



Lawn
Primary
School

Recruitment Pack

School: Lawn Primary School

Role: Headteacher

Closing date: Friday 9th January 9am



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1. Message from Headteacher

As the current head, I am delighted to share with you what makes our school such a special place to learn, work, and lead.

At Lawn Primary, we are proud of our strong ethos and the values that underpin everything we do: **empathy, respect, responsibility, kindness, creativity, integrity, and initiative**. These values are not just words, they are lived out daily in classrooms, on the playground, and in our wider community. They guide our relationships, shape our curriculum, and prepare our children to thrive as thoughtful, resilient, and compassionate individuals.

A key strength of our school is our **personal development programme**, which ensures every child has opportunities to grow in confidence, character, and independence. Alongside this, our **global citizenship curriculum** helps pupils understand that they can make a difference and have a positive impact not just within school but also across the local community and on a global stage. Together, these approaches nurture children who are not only academically capable but also socially responsible and ready to contribute to the world around them. This is well supported by our pupil leadership programme where children across the school have the opportunity to develop their skills and social awareness through a variety of leadership opportunities.

We are fortunate to have a vibrant and inclusive community where every child is known and valued. Our staff are passionate and dedicated, working hard to provide engaging learning experiences that spark curiosity and creativity and develop the whole child. Visitors often comment on the warmth, maturity, empathy and enthusiasm of our pupils, who take great pride in showing how they embody our school values in both learning and play.

The partnership between staff, governors, families, and the wider community is another of our great strengths. With shared commitment across all teams, we create a nurturing environment where wellbeing and high expectations go hand in hand. There is a true sense of belonging which results in our pupils wanting to come to school and wanting to learn. There have been some significant changes with regards to the demographic of our EAL pupils in the last couple of years, with more pupils entering the school from over-seas and limited English. In response, the school have made adaptations to the package of support offered. Equally, although SEND is lower than National, the school does have a wide variety of complex needs which is increasing, particularly those who are neurodivergent and has 11 EHCPs currently. The staff are highly skilled and experienced in supporting such pupils.

As I prepare to move on, I do so with immense pride in what we have achieved and great confidence in the future of the school. All staff work incredibly hard, are fully committed to what is best for our children and are dedicated to leading and developing all aspects of school life. This is an exciting opportunity for a new leader to Lawn to build on strong foundations, bring fresh ideas, and inspire the next stage of Lawn Primary's journey. You will inherit a committed staff team, supportive governors, and a community ready to embrace your leadership. If you believe in empowering others, leading with integrity, and inspiring children and adults alike to live out the values of empathy, respect, responsibility, kindness, creativity, integrity, and initiative, you will find Lawn Primary a deeply rewarding place to make your mark.

I warmly encourage you to visit us, meet our wonderful children and staff, and experience first-hand the values, energy, and ambition that make Lawn Primary such a special community. We are unique.

With best wishes for your application and future leadership journey.

Karen Hambleton
Headteacher

2. About Our School

Our mission statement “DREAM, BELIEVE, ACHIEVE” reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

As a school we value:

- the happiness of children, families and staff.
- caring staff who respect and know the children very well.
- the development of self-confidence, self-motivation and independence.
- co-operation, collaboration and teamwork.
- exciting but safe and secure spaces, indoor and outdoor, where children can explore, discover and experiment.
- the natural environment, the local community and the wider world.
- a stimulating and challenging curriculum, suited to children’s needs, enabling them to reach their full potential across all areas of learning.
- praise and celebration of the achievements of every child.
- raising aspirations and a commitment to lifelong learning.
- working in partnership with others to meet the needs of all the children and their families.
- all aspects of British life and culture; celebrating differences, diversity, core values and preparing children for life in Modern Britain.

