



# Headteacher

Information for Applicants

December 2025

First Steps To Next Steps  
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[bridgelearningcampus.org.uk](https://bridgelearningcampus.org.uk)

## Advertisement

### Headteacher – Bridge Learning Campus

**Salary: Circa £103,000-£122,000 pay range dependant on experience**

Bridge Learning Campus is looking to appoint an experienced Headteacher to lead our unique all-through school, serving pupils from age 3-16 in south Bristol. The Headteacher will lead across all phases from Nursery through to Primary and Secondary, supported by 3 Deputy Headteachers, 7 Assistant Headteachers and a strategic Business Manager.

As part of our Trust, you will also have high-quality support from the Trust's Shared Services and Central Education Teams. This is a school which is **an incredible project**: we need to restore a sense of cohesion to the whole campus, build parental engagement, develop pupils' love of learning, raise expectations and aspirations, and most importantly increase statutory outcomes at GCSE.

### What We're Looking For

We are looking for someone remarkable! You are currently a successful primary or secondary headteacher, ready to take on an exciting challenge, expanding your expertise by leading an all-through school set within one of the most deprived communities in the country.

Our cohort of learners have multiple barriers to successful engagement in education. We want them all to thrive through strong attendance, positive relationships and building their skills and knowledge through an exceptional curriculum.

This means you must have a clear vision. You must be able to inspire young people and staff to deliver their very best. This is a fantastic opportunity for someone who has the skill, imagination and tenacity to lead this school to greatness, and be a key player in placing south Bristol back on the map for high quality education. You will be creating a school which people across the country want to visit, to learn from you.

The successful candidate will be collaborative, an inspirational leader, a strategic thinker with an inclusive mindset. You have a track record of delivering exceptional education with high expectations for all. Primary and secondary experience would be beneficial but is not essential if you are a fast learner.

You are dedicated and passionate and must be able to see the possibilities for success for all pupils and staff. Aligning managerial courage with excellent communication, you'll be a strong team player who is able to motivate others to deliver the highest standards. You will be building on the current strengths of a committed staff team, while bringing effective analysis of how the school can develop further.

You are not alone, though. You have the support of the multi-academy Trust CEO, central education team, Trust shared services (including estates, IT, HR, Finance and Estates) and School Performance Board (governance), as well as a dynamic and supportive group of Headteachers.

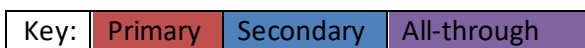
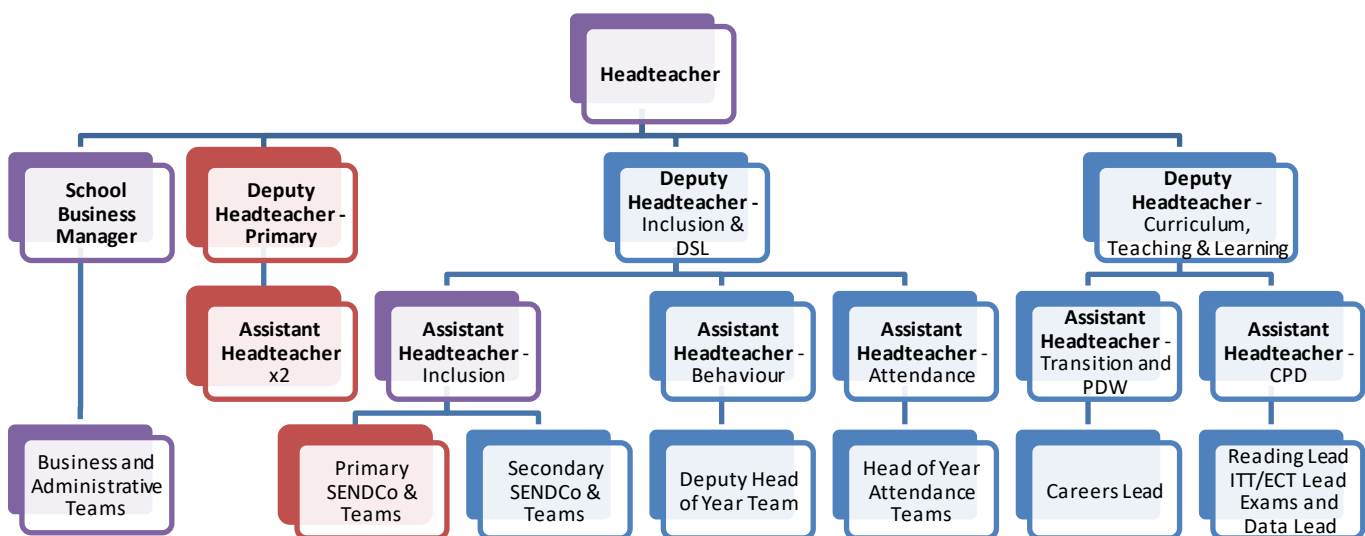
We strongly encourage a visit to the school and look forward to hearing from you.

