing demands of the academy at the reasonable discretion of the Head of Academy
4. This job description does not form part of the contract of employment

### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

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

## PERSON SPECIFICATION: Teacher

Criteria	Standard	Essential /Desirable
1. Specialist Knowledge & Qualifications	<ul style="list-style-type: none"> <li>● Degree in a relevant discipline</li> <li>● Qualified Teacher Status</li> <li>● Teaching experience</li> <li>● Evidence of continuing and recent professional development relevant to the post</li> <li>● Knowledge of subject across all key stages</li> <li>● ICT skills that reflect the impact of technology on today's classrooms</li> <li>● Experience of dealing sensitively with pastoral issues</li> </ul>	E
	<ul style="list-style-type: none"> <li>● Experience as a form tutor</li> </ul>	D
2. Organisation & Planning	<ul style="list-style-type: none"> <li>● Experience of managing a heavy workload and conflicting priorities to deadlines</li> <li>● Experience of planning lessons effectively, setting appropriate and challenging expectations for students' learning</li> </ul>	E
3. Problem Solving & Initiative	<ul style="list-style-type: none"> <li>● Experience of resolving problems independently, using own initiative</li> <li>● Experience of staying calm under pressure</li> </ul>	E
4. Communication	<ul style="list-style-type: none"> <li>● Excellent communication skills with ability to use clear language to communicate information unambiguously</li> <li>● Experience of marking and monitoring students' work, providing constructive oral and written feedback to students and parents</li> </ul>	E
5. People Skills & Customer Focus	<ul style="list-style-type: none"> <li>● Experience of motivating and inspiring students</li> <li>● Experience of building and maintaining effective relationships with others and negotiating effectively</li> <li>● Experience of working effectively as part of a team</li> <li>● Demonstrate a commitment to equality</li> </ul>	E
6. Flexibility & Adaptability	<ul style="list-style-type: none"> <li>● Experience of adapting effectively to changing situations</li> <li>● Willing to work flexibly to meet business needs</li> <li>● Ability to contribute to extra-curricular activities</li> </ul>	E
7. Safeguarding	<ul style="list-style-type: none"> <li>● Understanding of safeguarding / child protection procedures</li> </ul>	E
8. Other	<ul style="list-style-type: none"> <li>● Commitment to the academy's aims, ethos and vision</li> </ul>	E

## **Academies Enterprise Trust**

Academies Enterprise Trust is a network of 64 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them. Our vision is to help pupils achieve world class learning outcomes by developing world class teachers in a world class community.

### **Ethos Statement**

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

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

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

### **Values and Beliefs**

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

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

## Learning and Development

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

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

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

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



## Google Education

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

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

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

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

Google in Education



A New and Open World for Learning

## Staff Benefits

### Career Development

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

### Family Friendly

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

### Financial

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

### Health and Wellbeing

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



## **Academies Enterprise Trust - Safe Recruitment Procedure**

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

### **Disclosure and Barring Service**

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

### **Shortlisting**

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

### **Interview**

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

### **Reference Checking**

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

### **Probation**

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

### **Equal Opportunities**

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

### **Data Protection**

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