

Early Career Teacher Opportunities

in the

drb Ignite Multi Academy Trust



Recruitment Information Pack

Closing dates for 2026 are as follows:

Cohort 1: 13/02/26 | Cohort 2: 20/03/26 | Cohort 3: 15/05/26 | Cohort 4: 26/06/26

Click here to apply

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

‘All pupils
achieve the
highest standard
of educational
outcomes
regardless of
circumstance or
background’

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Welcome from the Chief Executive and Chair of Trustees

Thank you for your interest in joining drb Ignite Multi Academy Trust as an Early Career Teacher.

This is an exciting opportunity to join our team as we are looking to appoint a number of exceptional and motivated Early Career Teachers across our family of schools.

The recruitment of dynamic, committed, and inspirational staff is at the heart of our Trust's vision to ensure:

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

At our Trust, we believe that every child is a special individual, capable of extraordinary things. All schools support and challenge every child to do what they think they cannot, to persist, to work hard and to be their best.

A defining feature of the Trust is that it is a specialist primary phase Trust. This means that our work is driven by the distinctive needs of primary schools.

The Trust currently operates thirteen primary schools across the Birmingham and Dudley areas of the West Midlands and intend to grow further over the coming years.

Supporting and developing your Early Career

We know that starting out as a teacher is very rewarding and exciting, but it can also be challenging.

Whether you are straight out of university or are a career changer, as an Early Career Teacher at our Trust, you will join a team of early career colleagues who will be supported by the Ambition Institute's Early Career Programme Framework. This is part of the national 'golden thread' of teacher support that will enable you to focus on aspects of teaching that will make the most difference to your classroom practice.

The ECF is a two year nationally recognised programme of both self-directed and face-to-face study that is underpinned by weekly mentoring by trained and committed colleagues. You will benefit from a reduced timetable so that you can make the most of the mentoring sessions and reflection time. We have many years of experience in supporting and developing colleagues new to the profession.

In addition to joining the ECF programme and mentor support, you will be joining a team of outstandingly dedicated and committed professionals who work together to ensure our pupils receive the best quality educational experience.

We prioritise staff wellbeing and are deeply committed to investing in staff at every level of our organisation through clear professional development pathways and opportunities.

This information pack has been developed to provide you with a summary of all of the information you need to learn about our Trust and we hope it will inspire you to join us.

We wish you every success as you start your career journey.

Best wishes,



Rob Bowater
Chief Executive Officer



David Sheldon
Chair of Trustees

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About drb Ignite Trust

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

drb Ignite Multi Academy Trust is a vibrant and growing charitable organisation. As a unique family of thirteen primary schools, our vision and values are shared and constantly lived across all schools.

Established in October 2014, the Trust is an ambitious and forward-looking organisation with a clear mission to drive educational excellence across its schools.

As a modern civic institution, we are committed to improving education for the public good.

Central to our ethos is the belief that strong, effective school leadership and collaborative working are fundamental to achieving and sustaining this mission for the benefit of all pupils.

Operating across Birmingham and Dudley, our specialist primary phase Trust consists of twelve community schools and one Church of England school, providing education from nursery through to Year 6.

The close geographic proximity of our schools enables seamless collaboration among staff, allowing for the sharing of expertise, resources, and best practice to deliver sustained school improvement.

This collaborative approach is a defining feature of our organisational model and underpins the strength of our community.

With an annual budget of £35 million, provided by the Department for Education (DfE), the Trust carefully manages its resources to maintain consistently high standards of teaching and learning for more than 4,200 pupils.

As a well-established Trust, we continue to look ahead with confidence, aspiring to further growth and impact across the West Midlands region.



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Our schools



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Our Vision, Values and Operating Principles

Our Vision

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

The Trust supports the concept of simplicity over complexity and uses this as a principle to drive improvement. In essence this means:



- children are at the centre of all thinking at all times
- inclusion, equity, and equality matter
- respectful partnerships with parents, carers and the local community make a real difference
- staff wellbeing and professional development are central to effective school improvement
- compassionate leadership by all senior leaders provides inspiration to act and motivation to hold each other to account
- collaboration within and between schools is supportive and drives rapid improvement
- no school is an island
- sustainable school improvement is underpinned by effective governance and financial systems and processes

Our Values

As a family of schools, we have a set of shared values which are central to our vision and approach. They articulate how we respect pupils, work together, and develop effective partnerships within and beyond the Trust.