## Key Responsibilities

The purpose of this role:

- Overall responsibility for the strategic management and operational activities of the school
- Providing positive, innovative and consistent leadership to the school and its leadership team
- Implementing rigorous and sustainable strategies to transform the outcomes for pupils at the school and providing best value for money
- Ensuring the provision of high-quality teaching, learning and pastoral care across the school
- Ensuring high standards and high expectations from pupils, staff and all other stakeholders
- Promoting and safeguarding of children
- Working positively with the community to ensure the best possible outcomes for pupils
- Developing collaborative links with other schools within and beyond the Trust, and the wider education community
- Observing and adhering to the Headteachers Standards

## Bridge Learning Campus Leadership and Accountability Structure



## What We Offer

We offer:

- Enhanced and tailored CPD, including access to professional collaborative networks across the Trust
- Life assurance through the pension scheme
- Paid induction and training suited to the role
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests
- Where eligible, automatic enrolment to the relevant pension scheme

Honouring of continuous service

## How to Apply

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to [recruitment@tila.school](mailto:recruitment@tila.school)

## School Tours

School tours are strongly advised for this position. Please contact the Recruitment Team to book a tour with a member of the Trust's Executive Team before the Christmas break: [recruitment@tila.school](mailto:recruitment@tila.school)

## Key Dates

Closing date: Monday 5<sup>th</sup> January 2026  
Interview dates: Thursday 15<sup>th</sup> and Friday 16<sup>th</sup> January 2026  
Start date: Tuesday 1<sup>st</sup> September 2026

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

## Trust in Learning Academies – Who We Are

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

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education, supporting all schools and communities, and seeking to ensure the gaps that exist in learning between disadvantaged children and others are overcome.

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

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and development through Trust professional learning communities.

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



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

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

Within the Trust we have nine schools:

Bridge Learning Campus (All through)  
Charlton Wood Primary Academy  
Filton Avenue Primary School  
Fonthill Primary Academy  
Nova Primary School

Henbury Court Primary Academy  
Little Mead Primary Academy  
Parson Street Primary School  
Orchard School, Bristol (Secondary)

We are currently in conversation with Cathedral Schools Trust regarding a jointly-agreed merger, which if it goes ahead would mean by September 2026, Bridge Learning Campus is part of a trust of 21 schools all in the Bristol area, enabling us to be a bolder voice for Bristol. The four other secondary schools within the trust have a range of significant strengths, committed to collaboration and support.

## About the School

The school was inspected by [Ofsted](#) in October 2021 and obtained Good in all areas. The last statutory figures before Covid (2019) showed primary outcomes at/above national, and secondary outcomes with a Progress 8 of -0.06.

The Covid pandemic hit the school community hard. Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West, which the school serves, are wards of highest deprivation in our city and all within the most deprived decile across England. The school is part of the community and the Headteacher here has a key role to play in supporting the success of south Bristol, not just Bridge Learning Campus.

Since 2021, the school has worked hard to support children to return to school with a positive sense of belonging, but the journey has been inconsistent. Indeed, the school results have moved in very different directions between primary and secondary for some time.

The 2-form entry primary has gone from strength to strength. The curriculum has been developed over time carefully, with new curriculum such as the Opening Worlds humanities curriculum and CUSP Curriculum brought in recently. Quality of teaching and learning is strong, and leadership is consistently excellent.

The primary has a full roll, strong parental relationships, attendance at 94% and almost all 2025 outcomes well above national. These are exceptional results in comparison with similar schools and given pupils' starting points in nursery and reception. These changes have been brought about by a very hard-working and dedicated team of leaders and staff.

### EARLY YEARS FOUNDATION STAGE

Children within the Early Years are encouraged to explore and learn through play-based activities. These activities, such as jigsaws, threading beads, matching games, recognition of their name and letters, songs, rhymes and stories provide the vital building blocks for formal learning. Systematic phonics within Early Years and Key Stage One is supported by the Read, Write, Inc phonics programme, alongside exciting on-line software and a range of reading books. Outdoor learning takes place all day using our outdoor classroom in English and Mathematics as well as weekly forest school. For the last three years children in EYFS have obtained *well above* national average in achieving a Good Level of Development, in 2025 obtaining 79%, compared to a national average of 69%.