Our school motto is ‘**DREAM, BELIEVE, ACHIEVE**’ and is strongly evident within the school and community, our curriculum and our personal development. Our inspiring and challenging Global Citizenship curriculum allows our pupils to question, develop as citizens, challenge, debate and grow as individuals. It encourages our pupils to understand the value they have within society and the positive impact they can have. This encourages high aspirations, tolerance and respect. All staff have high aspirations for the pupils and take every opportunity to provide a thoughtful, well balanced social, moral, cultural, inclusive and diverse curriculum where the school, trust and British values are integral. The school’s restorative approach to behaviour and excellent support for those most vulnerable pupils through the use of a Learning Mentor, Zones or Regulation and attachment practices.

School Values:

INITIATIVE, RESPECT, TEAMWORK, EMPATHY, RESPONSIBILITY, INTEGRITY

Our Commitment:

- We will respect each other and our school
- We will always strive to be the best we can be
- We will listen to others and show that we are listening
- We will be kind with what we say and do to others
- We will respect the rights of others within school and the wider community
- We will build positive relationships with adults and children within school
- We will take ownership of our own learning

Our Curriculum:

At Lawn Primary School, we aim to provide our pupils with a globally focussed curriculum based on knowledge, skills and attitudes that are relevant to the 21st century. Our ambitions for our children have been given careful consideration using feedback from our wider school community; including our children, school staff, governors and parents. Our aim is to prepare our children to be good global citizens with the belief that they can accomplish anything they set their minds to.

During the children's time at Lawn, they will develop knowledge and skills that will equip them for making sense of the rapidly changing world in which they live and develop an awareness of the impact that their own actions can have on others. We aim to deliver knowledge rich and challenging topics, taught sequentially throughout both key stages, which will not only prepare our children for the future but also give them the desire to make the world a better place.

Please visit our website for further information

www.lawn.derby.sch.uk

3. Message from Rebecca Meredith CEO

Dear Applicant,

Thank you for your interest in working with Transform.

The recruitment pack should give you all the information needed, if you should need anything further please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> or the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equity and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration "Together we Achieve".

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

Rebecca Meredith

CEO – Transform Trust

4. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding. Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice

We currently have over 9300 children in 26 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1420 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

| School | LA | Date joined Transform | Current Ofsted grading |
|--------------------------------------|-----------------|-----------------------|-----------------------------------|
| Abbey Hill Primary | Nottinghamshire | 1 April 2024 | Good (April 2023) |
| Allenton Community Primary | Derby | 1 January 2015 | Good (April 2023) |
| Ashbrook Junior | Derbyshire | 1 September 2020 | Good (June 2023) |
| Breadsall Hill Top Primary | Derby | 1 July 2017 | Good (October 2021) |
| Brierley Forest Primary | Nottinghamshire | 1 October 2022 | Inadequate (November 2021) |
| Brocklewood Primary | Nottingham | 1 January 2015 | Good (March 2023) |
| Bulwell St Mary's C of E Primary | Nottingham | 1 August 2016 | Good (October 2024) |
| Burford Primary | Nottingham | 1 August 2016 | Good (May 2019) |
| Cantrell Primary | Nottingham | 1 March 2025 | Inadequate (March 2024) |
| Edale Rise Primary | Nottingham | 1 April 2014 | Good (June 2023) |
| Highbank Primary | Nottingham | 1 October 2013 | Good (Feb 2023) |
| Holgate Primary | Nottinghamshire | 1 June 2025 | Good (July 2023) |
| Lawn Primary | Derby | 1 December 2019 | Outstanding (June 24) |
| King Edward Primary | Nottinghamshire | 1 June 2024 | Good (July 2023) |
| Parkdale Primary | Nottinghamshire | 1 July 2018 | Good (November 2022) |
| Pear Tree Community Junior | Derby | 1 July 2017 | Good (November 2021) |
| Ravensdale Junior | Derby | 1 September 2019 | Good (September 2023) |
| Robert Shaw Primary | Nottingham | 1 June 2017 | Good (September 2021) |
| Rosslyn Park Primary | Nottingham | 1 January 2015 | Good (October 2023) |
| Sneinton St Stephen's C of E Primary | Nottingham | 1 January 2013 | Outstanding (January 2024) |
| South Wilford Endowed C of E Primary | Nottingham | 1 January 2018 | Good (December 2022) |
| Sutton Road Primary | Nottinghamshire | 1 August 2024 | Good (March 2019) |
| Whitegate Primary | Nottingham | 1 July 2017 | Good (September 2021) |
| William Booth Primary | Nottingham | 1 June 2017 | Good (October 2021) |
| Woodland View Primary | Nottinghamshire | 1 May 2023 | Requires Improvement (April 2019) |
| Zaytouna Primary | Derby | 1 September 2018 | Good (September 2023) |