Our Operating Principles

Our vision and values are supported by four operating principles which shape our planning and create the conditions for deep collaboration, helping us to retain a strong focus on our intended outcomes:



Outstanding pupil experience

Indicators of success

- ✓ Pupils enjoy coming to school and learning
- ✓ Pupils make good progress and achieve well
- ✓ Pupils are safe and well
- ✓ Pupils develop as confident, responsible social and community citizens

Impactful teaching

Indicators of success

- ✓ The Trust has a leading reputation and increases its profile and impact steadily over time
- ✓ Teacher development is strongly embedded and leaves a tangible footprint on curriculum and teaching
- ✓ Teaching is consistently good across all phases
- ✓ Teachers enjoy their work and want to develop their knowledge, skills and understanding

Excellence in education

Indicators of success

- ✓ The curriculum is current, relevant, and exciting
- ✓ Pupils develop transferable skills, rigour of thought, resilience, and a positive outlook
- ✓ Pupils are engaged by the cutting-edge learning experiences and opportunities
- ✓ Learning environments are safe, welcoming and enticing
- ✓ Teachers and pupils have great learning relationships

Effective partnerships

Indicators of success

- ✓ The Trust is a partner of choice for parents through its compelling school improvement work
- ✓ The Trust understands the complexity behind achievement gaps and responds by working collaboratively with others
- ✓ Collaboration is at the heart of the Trust's school improvement model
- ✓ Our outward facing approach sustains a range of enhancing partnerships beyond the Trust

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One Trust One Organisation

To achieve great outcomes for pupils and sustain effective performance over time we keep our strategic design model simple:

'One Trust One Organisation'

We are united by the belief that greater impact is achieved collectively than any individual school could accomplish in isolation. This conviction underpins the development of a purpose-built, resilient, and adaptive system, one designed to meet current challenges and anticipate those of the future.

Our 'One Trust – One Organisation' approach reflects a comprehensive and collaborative ethos that maximises the Trust's capacity to deliver high-quality education, promote professional collaboration, and sustain a shared sense of purpose across all schools. It enables alignment in vision, consistency in standards, and efficiency in operations, while fostering an inclusive culture that values every contribution.

This unified model enhances our ability to:

- Elevate and sustain school improvement across the Trust;
- Strengthen support and professional development for staff;
- Maintain focus on shared priorities; and
- Ensure appropriate accountability at every level.

At the same time, schools are empowered to respond to the distinct needs of their local communities, ensuring decisions remain responsive and contextually relevant to pupils and families.

This collaborative endeavour is underpinned by a clearly defined Scheme of Delegation, which sets out roles, responsibilities, and accountabilities across the organisation.

This framework enables effective governance, transparency, and consistency, while preserving flexibility and autonomy where it adds the most value.

Educational Improvement

Educational improvement is the Trust's core business. We are set up to run and improve schools and this must always stand out as our purpose in all decision making.

Our school improvement model reflects the centrality of great teaching that is consistent in providing high-quality learning across all schools and age groups. We are driven by passion about every detail of a pupil's experience, from school entry to transition to secondary school. We see this as central to our social justice responsibilities as a Trust working predominantly in areas facing multiple disadvantage. These challenges have been increased by the impact of the pandemic.

We have a relentless focus on what happens in classrooms every day, the practice of teaching and learning and the quality of the curriculum experiences of pupils. To enable and support this we have established a central school improvement team of senior educational leaders, each with a range of bespoke specialisms and experience.

An executive leader for school improvement has full responsibility for this team and reports directly to the Trust CEO. This has an immediate and positive impact through more effective and timely challenge, intervention and support.