### KEY STAGE ONE AND TWO

When children progress into Key Stage One and beyond, we develop a more formal focus on the vital subjects of English and Mathematics. We place great importance that 'every child is a reader'. We use all the benefits of technology to engage every child as well as using traditional books on a daily basis in the classroom. For the last three years, pupils have consistently achieved *well above* the national figure for passing the Phonics Screening Check, with 95% obtaining this in summer 2025, compared with a national figure closer to 80%.

We ensure all pupils have solid foundations in the principles of arithmetic, and the skills to apply this knowledge in order to solve mathematical problems. A range of resources are used to ensure all children become fluent with times tables and problem solving. In the last three years, pupils have consistently achieved *well above* national average in the Multiplication Tables Check, with 2025 figures at 69% (national average 37%).

By Year 6, children are very well prepared for their SATs and have consistently obtained *well above* national figures – including in 2025 97% of pupils obtaining reading, 92% maths and 85% writing at expected standard (compared to national figures of 75%, 74% and 72% respectively).

All children, as they progress through the primary phase, attend sessions within our fantastically equipped and purpose-built gym centre and all experience regular swimming lessons at some stage. We are proud to be able to offer a very wide range of thirty after-school clubs, as well as a breakfast club for early risers!

At secondary, the outcomes have been far more variable.

Attendance has been an enormous challenge, with current attendance in KS3 and KS4 at 89%. Persistent Absence is at 26% with a high number of 'lates' to school. Over the last couple of years, the quality of teaching and learning has become more variable. Attitudes to learning are improving, but a number of pupils still require intensive social, emotional and mental health support to stay in learning. Inclusive learning is also developing. Leadership has been inconsistent in its impact over time, and we currently have an interim Headteacher leading the provision until our new Headteacher can start with us.

### KEY STAGE 3 AND 4

In Year 7 our children are joined by fellow students from our primary partners through an outstanding transition programme. Through Years 7-9, our students are challenged to think and build upon their independent learning skills. The BLC curriculum provides depth in the core subjects (English, Maths and Science) alongside a wide range of other subjects including History, Geography, Spanish, Art & Design, PE, Product Design, Performing Arts, Food Technology, Photography/ Digital Media and PSHE. This means that students can thrive and hone their subject skills in great depth before making the exciting choices in Year 9 that will shape their school lives and beyond.

In Years 10 and 11 we offer a broad curriculum which suits the needs and talents of our students whilst providing them with various opportunities to extend their wider curriculum. Most students study eight GCSE subjects (or equivalents) from a broad curriculum of academic and creative subjects.

Outcomes at secondary have been *well below* national. Unvalidated data from 2025 is as follows:

| Measure                     | School Provisional Result | Comparative national |
|-----------------------------|---------------------------|----------------------|
| Average Attainment (8)      | 3.52                      | 4.61                 |
| 9 – 5 English & Maths (all) | 23.8%                     | 44.5%                |
| 9 – 5 English & Maths (PP)  | 13.6%                     | 25.8%                |
| 9 – 4 English & Maths (all) | 44.5%                     | 65.2%                |
| 9 – 4 English & Maths (PP)  | 28.8%                     | 43.4%                |



## How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's online Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on [recruitment@tila.school](mailto:recruitment@tila.school)

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description. We are particularly interested in why you want to work in this school.

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. Please prioritise addressing the key essential criteria (in bold font) as these are the primary criteria for the shortlisting process. You will be selected for interview entirely on the contents of your application.

- **Interview Process**

The interview activities will be held across 2 days. If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

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

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



## Job Description

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job title</b>       | Headteacher                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Location</b>        | Bridge Learning Campus                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Salary</b>          | Circa £103,000 - £122,000                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Reporting to</b>    | Director of Education/Secondary                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Responsible for</b> | Deputy Headteachers and Business Manager                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Role Summary</b>    | Overall responsibility for the professional leadership, strategic direction and operational management of the school, to ensure the aims are effectively implemented through school improvement plans, in line with the policies and practices of the Trust. As Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document and the National Standards for Headteachers. |
| <b>Working pattern</b> | Full Time                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Safeguarding</b>    | <i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Trust in Learning (Academies) are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i>                                                                                       |

## Job Details

### Part 1: Key Responsibilities

#### Strategic Leadership

- Strategically manage school leadership to deliver high standards of education, high expectations and highly inclusive practices that enable all pupils to thrive.
- Create a shared vision and strategic plan which is clearly articulated, understood and acted upon effectively by all.
- Work with the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the specific community it serves.
- Ensure that school improvement practices take account of national and local circumstances, policies and initiatives.
- Provide exemplary, positive, consistent and tenacious leadership to the school and its leadership team.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Ensure a strong working relationship between the school, local governance and the Trust.
- Represent the school/Trust at a local and regional level at professional organisations and bodies.
- Work successfully with other schools and organisations within and beyond the Trust, developing the positive reputation of the school locally, regionally and nationally.

