



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

ERP Teaching Assistant



Hearsall

Community Academy



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WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

DEPUTY CEO - PRIMARY



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

Rob Darling – Deputy CEO

ABOUT THE ROLE

Post Title	ERP Teaching Assistant
Salary Range	Grade 4 – £23,026 - £26,173 (FTE £25,989 - £29,540)
Reporting to	Headteacher
Status	37 hours per week, Term time plus 5 inset days
Flexibility	Job flexibility available

Job Purpose:

To work collaboratively with the responsible class teacher by utilising advanced knowledge and specialist skills to undertake 'specified work' and provide care and supervision to children/young people with special educational needs.



Main Duties and Responsibilities:

Under the guidance of the Headteacher and within an agreed system of supervision.

- Undertake appropriate planning and preparation of lessons and courses for individuals, groups and whole classes.
- Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required.
- Assess the development, progress and attainment of pupils.
- Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.
- Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those pupils with special educational, physical or emotional needs.

Other Duties:

- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups or a whole class as appropriate.
- Implement agreed learning activities/teaching programmes using strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters.
- Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement.
- Manage, prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
- Undertake supervision, and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
- Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance.
- Ensure that pupils are able to safely use equipment and materials provided.
- Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
- Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and pupil progress.
- Assist the teacher in monitoring and analysing records of pupils' progress.
- Utilise ICT in learning activities and develop pupils' competence and independence in its use.
- Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include: assistance with the personal



hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing; the changing of soiled clothing and its disposal in an appropriate way; assisting with children's injuries and, where appropriately qualified, administering first aid; assist with the administering of medicines under the direction of the appropriate medical staff; assist with the identification and monitoring of children's general health and welfare.

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall ethos/work/aims of the school.
- Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
- Assist with group/whole class activities within and away from the classroom/school, such as PE, swimming, educational visits.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
- Attend and participate in relevant meetings as required.
- Any other duties and responsibilities within the range for the salary grade.

Safeguarding and Child Protection:

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

Other:

- Carries out any other duties as directed by Headteacher that are within the scope, purpose and spirit of the role
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice
- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate



ABOUT HEARSALL ACADEMY



Hearsall
Community Academy

FACTS AT A GLANCE

2-FORM ENTRY

NUMBER OF PUPILS: 465

NUMBER OF STAFF: 66

BASED IN: EARLSDON, COVENTRY

WELCOME FROM HEADTEACHER



Hearsall is a thriving, diverse school in a fantastic Edwardian building, which has been serving the local community for over 100 years. We are proud of our warm and nurturing environment which is full of enthusiastic children and staff who are committed to supporting children to achieve their best.

Community is at the heart of everything we do and we work closely with our community of parents, carers, governors and extended families who provide invaluable support for the school including events and fundraising.

We are also part of the Inspire Education Trust community which encompasses 7 other schools. We all work closely together to ensure children are inspired and supported to achieve their full potential.

At Hearsall we are passionate about creating a learning environment and ethos which engages and motivates our learners to work hard and flourish. We want to develop children's skills of independence, resilience, collaboration and respect to prepare them with life skills for the future. Our





theme curriculum is carefully designed to inspire children and ensure they love learning with enriching and creative experiences.

We look forward to seeing you in school.

Claire Jones – Headteacher

OUR SCHOOL VALUES

Our **school motto** is 'Reach your true potential'

Our whole school community values the contribution every child brings, which makes our school a happy and fun place to learn and work. Our **mission statement** is: 'Together We Achieve, Individually We Grow' and this sentiment underpins all we do.

Our purpose is to provide our children with a broad and balanced curriculum, allowing all of our children to flourish academically, socially and emotionally, building the skills to 'live life in all its fullness' and reach their given potential as individuals and as a collective. Our Vision and Values are lived daily by all within our school community. We are proud to celebrate our diverse demographic, which in turn allows us to support the wellbeing of staff and children alike. Inclusivity is at the heart of everything we do, we celebrate different faiths and beliefs which in turn builds a sense of achievement, resilience and mutual trust.