Our workforce is fundamental to our success and growth

Our workforce is fundamental to our success and growth. Attracting and retaining staff who align with our vision and goals for pupils is a top priority for leaders and Trustees.

We believe the professional capacity and capability of our leadership, teaching, and support staff are central to effective teaching and learning.

As one Trust, we work together to create an expectation of ongoing professional development, teacher enquiry and evidence based practice to support and improve the quality of pedagogy and learning for everyone.

The Trust and its schools use national, regional and local information to understand the holistic challenges facing our pupils and families.

Trustees and staff focus on expressing clear and consistent messages about the Trust's vision and ethos. This ensures a collective responsibility for the health and wellbeing of the whole school community.

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Igniting Our Potential Professional Development Programme

We are deeply committed to investing in staff at every level of our organisation. We believe this is essential if we are to achieve the best outcomes for our pupils, keep staff motivated and excited about their work and ensure practice is, and remains, the highest quality.

The *Igniting Our Potential* Professional Development Programme has been created to offer all staff clear professional progression pathways and opportunities.



Leadership pathway

Strong trust and school leadership is at the heart of our school improvement model. We recognise the importance of leadership and the huge impact it has on outcomes for both pupils and staff. Consistent leadership development ensures talent is grown, staff are nourished and pupils have rich learning experiences.

Our Leadership Pathway supports *great and effective* leadership where:

- outcomes for pupils are ambitious
- highly motivated and energetic staff teams have aspiration for all pupils
- parents chose and have confidence in Trust schools
- teachers are attracted to join the Trust as a result of the excellent leadership development available
- talented leaders feel confident in leading across Trust schools and working beyond their own setting
- leaders make good choices and work collaboratively to drive school improvement across the Trust

This pathway is delivered through a mix of internal and external professional development experiences and in partnership with the Ambition Institute e.g. NPQH, NPQEL.

Teacher development pathway

To support the Trust's *Great Teaching* expectations, teachers are supported to develop a personal professional development plan and have access to a growing range of professional learning opportunities. For example:

- access to nationally accredited leadership programmes e.g. NPQLTD, NPQLBC, NPQLT, NPQSL
- cross Trust development days focusing on teaching and learning, curriculum, assessment, moderation, and behaviour management
- opportunity to join cross Trust teams to develop practice, curriculum, subject leadership and expertise
- professional coaching and mentoring and secondment opportunities
- deployment in a school improvement capacity across and between schools the Trust
- bespoke *Early Career Teacher* (ECT) induction and early development programmes

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Early Career Teacher pathway



Early Career Teachers Programme

The DfE funded Early Career Teachers (ECT) programme builds on the Early Career Framework (ECF) and is designed to help early career teachers develop the skills and knowledge required to be successful in their roles.

The Early Career Framework is the evidence base which underpins the new entitlement for early career teachers' professional development. It sets out all the knowledge and skills teachers need to learn and embed in their first two years of practice. The Early Career Teachers programme is designed to support early career teachers and their mentors to embed the necessary standards of classroom practice, described in the framework.

Ambition Institute

To achieve this, the Trust is delighted to be working directly with the Ambition Institute. The Ambition Institute are accredited by the DfE to design, deliver and assess work alongside the Early Career Teachers programme and Framework.

Drawing on the best available evidence, professionals learn together in ways that have a lasting impact on competencies whilst respecting the busy and demanding working lives of teachers.

Structure

The programme covers the Early Career Framework through three termly strands of learning. Each strand encompasses many parts of a teacher's practice.

The strands are:

- Behaviour
- Instruction
- Subject

Within these strands, content moves from concrete to more abstract understanding.

A concept is returned to multiple times and from different perspectives to ensure it becomes embedded.

Each strand is comprised of weekly modules which include:

- Self-Directed Study Materials for the ECT
- Self-Directed Study Materials for the Mentor
- Instructional Coaching session between the Mentor and ECT

Facilitated Sessions

The self-directed study materials and coaching are supplemented with facilitated live sessions.

These are designed to help ECTs and mentors make sense of independent study and address common misconceptions through discussions with their peers and an expert facilitator.