#### Leadership of School Culture

- Develop a caring, aspirational, challenging and inspirational educational setting where pupils feel safe and confident and can attain their maximum educational outcomes.
- Work in partnership with others to create a positive school ethos and culture, in which individuals are treated with dignity and respect, and the safety and welfare of children and young people is paramount.
- Ensure school culture takes account of the rich history and diversity of the school's communities, to inspire and motivate pupils, staff and families.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Create, promote and model positive and effective working relationships both with and between young people, colleagues, parents and carers, governors, trust members and other stakeholders.
- Demand ambitious educational standards and a culture of staff professionalism and accountability, as fundamental to overcoming disadvantage and advancing equality, in order to prepare pupils from all backgrounds for their next phase of education and life.
- Establish a culture of high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school.
- Build a collaborative learning culture within the school and actively engage with Trust schools and other schools and colleges, promoting evidence-informed practice to build effective learning communities.
- Promote wellbeing, diversity and inclusion and a culture of teamwork, in which the views of all members of the school community are valued and taken into account.

## Leadership of Education

- Ensure that the school provides an engaging, broad, balanced, coherently sequenced and highly ambitious curriculum for all pupils.
- Ensure high-quality teaching is securely in place across all phases, underpinned by teachers' subject expertise.
- Ensure inclusive learning is at the centre of strategic planning and resource management.
- Promote a consistent and continuous school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Be reflective and analytical about the needs of vulnerable learners to secure impactful strategies that deliver the greatest improvements in attendance, behaviours, attitudes, resilience, progress and outcomes.
- Have ambitious expectations for all pupils with SEN and disabilities, ensuring early identification of additional needs, that barriers are understood and addressed, and support and adaptation is in place, fulfilling statutory duties regarding the SEND Code of Practice.
- Oversee pupil transitions to primary/secondary/tertiary education, to specialist/Alternative Provision, and reintegration into mainstream schools as required, to ensure smooth transitions and continuity of learning.
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the school can meet changing needs and demands consistent with Trust and government guidelines and requirements.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
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## Organisational Leadership

- Implement, monitor, evaluate and review rigorous and sustainable strategies in order to transform the educational experience and outcomes for pupils at the school.
- Ensure that the activities of the school are conducted in accordance with legal requirements and regulations, and that policies and procedures are consistent with best practice and recognised codes of probity.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Recruit, retain and deploy staff appropriately to assist in managing their workload to achieve the vision and goals of the school.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Succession plan for future capacity and developments.
- Working closely with the School Business Manager and the Trust Chief Financial Operating Officer, be accountable for the effective and efficient use of the school's finances to achieve the school's educational goals and priorities.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to provide value for money.
- Ensure all funding streams, including Pupil Premium, are targeted appropriately following best practice and to achieve impact.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Provide information, objective advice and support to the Trust and its governance to enable all parties to meet their responsibilities.
- Contribute to the work and development of the Trust and be an integral member of the Headteacher Team.

## Professional Development, Performance and Accountability

### Developing self:

- Keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with others, and attending relevant professional development to equip yourself with the capacity to deal with the complexity of the role.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, acting on advice from your line manager.
- Continually develop communication skills.
- Actively participate in the Trust's professional development programme.
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Manage own workload and that of others to allow an appropriate work/life balance.

### Professional development of staff:

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Hold all staff to account for their professional conduct and practice.
- Acknowledge excellent performance in staff.
- Identify and challenge underperformance and ensure appropriate and effective support is provided.
- Identify any potential HR issues early and swiftly document concerns, following HR advice, to support staff to improve.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Ensure all staff have access to appropriate, high standard professional learning and development opportunities, which draws on expertise within and beyond the school and Trust.