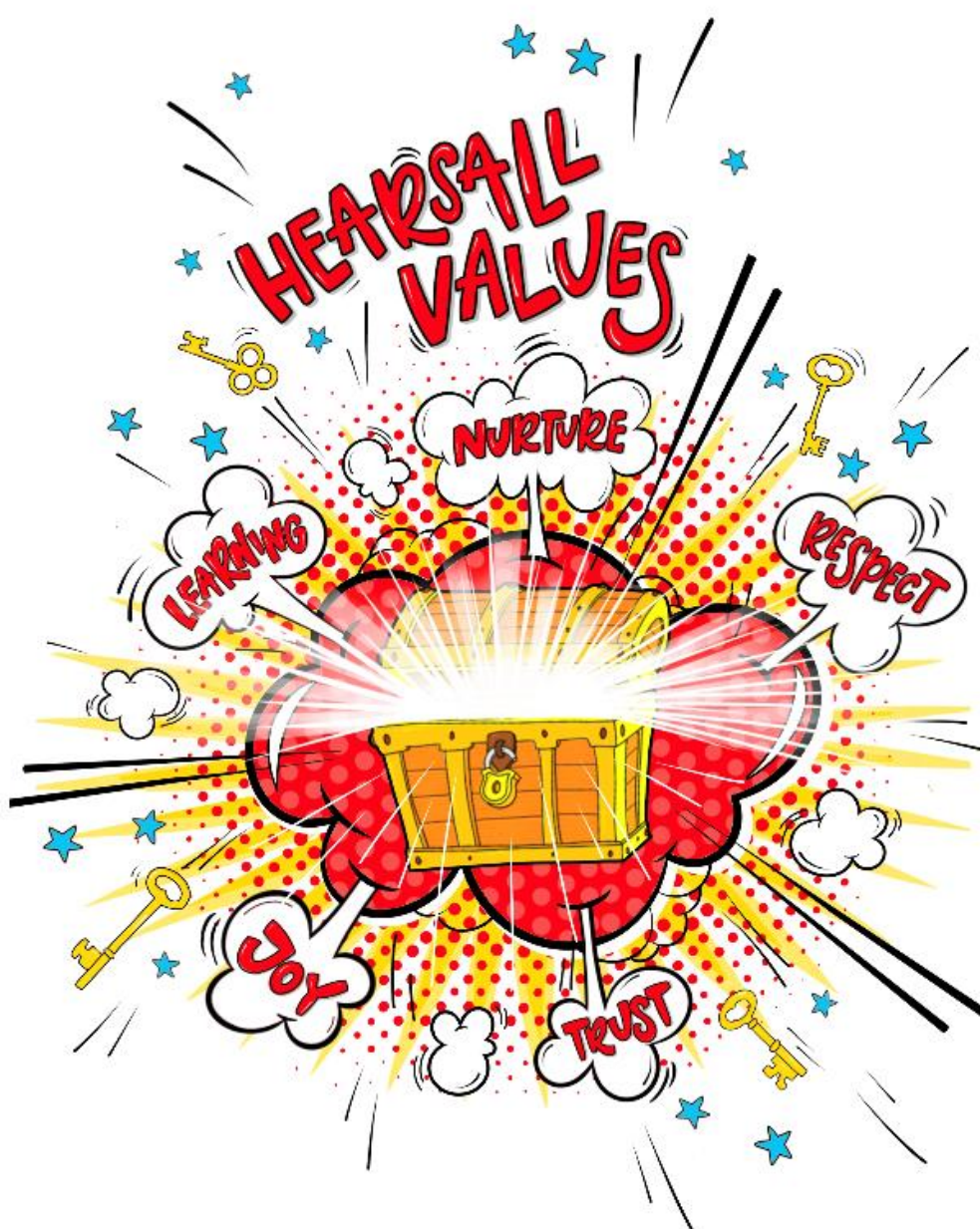
We consider Hearsall to be at the heart of the community. We work alongside our families, local residents and regional businesses to support the local community throughout the year. We support charities, celebrate successes and provide a hub for the local community during times of difficulty. We aim to support well-being by being an active part of the local community, visiting those who need it most and celebrating successes and achievements of those in the locality.

In our school, inclusivity is at the heart of everything we do. We celebrate different faiths and beliefs.

- In our school community, **we aim** to create an atmosphere of trust and understanding in which the sanctity of the individual is cherished and where the children and adults show consideration, courtesy, and respect for each other at all times.
- **We aim** to overcome any barriers to learning in order that children achieve their full potential.



- **We aim** for all members of our school community to feel safe, secure and successful.
- **We aim** to provide a dynamic and responsive curriculum, which stimulates a life-long love of learning through which children develop the skills necessary to be successful citizens of the future.
- **We aim** for the children to be independent learners and feel confident to make decisions and take responsibility for their learning.
- **We aim** to constantly provide opportunities for children to engage with current and new technologies to enhance their learning experiences.
- **We aim** to develop effective partnerships between home, school, local, national and global communities.