Through our Trust, we offer unrivalled opportunities for professional development and networking, from specialist leadership support and mentoring for our Headteachers to bespoke CPD for teaching and support staff. This is through Transform's unique and highly regarded CPD offer Transform Applied www.transformapplied.co.uk.

In 2021 the Teaching School model was changed nationally so although no longer a Teaching School we now work closely with Flying High Teaching School Hub. We are also strategic partners in East Midlands Maths Hub and Derby Research School. Our links with the Flying High Teaching School Hub, allows us to offer access to a comprehensive range of professional development, research and innovative programmes and networks from initial teacher training to Senior Leader development as well as special events designed to inspire and motivate.

We have cultivated a strong supportive environment for our schools that utilises the collective skills and knowledge of our independent-minded Headteachers and practitioners, enabling our schools to achieve high educational standards.

Centrally, we have a team of Governance, Safeguarding, Programme / Project, Finance and Human Resources specialists who ensure all the functions of the Trust operate effectively and efficiently. Each service area has an Executive Lead responsible for setting the strategy for improvement and development.

Our Purpose

To be an innovative and inclusive Trust working for all children.

Our Vision

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

Our Values

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect,
Kindness,
Equity,
Creativity
Key facts:

- We host a Children's Parliament, Children's Celebration, Sports and Arts festivals and work together to support children and families with SEND – we care passionately about the whole child.
- Our unique Trust Guardians group provides school support, guidance and challenge to ensure children are kept safe, attend, have equal access and their welfare promoted.
- We employ over 1100 staff and enjoy a high staff satisfaction rate. We recognise that our school leaders and teams are our most important resource and we value their work, passion and commitment. We recognise the importance of staff welfare and a managed workload, and the place that wellbeing plays in the recruitment and retention of staff.
- We don't operate performance related pay for Main Pay Scale teachers- you will increment each September up to Main pay point 6 unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management / appraisal cycle

and have not been addressed through support provided by the school by the conclusion of that process. Thereafter you must apply to move through threshold.

- Support staff increment each April up to the maximum point for their grade
- We undertake an annual staff survey plus termly shorter surveys to gather your views and make changes to help shape our Trust.
- We encourage staff to undertake training and development, and where appropriate, to explore new challenges within their own school or through opportunities for secondments or promotions to other schools within the Trust. Professional development is key to our success. We work closely with Flying High Teaching School Hub and other strategic partners to produce bespoke CPD.
- We encourage the sharing of good practice between schools and have set up Professional Learning Communities (network groups) and partnerships to support this. We have a well-developed secondment policy and system across the Trust that allows opportunities for people to develop their potential in a different role.
- Running through our core principles is the FED style of leadership (Future, Engage Deliver) and we work closely with the founder, Steve Radcliffe to deliver this.
- We are clear about our expectations of employees and offer a transparent and supportive working culture in return.
- We offer staff benefits such as 24/7/365 employee welfare support; tax saving salary sacrifice schemes; a staff benefits scheme that offers a host of benefits and discounts, discounted gym/leisure membership at some local authority run leisure centres, free eye tests for those who use VDU equipment; we offered 'flu jabs for staff this year and actively seek employee views on what they would like as part of an employee benefits package.
- We have a highly-skilled team that offer Trust schools tailored teaching and learning and leadership support. The team work directly with schools and facilitate collaborative planning and Continuing Professional Development (CPD) across the Trust through our high regarded CPD service www.transformapplied.co.uk.
- Our dedicated Trust Associates deliver a comprehensive annual calendar of over 40 high quality CPD programmes meeting the needs of our staff. These include coaching, reading specialist, TA workshops, mastery maths, early years leadership, curriculum development, NQTs and digital teach-meets.
- We have Lead Associates driving key strategic areas such as Equality, Diversity and Inclusion, Talent, Wellbeing and Early Career Teaching as well as a Lead Associate driving the development of Transform Applied.
- Access to apprenticeship levy funded training to enhance our CPD offering.
- Transform has trained over 100 new teachers through our School Direct partnership with the University of Nottingham. In 2019 we established School Direct Derby in partnership with the University of Derby.
- We also run ECT Programmes to nurture and develop our early career teachers working in partnership with Flying High Teaching School Hub.
- In 2017 we launched our Transform Enrichment Diploma (TED) which provides an age-related framework for enrichment to access a range of activities to develop skills, talents and character for all our pupils.

