



Assistant Headteacher - Inclusion

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Assistant Headteacher – Inclusion at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

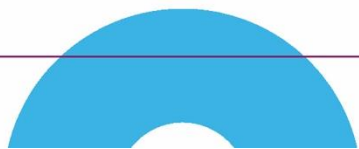
We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis
CEO, Ethos Academy Trust



HEADTEACHER WELCOME

Dear Applicant

Elements Academy is a Special School which opened in September 2022 in Rotherham, South Yorkshire. It offers 170 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Under the umbrella of Elements Academy, Elevate (Herringthorpe) is a new provision specifically designed to support Key Stage 4 pupils with SEMH needs to access full-time education. In the first instance the provision welcome 15 students with a view to increase by September 2025.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have access to high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint an Assistant Headteacher – Inclusion to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy, and we look forward to receiving your application.

Paul Farr

Headteacher, Elements Academy





Nurturing inclusive learning communities

Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



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Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



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Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

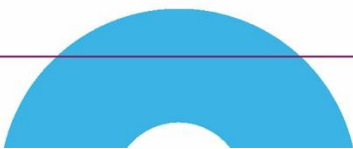
Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.



TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

 <h3>Leading with integrity</h3> <ul style="list-style-type: none">• Championing honesty and transparency• Building trusting relationships	 <h3>Encouraging freedom and responsibility</h3> <ul style="list-style-type: none">• Working collaboratively• Investing in effective partnerships
 <h3>Thinking innovatively</h3> <ul style="list-style-type: none">• Finding creative solutions• Meeting individual needs	 <h3>Improving continuously</h3> <ul style="list-style-type: none">• Raising standards• Developing strong and effective leaders
 <h3>Celebrating achievement</h3> <ul style="list-style-type: none">• Improving academic progress• Enriching personal development	 <p>ETHOS ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>





WHY WORK FOR THE TRUST?

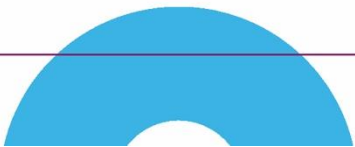
Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.


At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

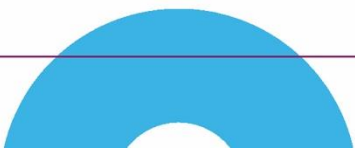
As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
 - The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
 - Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
 - Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
 - Access to Teacher and Local Government Pension Schemes.
 - Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
 - All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
 - All staff are required to have an annual appraisal.
 - We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
 - Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.
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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
 - Additional day off after 5 years' service with the Trust





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY



ADVERT FOR ASSISTANT HEADTEACHER – INCLUSION

Assistant Headteacher – Inclusion

L8 - L12

Full time

Permanent

Closing date: Wednesday 13 May at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an Assistant Headteacher – Inclusion to join our passionate and hardworking team at Elements Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: Wednesday 13 May at 9am

Interview date: Wednesday 20 May.

If you require further information or would like to arrange a visit, please contact Paul Farr on pfarr@eat.uk.com (Tuesdays afternoons from 3pm preferred)

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.



ASSISTANT HEADTEACHER – INCLUSION JOB DESCRIPTION


Job title	Assistant Headteacher – Inclusion
Location	Elements Academy (Dinnington) including Elevate (Herringthorpe)
Hours	Full time
Reports to	Headteacher
Staff responsible for	Teaching and non-teaching staff
Closing Date	Wednesday 13 May at 9am
Salary/Grade	L8-L12
Job Purpose	<p>At Elements Academy, inclusion is not a strand of our work—it is our core purpose.</p> <p>We are a specialist setting where all students have Special Educational Needs and Disabilities (SEND) and an Education, Health and Care Plan (EHCP). We are seeking an exceptional and values-driven leader to join our Senior Leadership Team as Assistant Headteacher – Inclusion, with a clear strategic remit to ensure that every learner receives a highly personalised, ambitious and effective education that enables them to thrive.</p> <p>This is a pivotal role for a leader who understands that inclusion in a specialist setting means going beyond access—it is about precision, expertise, and consistently high-quality adaptive practice that secures meaningful outcomes for every student.</p> <p>This post could potentially be suitable for both teaching and non-teaching colleagues.</p>

KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

Leadership and Management

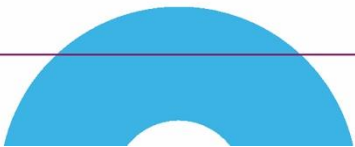
- Lead a whole-school inclusion strategy within a fully SEND context, ensuring that provision is sharply aligned to students' EHCP outcomes and individual needs.
 - Ensure consistently high-quality, specialist provision for all learners, recognising that every student requires carefully adapted teaching and support.
 - Line manage the SENCO, ensuring that EHCPs are living documents that actively drive provision and progress.
 - Drive excellence in adaptive teaching, curriculum design and intervention.
 - Oversee and evaluate the impact of provision, interventions and support.
 - Lead alternative and bespoke provision pathways.
 - Strategically lead transition.
 - Champion student voice.
 - Work closely with families and professionals in a multi-agency approach.
 - Contribute to self-evaluation and school improvement.
 - Act as Deputy Designated Safeguarding Lead.
 - Be a lead professional and positive role model within the school.
 - Support the Head of School/Headteacher in raising achievements to the highest level for all pupils through uncompromising high ambition and aspiration.
 - Contribute to the sustained development of the leadership team, deputising for other senior leaders when required.
 - Under the direction of the Headteacher/Head of School, contribute to ensuring the schools Performance Management and Appraisal Policy is implemented, to secure school improvement and individual professional development of colleagues at all levels.
 - Make a significant contribution to the identification, planning and delivery of CPD programmes, the delivery of INSET and working with individuals and teams within and beyond the school on a variety of professional development activities
 - Strategically lead on the development, implementation and evaluation of a key area within the Ofsted framework
 - Analyse whole school data to inform and implement school improvement
 - Lead on Quality Assurances processes
 - Contribute to and lead on elements of school self-evaluation and development planning processes.
 - Actively promote equality of opportunity by working alongside SLT in ensuring the school provides the best possible outcomes for all its pupils.
 - Develop, implement and quality assure effective systems of communication, including providing reports to key stakeholders.
 - Support the Head of School with the selection and recruitment of staff to the school.
 - Support with induction and training of new staff, ensuring that new starters are familiar with line management structures and relevant policies.
 - Provide leadership/line management and support to teachers and non-teaching staff
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- Set the highest possible standards of classroom management as an exemplar to other colleagues.

Quality of Education

- You will be an outstanding classroom teacher, seeking to improve the quality of teaching and learning
- You will have knowledge and understanding of the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students
- Ensure each element of the school curriculum is mapped and offers the ability for students to progress academically, socially and emotionally
- Ensure the planning, delivery and assessment of students is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and to assist students in setting targets for further improvement
- Support teachers to use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students
- Evaluate the teacher of each subject in school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching
- Ensure effective communication systems within the department, making use of ICT where possible

Behaviour

- Take strategic responsibility for leading and managing behaviour, attendance and safeguarding under the overall direction of the Head of School.
 - Lead on the Behaviour and attendance framework for all pupils and staff, modelling and developing a culture of high expectations.
 - Lead on developing training and practices to include behaviour strategies and trauma informed practice, ensuring the consistent application of effective practice across the school.
 - Promote a climate in the school which enables all pupils to display improving behaviour and attendance.
 - Lead, develop, manage and review policy and practices associated with behaviour and attendance, monitoring and evaluating standards across the whole school and actively model and promote effective behaviour practices.
 - Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups using stakeholder voice to inform developments.
 - Further develop recording and data systems in relation to behaviour, interventions and safeguarding, reporting to SLT and other stakeholders.
 - Work alongside other members of SLT in shaping a vision for the school, exemplifying high expectations and with a clear focus on pupil behaviour, attendance and effective safeguarding practices.
 - Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and
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- support to colleagues.
 - Work with staff to ensure restorative strategies are implemented and all necessary plans are in place, reviewed regularly and implemented effectively.
 - Ensure that all staff are Team Teach trained and that all related procedures are implemented effectively.
 - Lead on the reward system; reviewing, developing and evaluating the impact of an effective system which motivates and celebrates pupil success.
 - Work with key staff within the school and beyond to ensure that new referrals are managed effectively, resulting in integration to school in a timely manner. This will involve liaison with families, schools and external agencies to ensure that the induction process is thorough and enables a smooth transition.

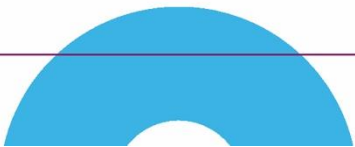
Attendance

- Lead on attendance, raising the profile of attendance across the Academy; increasing rigour and challenge to staff, ensuring consistent application of the attendance policy across all strands of provision to secure rapid and sustained improvements in attendance.
- Work with / manage key staff who have responsibility for pupil attendance to implement strategies and procedures to ensure that policies are regularly reviewed and followed to secure outstanding attendance of pupils.
- Liaise with external agencies and families to manage any attendance concerns.
- Set Academy Key Performance Indicators in relation to pupil attendance and lead the team effectively in working towards meeting / exceeding the targets. Report on attendance to the SLT, CEO and Trustees on a termly basis.
- Lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups.

Safeguarding

- Fulfil the role of DSL for the school, assuming responsibility for safeguarding pupils, staff and visitors.
- Responsibility for ensuring safeguarding policies are in place and consistently implemented, including undertaking audits and regular reporting to the SLT and other key stakeholders.
- Ensure that appropriate training is sourced, delivered and documented to fulfil all statutory and school requirements.
- Responsibility for compliance of Single Central Record (SCR) - Liaise with key colleagues to ensure that the SCR is always up-to-date and fully compliant with statutory requirements.
- Management of DDSLs to ensure adequate cover is in place.
- Lead the development of an overarching, cohesive and coherent safeguarding approach and its implementation, including working effectively in partnership with key internal and external stakeholders to develop standardised safeguarding practices.