HEARSALL ACADEMY ONLINE

Please see below the ways to connect with Hearsall Academy online. We have so much great content on our website and our social media, which is where you can see what life at Hearsall is really like.

www.hearsallacademy.org

Facebook

[Facebook.com/hearsallacademy](https://www.facebook.com/hearsallacademy)

Instagram

[instagram.com/hearsallacademy](https://www.instagram.com/hearsallacademy)

X/ Twitter

twitter.com/hearsallacademy

YouTube

[youtube.com/@hearsallcommunityacademy](https://www.youtube.com/@hearsallcommunityacademy)



[OUR SCHOOL](#) [WELCOME VIDEO](#) [OUR CURRICULUM](#) [PARENT INFORMATION](#) [KEY INFORMATION](#) [OUR EARLY YEARS](#) [CONTACT US](#)





ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



Inspire Education Trust
Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

- Arley Primary School, New Arley, Warwickshire (2024)
- Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
- Clifford Bridge Academy, Binley, Coventry (2015)
- Frederick Bird Primary School, Hillfields, Coventry (2024)
- Hearsall Community Academy, Earlsdon, Coventry (2017)
- Stockingford Academy, Nuneaton, Warwickshire (2019)
- Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
- Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"

OUR TRUST

- Arley Primary Academy
- Blue Coat Church of England School & Music College
- Clifford Bridge Academy
- Frederick Bird Academy
- Hearsall Community Academy
- Stockingford Academy
- Walsgrave Church of England Academy
- Whittle Academy

KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES

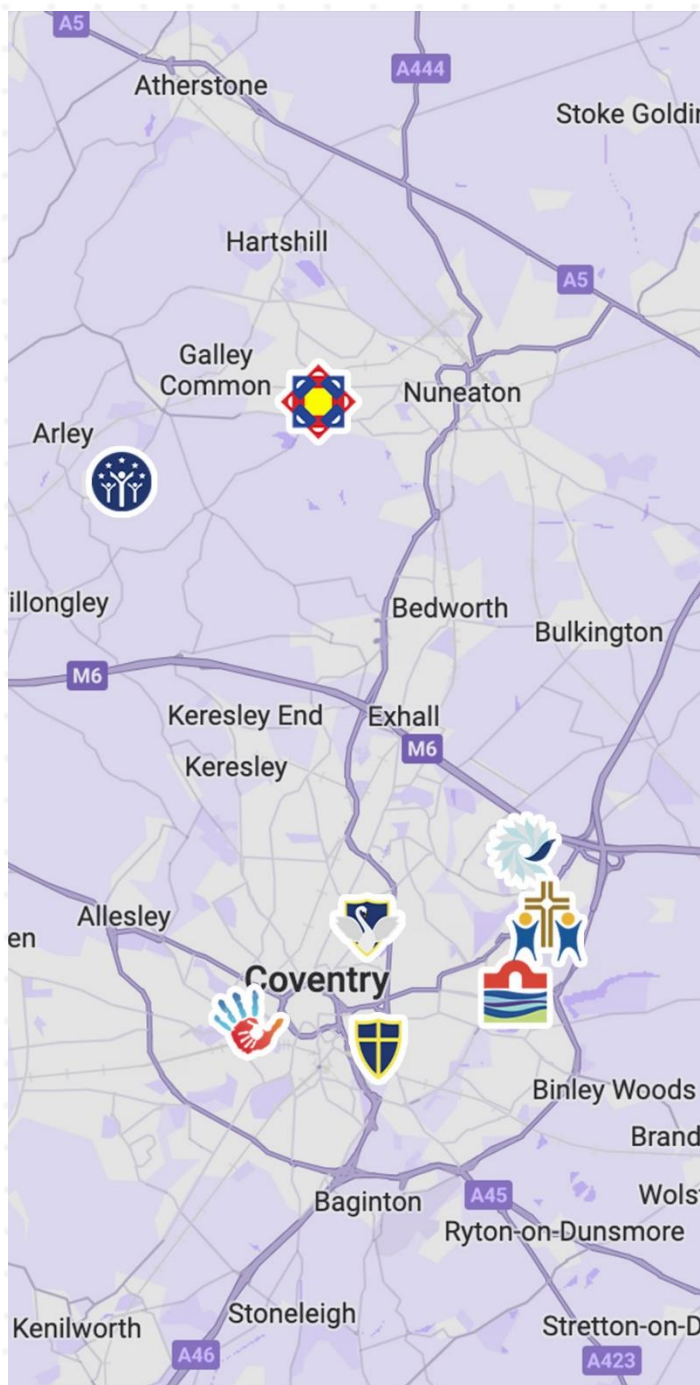


The mission statement for our Trust is "Together we achieve, individually we grow'. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that "**Expectations Shape Outcomes**" and we expect the very best for all members of our school's communities.