Access to our policies including child protection and safeguarding; health and safety; and recruitment and selection can be found on our website [Policies](#)

Please also check out the policies on the school website for the role you are applying for.

5. Details of the role

Head Teacher – Lawn Primary School

Required for April 2026

NOR: 430 + (Group 3)

Leadership Points 18 – 24 (£78,702 - £91,158 FTE per annum)

Lawn Primary School, a member school of Transform Trust, is seeking a dynamic and ambitious leader who can inspire and drive our school forward on the next stage of its journey. We're proud of our school where children are at the heart of all we do. Our standards are high, we're Ofsted "Outstanding", our staff team are experienced and skilled. Our parents, Governors and community are engaged and committed. However, there is still much more we can achieve and as our new Headteacher you will bring strength through strategic thinking, vision, and proven school improvement leadership. Sitting on the outskirts of Derby City, our school offers children a caring and encouraging place to learn and excel in all aspects of their lives.

If you have the vision, motivation and desire to build on what we have achieved alongside driving forward change to support continuous improvement in our school, we would love to hear from you.

We are looking for a headteacher who will:

- Be an ambitious and inspirational leader, able to motivate and empower staff and children to achieve their full potential.
- Have ambition for all children to achieve the highest standards
- Be committed to children enjoying and engaged in their learning whilst being challenged
- Have experience of leading people, developing their expertise and holding to account
- Have proven senior leadership experience within a primary school.
- Lead with honesty and integrity.
- Communicate confidently with all members of the school community
- Be future focussed, striving for improvement.

We offer:

- The opportunity to be innovative in supporting school improvement and to continue to make a real difference to the lives of our pupils.
- A large, well-attended school and site where further opportunities are definitely possible.
- Being part of a fast growing, well respected and highly effective Multi Academy Trust, that embraces each individual member schools' identity and staff groups.
- A happy, supportive and inclusive school community led by a senior leadership team committed to maintaining the wellbeing of its children and adults
- Respectful, well-behaved children who care for one another and have high aspirations.
- The opportunity to become an ambassador for our school whilst enhancing your skills.

Being part of Transform Trust means that you will have access to the following:

- Peer to peer networking, collaboration, challenge and support
- The security of working in a climate of shared accountability
- Investment in your professional development and future career
- Opportunities to contribute to the development of a growing organisation and
- Access to a range of core services that enable you to focus on leading, teaching and learning.

How to apply:

Equality and diversity matter to us. If you think you'd be suited to one of our roles we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

We are a Disability Confident Committed Employer and as such anyone who is registered disabled and meets the essential person specification criteria will be shortlisted for interview.

Please complete the online application form which you will find on the Transform Trust website <https://recruit.sampeople.co.uk/Jobboard/Trust/transformtrust>

Please ensure that you follow the instructions within the application form and ensure that there are no gaps in your education or employment history that are not accounted for.