### School Performance:

- Monitor, evaluate and review school performance at agreed regular intervals through the academic year.
- Undertake self-evaluation and engage fully with Trust quality assurance.
- Develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including Trustees, governors, parents and carers.
- Ensure that the external auditors have access to all resources to ensure that they can fulfil their role.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

### Accountability:

- Fulfil commitments arising from contractual accountability to the CEO, Trustees and Local Governance.
- At all time, act as an ambassador for the school and Trust in a manner which upholds its values and ethos.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care.
- Manage communications for the school, including accuracy and appropriacy of promotional materials, school website, and communications with parents/carers, local authority and other stakeholders.
- Handle the media/public relations by liaising first with the Trust.
- Be aware of the Trust's responsibilities under the General Data Protection Regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this
- Maintain pupil and staff records and archive systems, in accordance with the Trust's procedures, policy and statutory requirements
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

- Carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety guidance and legislation
- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employee access to and use of the school's/Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation.

## Person Specification

Key: A = Application form, I = Interview.

**Bold criteria will be used to short-list applicants.**

|                                                                                                                                                                                                | Source of Evidence | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|-----------|
| <b>Qualifications and Training</b>                                                                                                                                                             |                    |           |           |
| <b>Good Honours Degree</b>                                                                                                                                                                     | A                  | ✓         |           |
| <b>Qualified Teacher Status (QTS)</b>                                                                                                                                                          | A                  | ✓         |           |
| <b>Higher qualification in education and/or school management e.g. NPQH, Masters in Education</b>                                                                                              | A                  | ✓         |           |
| A higher degree                                                                                                                                                                                | A                  |           | ✓         |
| <b>Relevant Experience</b>                                                                                                                                                                     |                    |           |           |
| <b>Recent successful experience as a Headteacher in a mainstream primary, secondary, or all-through school</b>                                                                                 | A, I               | ✓         |           |
| Experience in a senior education role in an <i>all-through</i> state education provider                                                                                                        | A                  |           | ✓         |
| <b>Proven track record of raising educational standards</b>                                                                                                                                    | A, I               | ✓         |           |
| Experience of successfully leading change and inspiring others across both curriculum and pastoral/inclusion teams                                                                             | A, I               | ✓         |           |
| Leadership and teaching experience in a school serving a diverse community with high levels of disadvantaged or vulnerable pupils                                                              | A, I               | ✓         |           |
| Experience of working with pupils at EYFS, KS1, KS2, KS3 and KS4 in mainstream with specialist provisions                                                                                      | A                  |           | ✓         |
| <b>Abilities and Attributes</b>                                                                                                                                                                |                    |           |           |
| A role model, able to inspire and engage pupils, staff, parents/carers and the community                                                                                                       | A, I               | ✓         |           |
| Ability to lead staff and pupils in the pursuit of excellence and highest expectations for all                                                                                                 | A                  | ✓         |           |
| Capacity to work with, build and lead high performing teams across the whole school community                                                                                                  | A, I               | ✓         |           |
| <b>Ability to delegate responsibility with accountability</b>                                                                                                                                  | A, I               | ✓         |           |
| Ability to produce and implement appropriate improvement plans to raise standards and reduce disadvantage gaps through quality of teaching, inclusion, participation, attendance and behaviour | A, I               | ✓         |           |
| Absolute commitment to inclusive education and belief that all pupils can succeed                                                                                                              | A, I               | ✓         |           |
| Commitment to embedding equality in all aspects of work                                                                                                                                        | A                  | ✓         |           |
| Strong ability to understand, monitor and evaluate data, including financial data, and use this to inform improvement plans                                                                    | A, I               | ✓         |           |

|                                                                                                                                | Source of Evidence | Essential | Desirable |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|-----------|
| Excellent written and verbal communication skills, modelling high standards through accurate spelling, punctuation and grammar | A, I               | ✓         |           |
| Strong ability to listen, adapt and reflect                                                                                    | A, I               | ✓         |           |
| Evidence of commitment to own ongoing self-development and awareness of own training needs                                     | A, I               | ✓         |           |
| <b>Commitment to the school's context, community, vision and values</b>                                                        | A, I               | ✓         |           |
| Commitment to working with and learning from other schools in the Trust and multi-agency links beyond the Trust                | A                  | ✓         |           |
| Commitment to safeguarding and promoting the welfare of children and young people                                              | A                  | ✓         |           |
| Personal integrity and sensitivity                                                                                             | A, I               | ✓         |           |
| Meets Fitness to Teach expectations                                                                                            | A, I               | ✓         |           |



## Child Protection and Safeguarding

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

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

The five main elements of our policy are to:

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

### Safer Recruitment:

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

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.