OUR VISION

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported, and developed. Together, we will live life in all its fullness.

This Vision sets the aspiration for everything we do.

For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

OUR SCHOOL'S VISION

ARLEY PRIMARY ACADEMY	BLUE COAT SCHOOL	CLIFFORD BRIDGE ACADEMY	FREDERICK BIRD ACADEMY	HEARSALL COMMUNITY ACADEMY	STOCKINGFORD ACADEMY	WALSGRAVE ACADEMY	WHITTLE ACADEMY
							
New beginnings, endless possibilities	Living life in all it's fullness.	See you at the top	Aspire and achieve	Reach your true potential	Nuturing hearts, Inspiring Minds, Shaping Futures.	Together we thrive	Soaring Beyond What We Imagine Possible



OUR VALUES

Our values drive our behaviours, decision making and ambitions:

Inclusive: We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture: We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

Servanthood: We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership: We work collaboratively, recognising we achieve more together than on our own.

Integrity: We are open, honest and have strong moral principles which we use to guide us.

Respect: We show care, consideration, and courtesy for ourselves and all around us.

Excellence: We always strive to be better in order to become first class in all we do





Inspire Education Trust
Together we achieve, individually we grow

STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



External coffee van visits site for staff use



Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)



Calendars regularly reviewed with staff workload in mind



No Student or class data collected for data's sake



Prayer and worship time across our CofE schools



8 free external counselling sessions for all staff



PPA time designed to promote a healthy work life balance



Dedicated classroom wherever possible for all teaching staff



Free Wellbeing App Subscription



Time off for staff wellbeing



Staff wellbeing integral to the appraisal process.



Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay



Gym and fitness membership discount through CV-Life (based in Coventry)



Flexible and generous approach to family appointments, children's events, nativities, sports days etc



Opportunities for staff to get involved in sport and physical activity



Opportunities for career development always considered



Measured approach to lesson drop-ins



Staff marking & workload group to guide and develop policy



Communications protocol which promotes a healthy work life balance



Cycle to work scheme



Approachable Senior Leadership Teams



Staff social events (e.g time to talk)



Staff wellbeing champion network of support



EAP (Employee Assistance Programme) - Health Assured



Employer pension contributions of 23% + for teaching and support staff.



Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)



Access to trained Mental Health First-Aiders for all Staff



PERSON SPECIFICATION – ERP Teaching Assistant

		Essential	Desirable
Education and Qualifications	NVQ 3 for Teaching Assistants or equivalent qualification or experience	✓	
	Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.	✓	
	Excellent literacy/numeracy skills equivalent to NVQ2 in English and Maths	✓	
	Training in relevant strategies e.g. literacy and/or in a particular curriculum/learning area e.g. ICT, Maths	✓	
Experience	A working knowledge and experience of supporting primary age pupils within a classroom setting	✓	✓
	Experience of supporting pupils with challenging behaviour and SEN	✓	
	Delivery and assessment of activities to students with SEND	✓	
	Experience of working with children with ASD	✓	
	Experience of working with children with Speech and Language difficulties.	✓	
Skills and Knowledge	A working knowledge of national curriculum and other relevant learning programmes	✓	
	Full working knowledge of relevant policies/codes of practice and understanding of relevant legislation	✓	
	Ability to prioritise tasks, work quickly, particularly under pressure and to deadlines	✓	
	A working knowledge of national curriculum and other relevant learning programmes	✓	
	Understanding of the principles of child development and learning processes and in particular, barriers to learning	✓	
	Good communication skills in a variety of contexts in a sensitive and confidential manner with a wide range of people & groups	✓	
	A full understanding of the range of support services and providers	✓	
	Ability to plan effective actions for pupils at risk of underachieving	✓	
	Ability to self evaluate learning needs	✓	



	Ability to work as part of a team	✓	
	Excellent interpersonal & organisational skills	✓	
	Dedicated to our vision that all children are entitled to a first-class education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Self-motivated and able to work on own initiative without supervision	✓	
	Works with honesty and integrity	✓	
	Emotional resilience in working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
	Committed to making children feel happy, safe and secure	✓	
Safeguarding and Child Protection	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	
	Awareness of the key safeguarding processes in schools or willingness to understand these	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✓
	A realistic appreciation of the challenges involved in working with children		✓
	Committed to improving safeguarding processes and practices. Sees it as part of their job		✓
Professional Development	Willing to participate in further appropriate professional development	✓	
	Positive approach to own continuous personal professional development and training		✓



MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the Tes website.