Closing date: Friday 9th January at 9 am. Shortlisting on Tuesday 13th January 2026

Interviews: Friday 23rd January 2026.

For an informal discussion please contact Rebecca Meredith, CEO using the following email: pa.ceo@transformtrust.co.uk

The Governing Body of Lawn Primary and Transform Trust would wish for all prospective applicants to visit school as part of the application process. Please ensure before you apply that you have visited the school before submitting an application.

Should you wish to arrange a visit to the school please contact the HR team at Transform on hadmin@transformtrust.co.uk

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education.

All school roles are classed as regulated activity and as such, it is an offence to apply to for this role if you are barred from engaging in regulated activity relevant to children.

6. Job description and person spec

Job Description

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|--|
| School: Lawn Primary School |
| Post Title: Headteacher |
| Grade/Pay Range: Leadership 18-24 £78,702-£91,158 |
| Hours/weeks: 32.5 hours per week |
| Reporting to: Transform Trust |
| Department/Team: Leadership |

Overall Purpose of Post

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body and the Board of Trustees, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Statutory Duties:

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document
- To meet the National Standards for Headteachers as published by the Department for Education (DfE).
- To achieve any performance criteria, objectives or targets agreed with or set by the school's governing body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children within the school. To create and sustain an environment, which safeguards children and adults, based on a clear understanding of individual and collective responsibilities for safeguarding.

Qualities and Knowledge:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the children they serve.
- Ensure that the strategic planning recognises the social, emotional, intellectual and spiritual aspects of life, and takes account of the diversities that comprise the make up of the school and wider community.
- Demonstrate leadership behaviours, positive relationships and attitudes towards our children and staff, parents, Governors, the Trust and members of the local community.
- Lead by example with integrity, creativity, resilience, and clarity, drawing on their own understanding, experience, capabilities, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development for themselves and for all staff.
- Work with political and financial astuteness, within a clear set of principles centred on the school/Trust's vision, ably translating local and national policy into the school's individual context.
- Compellingly communicate the school's vision through demonstrable behaviours, and proactively drive its strategic leadership, empowering all children and staff to achieve and excel.
- Engage in school-to-school support that contributes to the development of education within and beyond our school.

Children and Staff:

- Demand ambitious standards for all children, overcoming barriers and disadvantage and advancing equality, and instilling a strong sense of accountability in staff for the impact of their work on children's outcomes
- Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's overall well-being
- Establish a professional development culture of coaching, 'open classrooms' and 'open learning' as a basis for sharing best practice across this school and within and between other Trust schools, drawing on and conducting relevant research and robust data analysis
- Create a school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear and continuous succession planning
- Hold all staff to account for their professional conduct and practice.
- Ensure all people management policies and procedures are adhered to and followed in line with Trust expectations.

Systems and Process:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity aligned to the school's ethos and vision.
- Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and fostering excellent relationships and developing their exemplary behaviour in school and in wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting all staff to improve and valuing excellent practice
- Welcome challenge, ambitious targets, strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance
- Ensure accurate and timely information sharing with the Trust on school performance, analysing this information as part of Trust processes to drive school improvement
- Exercise strategic, curriculum-led financial planning, to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the schools' sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold themselves and each other to account for their decision-making

The Self-Improving School System:

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements and development for all children.
- Forge strong relationships and collaborate with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to create a framework for self-managing and self-improving schools
- Shape the current and future quality of the teaching profession through high quality opportunities, training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, embracing and responding to internal and external accountability
- Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Have significant and evident regard for safeguarding and promoting the welfare of children and follow the child protection procedures developed and adopted by the local authority, the Trust and the Partnership of schools.