What is learnt

- The content of the Early Career Framework, including behaviour, instruction, curriculum assessment and self-regulation
- What effective teaching and learning looks like
- How to continue to progress as a professional educator

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Our Early Career Teachers Offer

All new Early Career Teachers who join drb Ignite Trust receive a warm welcome and comprehensive induction to help settle into life at a new school and get off to a great start.

All Trust schools have a high-quality personalised support package in place, which includes the opportunity for everyone to attend an induction period from the end of their final teaching practice to the beginning of their formal contract with us.

This provides the opportunity to get to know new colleagues, induction tutors and mentors.

We value the importance of nurturing, developing and supporting new teachers through their first full year in teaching. This support continues throughout professional careers within the Trust.



- 1 Have an opportunity to attend an induction period from the end of their final teaching practice to the beginning of their formal contract.
- 2 Receive an ECT salary for the days worked during this induction period and throughout the whole of August (this early start means new teachers are paid during the holiday period).
- 3 Attend a Trust-wide induction day in July, which provides the opportunity to meet other ECTs in the Trust.
- 4 Have access to a trained mentor and induction tutor to support completion of the two year ECT programme successfully.
- 5 Participate in weekly coaching sessions with a mentor to develop practice.
- 6 Engage in cross Trust collaboration to enhance the educational offer for all pupils.
- 7 Access high-quality support from our School Improvement Team including 30 School Improvement Practitioners.
- 8 Receive peer-to-peer support from other Trust ECTs to enable reflection and evaluation.
- 9 Be part of a compassionate organisation that puts children at the heart of everything we do.

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Employee benefits

Working for drb Ignite Trust has many benefits. We want only the best people to take us forwards and help us to realise our shared vision.

Continuous Professional Development

One way we demonstrate this is by placing a significant emphasis on the continued professional development of all our staff.

We want everyone to grow and develop with us and believe that regardless of job role or career stage, there should be opportunities to develop skills and experience in order to be better and further your career.

To support chosen career pathways, the Igniting Our Potential Professional Development Programme provides a range of opportunities for networking and CPD. As a family of thirteen schools, we are able to provide cross Trust secondment opportunities.

Competitive Salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role.

We are committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ('STPCD'), the Burgundy Book (for Teachers) or the NJC Green Book (for support staff).

This ensures we treat people fairly across the Trust as well as remaining competitive.

Pension Scheme

All staff can be part of either the Teacher's Pension Scheme or a Local Government Pension Scheme (LGPS), benefits include life cover, survivor benefits, and ill health cover.

Trade Unions and Professional Associations

We recognise all of the leading trade unions and professional associations in the education sector and share the common objective of maintaining good employee relations.

Expenses and Travel Costs

We remunerate our staff for incurred expenses and travel costs when asked to work outside of the normal work environment. This is in line with our Staff Expense Policy.

Employee Assistance Programme

As part of our commitment to the wellbeing, everyone has free access to the Employee Assistance Programme.

This is a confidential counselling service which has been developed to support the physical, emotional, and psychological wellbeing of employees, as well as offering legal advice.

Flexible and Family Friendly Policies

The Trust has generous policies for maternity leave, paternity leave, flexible working and discretionary leave. All staff have the right to request flexible working as soon as they have worked for at least 26 weeks (continuous service).

We include an informal stage in our flexible working policy to ensure that any concerns or worries can be discussed and explored with a senior manager before having to proceed to a formal stage.

Collaborative Working

As a family of thirteen schools in a close geographical area, we have the ability of being able to work collaboratively with those doing similar roles in different schools, picking up best practice and sharing great ideas.

To support our schools to develop the best curriculum possible, we believe in collaborative planning and sharing ideas and best practice. We have a team of School Improvement Practitioners which include subject specialists who support this collaborative approach and are up to date with the latest subject developments.

All of our School Improvement Practitioners have been appointed from within the Trust. They meet regularly to share best practice and discuss the latest curriculum thinking to develop our Trust curriculum. They also lead on specialist school improvement projects to help the Trust develop its expertise and share best practice and support staff professional development.