Multi-agency working


- Be the key contact for all professional agencies regarding pupils and staff, ensuring that communication is effective and professional.
 - Attend all necessary training to be able to positively contribute effectively to multi-disciplinary meetings.
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- Attend and promote specific working groups, for example, DSL network.

Health and Safety

- Act as the Health and Safety (H&S) lead for the Academy alongside the School Business Manager and COO.
- Work with H&S leads throughout the Trust to ensure Elements Academy is compliant with all statutory and non-statutory procedures and support the implementation of new procedures.
- Work with central functions (COO) to ensure the building is compliant with all H&S requirements and work with key colleagues to ensure that training is implemented including fire safety management and lockdown procedures.
- Support in the population of H&S incident reports and champion the need for staff and pupil H&S incidents to be recorded and reported.
- Support colleagues to undertake risk assessments for onsite activities and external visits and assume the role of EVC to sign off necessary risk assessments using appropriate systems.

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
 - Demonstrate day to day commitment to the Trust's vision, mission and core values.
 - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.
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PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold a relevant degree and/or equivalent experience	E
	GCSE Grade 4 or above (Grade C or above) in English and Maths or the ability to demonstrate equivalent knowledge	E
	Evidence of recent and relevant CPD to fulfil the requirements of the role	E
	NPQSL qualification, or a willingness to undertake this	E
	Thorough understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level	
	Up-to-date understanding of child protection issues and procedures	E
	Relevant training and a good understanding of statutory requirements and processes in relation to safeguarding	E
	Evidence of post-graduate study	D
	Experience and training as a Designated Safeguarding Lead	D
Relevant Experience	Recent significant and successful experience as a senior leader in mainstream and/or specialist setting	E
	Strong track record of leading significant and sustained improvements in attendance at whole school levels	E

	Have experience of leading, developing and evaluating effective behaviour strategies in particular for pupils with SEMH needs	E
	Have experience of leading, developing and evaluating effective safeguarding strategies, in particular for pupils with SEMH needs	E
	Experience of working with professionals and colleagues in other schools and services to improve SEMH outcomes for all pupils	E
	Experience of contributing to whole school improvement	E
	Knowledge of the schools' Ofsted inspection criteria and processes	E
	Experience of setting and achieving ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	E
	Experience of implementing clear policies and practices throughout a school, including monitoring and evaluating their impact	E
	Experience of implementing rigorous, fair and transparent systems for managing the performance of staff; addressing under performance, supporting staff to improve and valuing excellent practice	E
	Evidence of working with parents and the community/wider stakeholders as partners in the school community	E
	Experience of developing and leading CPD for teachers and support staff	E
	Relevant experience in leading on restorative practices and emotion coaching as a tool to strengthen behaviour management	D

Aptitudes, skills and competencies	Ability to work flexibly and collaboratively as part of a team, whilst taking on a leading role when required	E
	Demonstrate enthusiasm for, and commitment to, the role along with reliability, integrity and a passion for education and the welfare of children	E
	Willingness to play a senior role in the multi-academy Trust, contributing to school improvement at other academies within the Trust	E
	Ability to secure commitment to a convincing vision for the Academy in line with that of Ethos Academy Trust	E
	Ability to engage and motivate staff in a happy and supportive working environment to achieve the highest standards in all aspects of school life	E
	Ability to demonstrate best practice in safeguarding, child protection, safer recruitment and safeguarding policies and procedures	E
	A team player with strong leadership and empowerment skills	E
	Ability to create and sustain a strong, positive and personal impact whilst conveying authority, confidence, approachability, warmth and humour	E
	Ability to develop, maintain and use an effective network of contacts across all agencies and communities with whom the Academy interacts	E
	Emotionally intelligent and perceptive	E
	Reliable, trustworthy, adaptable and flexible	E
	Able to demonstrate energy, dynamism and resilience through a proactive and positive approach to work and problem solving	E

	Possess emotional resilience in working with pupils presenting challenging behaviours	E
	Ability to work calmly under pressure, prioritise workload and consistently meet deadlines	E
Any additional factors	Motivated to work with pupils with a wide range of learning, social, emotional and mental health needs	E
	Willingness to work outside of normal school hours on occasion with due notice	E
	Willingness to be flexible and adaptable leading a team by modelling a positive and professional approach in a variety of situations	E
	Willingness to undergo an Enhanced Disclosure and Barring Service check pre-employment and annually	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Willingness to work across multi-academy trust sites in different key stages	E
	Willingness to maintain understanding of relevant policies/codes of practice and awareness of relevant legislation	E
	Full, clean driving licence with business insurance along with a willingness to transport pupils in own vehicle and drive the academy minibus, undertaking minibus training as necessary	E



Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk





Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

