



Application Support Pack



Welcome from The Executive Head Teacher

Dear Applicant,

Thank you for your interest in this role at Fountains Primary School. I am very pleased that you are considering applying to work at our school where we all work hard to ensure that every child 'achieves their full potential'.



At Fountains Primary School we pride ourselves on creating a rich and exciting learning experience for all children. All education in school is highly adapted and is rooted within our four curriculum pathways. These pathways are underpinned by our school values which are centred on Personal Learning and Thinking Skills which develop each child's character.

Our staff team is passionate about empowering children to become as independent as possible, laying the foundations needed for life beyond Primary school and preparing them to meet their future aspirations, so that they will succeed in life.

Every team member is dedicated and has high expectations of the children. Through our inclusive curriculum we encourage all children to continually challenge themselves, embracing their mistakes and working together to 'achieve their potential'.

As Executive Headteacher, I must ensure that all stakeholders (including children, parents and staff) are as supported, healthy and happy as possible. We are keen to employ a wonderful individual who is keen and willing to learn. You will be an effective team player and have a positive disposition to guarantee that each child is well supported.

As well as making a positive contribution to the education of our children, we can offer you a collaborative and professional environment in which you too, through Continuing Professional Development will have the opportunity to 'achieve your own potential'.

As well as this, we can offer generous pension schemes (Teachers'/ LGPS Pension Scheme); a range of health and wellbeing services through Westfield Health; Free, on-site car parking and a commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role. Visits to the site are encouraged, please contact the school on 01283 247600 to arrange this.

I wish you well in your application.

Yours faithfully,

Nicola Price
Executive Headteacher

About Fountains Primary School

Fountains Primary School is a special school providing education and support for children aged 2-11 years old. We currently have 204 pupils on roll. This year, 68% of our children have a diagnosis of autism; 25% have a severe learning difficulty; 5% have a moderate learning difficulty and 2% have a profound and multiple learning difficulty.

At our school we have a strong curriculum design which has four curriculum pathways. Each of these ensure that all of our pupils (who are wide ranging in terms of cognition and ability) are challenged appropriately with a bespoke curriculum. Each pathway ignites curiosity and a love of learning. At the heart of each design is a clear vision which is underpinned by our school values, linking to Personal Learning and Thinking Skills.

Our four curriculum pathways are: the Early Years Foundation Stage Curriculum (for our younger pupils); the Engagement Curriculum (for our pupils at the lowest starting points); the Autism Progress Curriculum and the Functional Curriculum (for our pupils who follow subject specific learning). Each curriculum is recorded and assessed in different ways.

We strive to enable all our pupils to 'always achieve their potential'.

Further information about our academy can be found on the website at:

<https://www.fountainsprimaryschool.co.uk/>

Welcome from the Chief Executive Officer

Dear Applicant,

Thank you for your interest in joining Esteem Multi-Academy Trust.
You are considering Esteem at an important point in our journey.

Over recent years, the Trust has focused deliberately on strengthening its foundations.

- Clearer systems.
- Stronger processes.
- Greater consistency.
- A sharper strategic direction.

This work matters.

It allows our schools to focus on what matters most.
High-quality provision for children and young people with complex needs.
Support for the staff who work with them every day.

Esteem is a values-led organisation, but we are also ambitious and disciplined.

We are building a Trust that is:

- Strategically clear about what we exist to do
- Operationally strong and financially responsible
- Supportive of professional growth and collaboration
- Confident in its voice across SEND and Alternative Provision

We believe good systems should enable people, not constrain them.
We believe strong leadership is built on trust, clarity and accountability.
We believe improvement is sustained when people feel supported and challenged in equal measure.

If you join **Esteem**, you will be part of a Trust that is still evolving.
A Trust that reflects, learns and adapts.
A Trust that invests in its people and expects high standards in return.

We are always keen to hear from people who share our values, bring fresh thinking, and want to contribute to something purposeful and meaningful.

I wish you well in your application and thank you for taking the time to consider Esteem.

Kind Regards,



Karen Hayes

Chief Executive Officer
Esteem Multi-Academy Trust

About Esteem Multi-Academy Trust

Esteem Multi-Academy Trust was established in 2018 and now consists of fourteen academies across the East and West Midlands.

We are a specialist Trust with deep expertise in special educational needs, disabilities, and alternative provision. Many of our pupils have experienced disrupted education, disadvantage, or complex personal circumstances. We work relentlessly to ensure these young people receive the high-quality education, care, and opportunities they deserve.

Our purpose is simple: to improve life chances through strong schools, strong systems, and strong relationships.

We believe the best outcomes are achieved when high expectations sit alongside care, understanding, and inclusion. We combine ambition with realism and challenge with support.

Our vision is to be a Trust that:

- Delivers consistently strong education and personal development
- Builds confident, values-led leaders at every level
- Balances clear Trust-wide standards with local identity
- Acts as a respected voice for SEND and alternative provision
- Works in close partnership with families, communities, and local authorities

Our work is guided by five strategic aims: educational excellence and belonging; people development and wellbeing; community engagement and partnerships; operational efficiency and innovation; and sustainable growth.

Our values shape everything we do: working together, celebrating difference, being brave, and enjoying learning.

Our people are central to our success. We invest in professional development, collaboration, and leadership pathways, creating an environment where staff feel supported, trusted, and challenged to grow.

Each of our academies serves a unique community. Being part of Esteem provides stability, shared expertise, and collective strength, while preserving local character and purpose.

Through honest reflection, strong governance, and a commitment to continuous improvement, we work together to secure the best possible outcomes for every pupil.

Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided. Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2025' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared. If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues. Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Application process and timeline

Applications are completed online via MyNewTerm via the Esteem MAT [Website](#).

After the closing date, shortlisting will be conducted by a panel who will score your application against the person specification, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are essential or necessary for relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.