Flu Vaccines

We offer free flu vaccinations to all staff on an annual basis to help make it easy to be immunized.

Cycle to work scheme

We offer a discounted cycle scheme to enable staff to save money when purchasing a bicycle, with payments deducted from salary each month.

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Employee Testimonials: *what do our current ECTs, and recently qualified teachers say about us?*



Current ECT at Jervoise School

“Over the last 6 months, I have seen my teaching style and confidence grow massively. Weekly meetings with my ECT mentor have been extremely beneficial, from working on different teaching strategies and techniques, to having a general chat about my progression. It takes a weight off my shoulders knowing I have support, not only from my ECT mentor but also Senior Leadership Team (SLT). I look forward to the rest of year, working closely with SLT and my ECT mentor to help develop my teaching further.”



Recently qualified teacher at The Oval School

“I choose to work at The Oval school due to the wide network of support and quality training to develop my continuing professional development. One aspect of working at The Oval which appealed to me is that it allows children to experience memorable trips and enrichments to build on their class-based learning. The resources and facilities that The Oval school has to offer allows me to deliver quality first teaching to all pupils. Working in a school within the Trust, gives me the opportunity to work collaboratively with other schools to enhance my knowledge of education and to share valuable resources and ideas across the network. I would recommend working within drb Ignite Trust, everyone is extremely welcoming and approachable.”



Current ECT at The Oval School

“I am an ECT completing their first year at The Oval. I love working at The Oval, there is a huge community feel and everyone is so welcoming. The Oval is a three-form entry school, which especially for an ECT, is great as you have a team of teachers to work together when planning and sharing ideas. As an ECT at The Oval you have a mentor who supports you and are able to go and speak with them for anything. We have weekly drop-in observations and weekly meetings where feedback and further support is given. This is also an opportunity to speak with your mentor if you are struggling with anything or need extra guidance. Not only do I feel comfortable speaking with my mentor about anything, but also any other staff member as they are all so supportive and understanding. The school has helped me through each process of being an ECT. It can seem quite daunting, but they break everything down, so it is clear, and they have made the first few months of teaching very enjoyable.”



Post NQT teacher at Beechwood C.E. Primary School

“Having a tailored Newly Qualified Teacher (NQT) programme produced by drb Ignite Trust enabled me to draw on advice from other NQTs as well as having support from several other senior leaders in the Trust. I was able to navigate my way through my first year of teaching due to the help of such experienced members of staff.”

Disability Confident Committed Employer

drb Ignite Trust is proud to be a Disability Confident Committed employer. By signing up to the accreditation we have agreed to commit to the following five commitments:

1. Ensuring our recruitment process is inclusive and accessible, communicating and promoting vacancies
2. Offering an interview to disabled people who meet the minimum criteria for the job
3. Anticipating and providing reasonable adjustments as required
4. Supporting staff who acquire a disability or long-term health condition, enabling them to stay in work
5. At least one activity that will make a difference to disabled people



We are pleased to have been awarded the accreditation and see this as a really positive step forward for the Trust. It shows our commitment to supporting current staff and recruiting and attracting candidates in the future.

It is important to note that if we receive a high volume of applications, we may limit the numbers of interviews offered to both disabled people and non-disabled people.

Job Description

Job Title:	Early Career Teacher (ECT)
Location:	drb Ignite Trust School
Hours of work:	Full-time
Reports to:	The headteacher and senior leadership team

Purpose of the Role:	<ul style="list-style-type: none"> • Responsibility for the learning and achievement of all pupils ensuring equality of opportunity for all. • Working proactively and effectively in collaboration and partnership with learners, parents / carers, other staff and external agencies in the best interests of pupils. • Acting within the statutory frameworks, which set out professional duties and responsibilities and in line with the duties in the School Teachers Pay and Conditions Document and Teacher Standards.
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Responsibilities:	<ul style="list-style-type: none"> • Delivery of an appropriate curriculum that sets challenging learning objectives for all pupils. • Responsibility for pupil attainment, progress and outcomes. • Clear understanding of the needs of all pupils, including those with additional needs using distinctive teaching approaches to engage and support them. • Make accurate and productive use of assessment to secure pupil progress, using relevant data to monitor progress, set targets and plan subsequent lessons. • Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Have high expectations of behaviour, promoting self-control and independence of all learners.
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Responsibilities:
(Continued)