Accountability

- Develop and foster a culture that allows pupils and staff members to work in collaboration, share knowledge, celebrate success and accept responsibility for outcomes within the school and the MAT as a whole.
- Collaborate with the MAT's CEO to provide directors, the LGB, parents and others, e.g. Ofsted, with information and accurate accounts of the School's performance.
- Take responsibility for all aspects of the school's performance, including being held accountable to the MAT and LGB. Provide comprehensive information, appropriate advice and support to the MAT CEO, LGB and Board of Trustees to enable them to fulfil their responsibilities.

The Position of Designated Safeguarding Lead (DSL)

The Governing body has appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- This DSL will have the appropriate status and authority within the school to carry out the duties of the post.
- They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so and to contribute to the assessment of children.
- There will be appointed a deputy designated safeguarding leads who will be trained to the same standard as the designated safeguarding lead.
- Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility will not be delegated.

This job description may be amended at any time, by means of appropriate governance, after discussion with the Headteacher, but in any case will be reviewed annually when key tasks related to the school's priorities will be determined.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

Person Specification

| Areas of responsibility | Requirements | Criteria | |
|-------------------------------------|--|-----------|-----------|
| | | essential | desirable |
| Qualifications | <ul style="list-style-type: none"> An honours degree or equivalent and QTS A Good honours degree (2:1 or above) and further recognised qualifications (e.g. Master's degree) Evidence of recent and relevant training and development at senior leadership or headship level | * | * |
| Experience | <ul style="list-style-type: none"> To have experience of teaching in more than one school. Relevant experience of teaching across all Key Stages Significant strategic leadership experience at SLT or Deputy level Proven senior management experience as a Headteacher with a sustained record of school improvement Proven track record of managing successful school evaluation and improvement Successful strategic experience of leading and managing at SLT level within a MAT or other such educational organisation Working closely with governors and the governing board to help drive the values of the school and pursue improvement. | * | * |
| Leadership | <ul style="list-style-type: none"> Proven ability to create a vision and develop an ethos that meets, or even exceeds the aspirations of pupils, parents, staff and governors To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward. To be a high profile, visible role model with a professional approach that demands excellence, confidence, trust and the respect of the entire school and wider community, including members of the Trust and other educational and community partners. To have personal and professional credibility which commands confidence to foster and further develop a positive reputation for the school. Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching. | * | * |
| Curriculum and learning environment | <ul style="list-style-type: none"> To be committed to and have an in-depth knowledge of Safeguarding both in the school and the wider community To be an outstanding classroom practitioner with the ability to monitor and evaluate performance and policies continuously in order to improve the quality of teaching and learning and maintain and stretch high standards and pupil outcomes. To show a commitment to a child centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount. | * | * |

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|--|--|---|---|---|
| | <ul style="list-style-type: none"> To have proven experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding. To have successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet all pupil's needs and ambitions. To have proven experience and understanding of the analysis of attainment and achievement data along with the implementation of effective assessment procedures and systems in order that all students achieve ambitious targets. Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching. | * | * | |
| People Management | <ul style="list-style-type: none"> To have a proven track record in leading and managing staff including building a successful team, delegating effectively and implementing, managing and monitoring change. To be articulate and approachable with excellent interpersonal skills both verbally and in writing To be astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict imaginatively. Demonstrate how the use of robust performance management systems and the rigorous review and evaluation of whole school staff appraisal and performance management leads to school improvement, raises achievement, brings high expectations and secures success To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour. To use the qualities to model and develop strong relationships. To encourage staff to take risks and to exceed their highest goals and aspirations. | * | * | * |
| Finance, premises, systems and processes | <ul style="list-style-type: none"> To be able to prioritise, plan and organise effectively the school's continued improvement within challenging budgets. To have experience of making tough decisions in the light of financial restraints to ensure the best outcomes for pupils. To have experience of developing an area of school improvement, working with stakeholders and governors. Working within and managing the budget to provide value for money. Upholding the principles of transparency, integrity and probity. To have responsibility for the financial management of whole school resources | * | * | * |
| Continuous Improvement | <ul style="list-style-type: none"> To have an understanding of the changing role of schools in providing a successful centre for community development and learning To have experience of working alongside other schools, academies or Trusts to secure proven school improvement for all pupils. To have experience of developing, leading and sustaining links across schools, academies, trusts and phases (for example primary to secondary) to ensure the best outcomes for all pupils. | * | * | * |