The closing date for applications is 9am Friday 29th May 2026

Interested candidates are encouraged to contact Lucy Vickers, Office Manager (lucy.vickers@hearsallacademy.org) to arrange an initial conversation with Claire Jones - Headteacher.

Applicants are advised to contact hearsalladmin@hearsallacademy.org if they wish to organise a visit to the school.

Shortlisted candidates will need to be available for interview on Wednesday 3rd June 2026

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble, HR and Payroll Coordinator - Catherine.alexander-gamble@ietrust.org

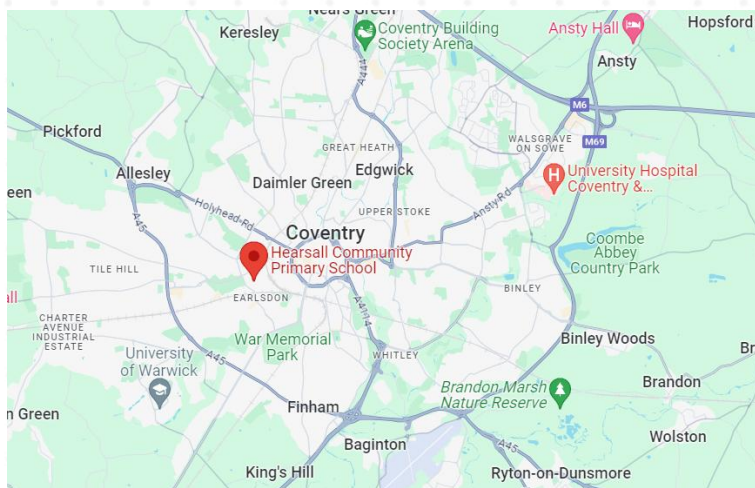
We look forward to hearing from you.





HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Hearsall Community Academy.



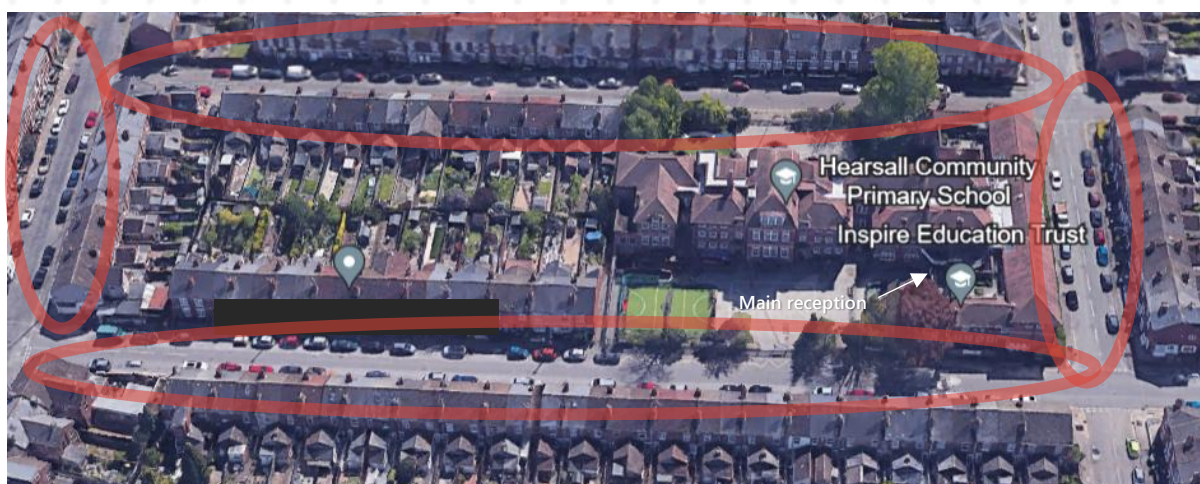
ADDRESS

Hearsall Community Academy
Kingston Road
Coventry
CV5 6LR

A 5-minute drive from Coventry Rail Station, and a 5-minute drive from Coventry city centre.

PARKING

We do not have on-site parking, however being in a residential area the roads surrounding Hearsall Community Academy will have spaces available, which you can park in. See below for guidance.





FREQUENTLY ASKED QUESTIONS



How do I apply for a vacancy at Inspire?

All applications must be received electronically via our TES page. CVs may be accepted but will not replace the application form.

Top tips for writing my application for Inspire?

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

How does shortlisting work?

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

When will my referees be contacted?

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

How will I be contacted if I am successful?

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

What is involved in the interview process?

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

Is there an onboarding process?

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

Is there a probation period?

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."



"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."



"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "





"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."



"I feel always cared for by school. It is a really lovely nurturing caring place to work."

"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."



RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



Inspire Education Trust

Together we achieve, individually we grow

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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