- Plan for and create a classroom environment which will facilitate independent learning and enable pupils to fulfil their potential.
- Maintain appropriate and efficient records, integrating formative assessment into planning.
- Be responsible for promoting and safeguarding the welfare of pupils within the school, raising any concerns following school protocol / procedures.
- Participate in any relevant meetings/ professional development opportunities at the school, which relate to the learners, curriculum, or organisation of the school, including pastoral arrangements and assemblies.
- Be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisals.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Participate in meetings which relate to the school's management, curriculum and administration.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
- Carry out playground and other duties as directed and within the remit of the current School Teacher's Pay and Conditions document.
- Perform any reasonable duties as requested by the headteacher.

Our Values:

The post holder will be expected to operate in line with Trust values which are:

- Optimism and expectation
- Trust and integrity
- Every contribution counts
- Acts of kindness are noticed and matter
- Success is celebrated

Safeguarding:

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

The following criteria will be used for shortlisting purposes:

		Essential / Desirable	Method of Assessment
Qualifications	Educated to Degree Level	Essential	Application Form
	Qualified Teacher Status	Essential	Application Form
Knowledge & Experience	Teaching Experience	Essential	Application Form
	Secure knowledge of curriculum areas	Essential	Application Form / Interview
	Ability to deploy a wide range of effective behaviour management strategies, successfully	Essential	Application Form / Interview
	Ability to teach using a wide variety of strategies to maximise achievement for all pupils including those with special educational needs and high achievers and to meet differing learning styles	Essential	Application Form / Interview

		Essential / Desirable	Method of Assessment
Knowledge & Experience <i>(Continued)</i>	Sound ICT knowledge and skills and the ability to effectively use ICT to enhance learning and teaching	Essential	Application Form / Interview
	Ability to demonstrate a commitment to equal opportunities and the use of a variety of strategies to promote inclusion	Essential	Application Form / Interview
	Understanding of Safeguarding requirements and measures that promote the welfare of children	Essential	Application Form / Interview
Personal Qualities	Ability to form positive relationships with children, colleagues, and parents	Essential	Application Form / Interview
	Ability to communicate effectively both verbally and in writing	Essential	Application Form / Interview
	Ability to effectively manage own workload	Essential	Application Form / Interview



What you need to do next

We will be reviewing applications and shortlisting candidates on a rolling basis, so to be included in this year's ECT recruitment process, we encourage you to submit your application as soon as possible.

	Closing date	Interviews
Cohort 1	Friday 13th February 2026	w/c 23rd February 2026
Cohort 2	Friday 20th March 2026	w/c 23rd March 2026
Cohort 3	Friday 15th May 2026	w/c 18th May 2026
Cohort 4	Friday 26th June 2026	w/c 29th June 2026

The process

Once the shortlisting process has been completed, you will be invited for an interview.

This interview will allow you to expand on your application, demonstrating your strengths and knowledge and enable us to identify suitable posts for you.

Once successful in this interview, we will match your skill set and preferences to the vacancies we have available.

Applications

To apply for this post, please [click here](#).

If you have a preference for a particular school or schools in the Trust, please indicate this clearly on your application form.

Please note: In line with Safer Recruitment Practice, a minimum of two references will be sought for shortlisted candidates prior to interview. One reference must be the candidate's current/most recent employer.

An enhanced DBS check will be required for this post. Online Searches will be carried out on all shortlisted candidates.

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Any Questions?

If you have any questions please contact Emma Sweeney, Executive PA at enquiry@drbignitemat.org or phone 0121 231 7131.

Thank you for taking the time to review our Early Career Teacher (ECT) Opportunities and we hope that this has inspired you to want to start your career with drb Ignite Trust.

We look forward to receiving your application and meeting you very soon.



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