| | | | |
|---------------------------|---|--|--|
| <p>Personal Qualities</p> | <ul style="list-style-type: none"> • The successful candidate will have: • A clear enhanced DBS certificate and barred list check. • Excellent verbal and written communication skills. • Excellent time management and organisation. • High expectations of self and professional standards. • A commitment to CPD. • Enthusiasm for effective leadership and management. | <p>* * * * * *</p> | |
|---------------------------|---|--|--|

P: Pre-application A: Application T: Test I: Interview D: Documentary evidence

Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks

7. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process.

The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we are considering implementing the "Flex from 1" approach which is to allow an employee to request flexible working from their first day of employment.

Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered. [Please refer to the person specification for details of the qualifications required for this role.](#)

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education

All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children

All new Trust employees will be required to complete an **enhanced DBS with children's barred list** check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

Overseas checks

In addition, we will require you to complete a declaration to identify if you have worked outside the UK. If you have lived abroad in the last 10 years for 3 months or more you will be required to obtain a certificate of good conduct/ police clearance from the countries you have resided in . It is your responsibility to obtain this clearance and at your cost

Details of how to obtain such a check from the relevant authorities abroad are available online at:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

If the country concerned is not listed, you will need to contact the relevant embassy or consulate for further details. Contact details can be found online at:

<https://www.gov.uk/government/publications/foreign-embassies-in-the-uk>

For those that have taught overseas we will require proof of good conduct from the professional teacher regulating authority in the country in which you worked in addition to the Certificate of Good Character/police check

Social Media checks

In line with Government guidance, Keeping Children Safe in Education, we are required to undertake on line searches/ social media checks on shortlisted candidates to identify any information, incident or issue that has happened, which is publicly available online, and that may affect your suitability to work with children or the reputation of the school if you were to be employed.

If you are shortlisted, you will be asked to complete a data consent and self-declaration form which will ask you to provide details of your social media accounts / details of how to find your profile(s) on the internet. Failure to provide us with the information to allow us to undertake such checks will result in withdrawal of the invitation to interview.

Any information found in the public domain that could affect your suitability to work with children or the reputation of the school will be discussed with you and may result in any offer of employment that has been made being withdrawn.

References

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer (or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)
- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie “to whom it may concern”
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues (unless they were your line manager and can advise on any disciplinary investigations) as named referees.
- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).
- If you have not previously worked with children and the role you are undertaking is of an administrative or technical nature then we will require one reference to be able to comment on your ability to do the role you are being appointed to

References will be called for before interview in line with DFE guidance and our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.

Completion of the Application Form

All roles are advertised on the Transform Trust website which links through to SAM recruit which is an online application portal.

<https://transformtrust.face-ed.co.uk/vacancies>

Please complete the application form before the closing date which will be detailed in the about the role section above

Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The SAM recruit system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the "about the role" section above. Any technical queries relating to the SAM Recruit system will be supported by a member of the support team, please contact the team by calling 01924 907 319.

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance and completion of safeguarding children in education training

8. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name

Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient

You will also be asked to complete a self -declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The SAM recruit system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been shortlisted on this occasion. Please do not be disheartened- check over your application form and see whether you

think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <https://transformtrust.face-ed.co.uk/vacancies> . This will ensure that you receive email alerts as soon as role are advertised that fit your selected criteria

9. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under UK General Data Protection Regulation (UK GDPR) the lawful bases we rely on for processing employee information is under Article 6

- (a) Consent: the individual has given valid consent for you to process their personal data for a specific purpose.
- (b) Contract: the processing is necessary to perform a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.
- (c) Legal obligation: the processing is necessary for you to comply with the law (not including contractual obligations).
- (e) Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.

and

In additional, concerning any special category data:

Article 9

(a) Explicit Consent;

, (b) Employment, social security and social protection and

(f) Legal Claims or judicial acts.

Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- Information regarding your criminal record (which should only be given under confidential cover);*
- In line with Department for Education, Keeping Children Safe in Education safer recruitment requirements, information found from undertaking online and social media searches which is publicly available. This would be a check that considers safeguarding risks only and your suitability to work with children. In addition, any accessible on-line information that may significantly harm the reputation of the School/Trust would also be reviewed. The search will be independently undertaken by someone not involved in the recruitment / selection process. *
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity;*
- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- Medical check to indicate fitness to work;*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list);*
- If you are a teacher, we will check the Department for Education (DFE) Teachers' Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad we will require letter of professional standing from the professional regulating authority in the country you taught;*
- For those working in a management role including line management of others we will check whether there has been a S128 direction made against you using Department for Education (DFE) Teachers' Services portal.*
- For those working with certain age groups we shall require you to complete a disclaimer confirming that you are not disqualified under The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 from working with children that are under the age of 8.*

- If you have lived abroad in the last 10 years we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in;*and
- Equal opportunities' monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), DFE and the Home Office, during the recruitment process. For online /social media searches we will use common search engines, on-line tools and social media platforms

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom
- To check that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered.

For further detail please ask to see the appropriate section of our Information Register which details our retention and storage of information.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

Rights in relation to your personal data

The UK-GDPR gives you certain rights about how your information is collected and used. To make a request for your personal information, contact the Trust Data Protection Officer.

You also have the following rights:

- the right to be informed about the collection and use of your personal data – this is called 'right to be informed'.
- the right to ask us for copies of personal information we have about you – this is called 'right of access', this is also known as a subject access request, data subject access request or right of access request.
- The right to ask us for access to information about you that we hold.
- The right to have your personal data rectified, if it is inaccurate or incomplete-. this is called 'right to rectification'
- The right to request the deletion or removal of personal data where there is no compelling reason for its continued processing- this is called 'right to erasure'.
- The right to restrict our processing of your personal data (i.e. permitting its storage but no further processing)-. this is called 'right to restriction of processing'.
- the 'right to object to processing' of your information, in certain circumstances
- The right not to be subject to decisions based purely on automated processing where it produces a legal or similarly effect on you.
- rights in relation to automated decision making and profiling.
- the right to withdraw consent at any time (where relevant).
- the right to complain to the Information Commissioner if you feel we have not used your information in the right way.

There are legitimate reasons why we may refuse your information rights request, which depends on why we are processing it. For example, some rights will not apply:

- right to erasure does not apply when the lawful basis for processing is legal obligation or public task.
- right to portability does not apply when the lawful basis for processing is legal obligation, vital interests, public task or legitimate interests.
- right to object does not apply when the lawful basis for processing is contract, legal obligation or vital interests. And if the lawful basis is consent, you don't haven't the right to object, but you have the right to withdraw consent.

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting

Claire McKendrick, Transform Trust Data Protection Officer if the role you have applied for is centrally by the Trust: dataprotection@transformtrust.co.uk; or, if in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data

The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact Claire McKendrick, or Rachel Hannon (Chief People Officer for Transform Trust rachel.hannon@transformtrust.co.uk).

10. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book (Support) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

| | |
|--------------------|---|
| Pension | Teachers Pension Scheme/ Local Government Pension Scheme |
| Employee Benefits: | Employee Discount Scheme (Vivup Benefits) |
| | Employee Assistance Programme (Vivup EAP) |
| | Flu Jabs |
| | Salary Sacrifice Schemes eg cycle to work |
| | Discounted Leisure club membership for some Local Authority Leisure Centres |

Right to work: The successful applicant will need to provide proof of the right to work in the UK before taking up the post

Safeguarding: The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.