



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

Headteacher



Whittle
Academy



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Inspire Education Trust
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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



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 WHITTLE ACADEMY



Whittle
Academy

FACTS AT A GLANCE

1-FORM ENTRY

NUMBER OF PUPILS: 253

NUMBER OF STAFF: 39

BASED IN: WALSGRAVE, COVENTRY

WELCOME FROM EXECUTIVE HEADTEACHER



We would like to warmly welcome you to Whittle Academy. Whittle is proud to take its name from the pioneering Coventrian Sir Frank Whittle, who invented the jet engine which is on display in our school entrance if you would like to come and have a look!

Whittle Academy is a vibrant, happy school with a real family feel. We pride ourselves on getting to know the passions and talents of each child, celebrating and respecting their differences and recognising their individual successes. Our aim is to instil in each of them a lifelong love of learning, a deep curiosity about the world around them and a knowledge that they can aspire to be whatever they choose to be.

To ensure that all children achieve their very best at Whittle, we believe in the importance of children





feeling safe, secure and ready for learning. We offer a nurturing environment that supports children to reflect on their own needs, become independent, develop resilience and grow in confidence. Our focus is on children becoming well-rounded adults of the future, developing both emotional and academic intelligence.

Whittle Academy takes great pride in its curriculum, lauded in the 'Good Ofsted' of January 2024. The curriculum is both exciting and engaging, inspiring children through enriching experiences. With a strong local focus on Coventry and a commitment to preparing children for life in the 21st century, our students eagerly discuss their learning, showcasing it in their books.

Central to Whittle Academy's success is the value placed on partnership working. We continue to nurture these collaborations as we progress. Our collaboration extends to other schools within the Multi-Academy Trust (MAT) – Walsgrave CE Academy, Clifford Bridge Academy, Stockingford Academy, Arley Primary, Frederick Bird Primary, and Hearsall Community Academy. This collective effort allows mutual support, and collaboration among teachers and leaders, and ensures we stay abreast of educational changes. We wholeheartedly embrace the MAT's vision: "Together we achieve, individually we grow." Our partnership with parents and the community is paramount, aiming to empower you to work with us in supporting your child's learning at home.

All children, staff, parents, and governors, contribute to making Whittle Academy a special place. We are eager to share the unique aspects of our school that make it an excellent learning environment. If you are interested in joining us or learning more about our school, please feel free to come and talk to us – our door is always open.

Helen Hastilow – Executive Headteacher



OUR SCHOOL VALUES

Care

Care is fundamental as it fosters a nurturing and supportive environment. It goes beyond academic achievements, focusing on the well-being of each child. Care involves both educators and peers looking out for one another, creating a sense of security that supports the overall learning experience. When students feel cared for, they are more likely to engage in their studies, build positive relationships, and develop a strong foundation for emotional and social growth.

Respect

Respect is a cornerstone of school life. It promotes a positive and inclusive atmosphere where diverse perspectives are valued. Learning the value of respect early on sets the groundwork for strong interpersonal skills, creating a harmonious learning environment. Additionally, it encourages a sense of responsibility and empathy, crucial for the overall character development of young learners.

Resilience

Resilience is a vital value as it teaches us to face challenges, setbacks, and failures with determination and a positive mindset. Resilience fosters the understanding that mistakes are opportunities for learning and growth. This value empowers us to persevere through difficulties, ultimately building confidence in our abilities. Developing resilience early on equips children with essential coping mechanisms, preparing them for the academic and personal challenges they may encounter in their educational journey.

Community

The value of community emphasises the importance of working collaboratively with peers, teachers, and families. It instils a sense of belonging and shared responsibility. In a strong community, students learn the significance of cooperation, communication, and supporting one another. This value promotes a positive school culture where everyone feels valued, contributing to a conducive learning environment.

Success

Success goes beyond academic achievements; it encompasses personal growth, development, and the attainment of goals. Instilling the value of success encourages a positive attitude towards learning and motivates our children to strive for their best. Recognising and celebrating both small and significant accomplishments boosts self-esteem, fostering a culture where students are driven to set and achieve their targets. The value of success sets the foundation for a lifelong love of learning and personal achievement.



MISSION AND ETHOS

Our core value is CARE, and this underpins our ethos.

Ethos

At Whittle, we care about ourselves, each other, and our world.

Motto

Soar beyond what you imagine possible

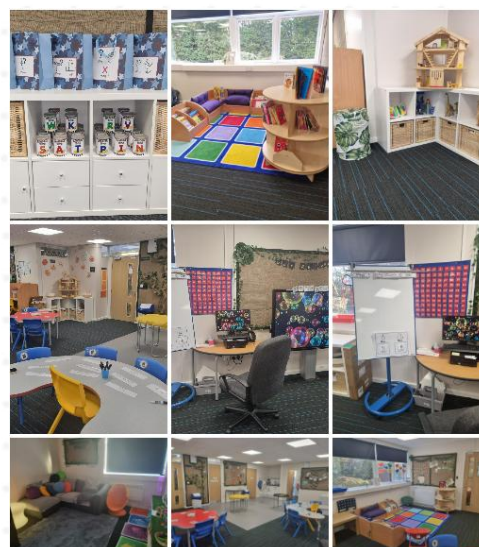




ENHANCED RESOURCE PROVISION

At Inspire Education Trust, we are committed to ensuring all children flourish and support the needs of all children. To help and enable children to achieve their full potential and who find it difficult to access learning in their mainstream classroom, we have opened an Enhanced Resources Provision which is commissioned by Coventry City Council for September 2023.

Ten children with an EHCP have been allocated a place in the ERP, who need specialist provision to support Communication and Interaction difficulties.



We have support from the Complex Communications Team and a Speech Therapist who have regular days and times in the ERP. We have a leading teacher, Mrs Edwards and four skilled Teaching Assistants. Children who access the ERP are part of our Whittle school community and are encouraged to engage with school life.

WHITTLE ONLINE

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

www.whittleacademy.org

Facebook

facebook.com/whittleacademy

Instagram

instagram.com/whittleacademy

X/ Twitter

twitter.com/whittleacademy

YouTube

youtube.com/@whittleacademy





A great place to be a Head Teacher!

Being a Head Teacher is truly one of the best jobs in the world. The rewards are exciting and making a difference to a local community is truly a very special role.

Being a Head Teacher with INSPIRE brings a fantastic collaboration, a learning family where all of our staff are passionate and committed to the communities they serve. Being part of INSPIRE Education Trust and working together to achieve our goals brings a unique support network for all of our Head Teachers.

To support the successful candidate on their journey, they can expect a strong and bespoke induction offer including the following:



Bespoke support from the Executive Head Teacher

- Focused on your needs and Professional Growth
- Linked to the school improvement journey of your school



Excellent Central Services support including

- A full training and induction process for HR, Estates and Finance from central leads
- Strong partnerships and regular meetings with all services enabling you to focus on what matters



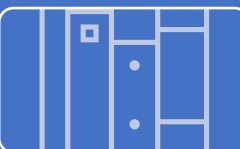
A buddy Head Teacher

- A buddy to support you informally as part of your induction process and journey into Headship at Whittle



Regular meeting time with other Heads and Senior leads

Dedicated 'Heads Together' time to collaborate on issues common across our schools and to share best practice



A strong School Improvement model and Team

An evidence based impactful curriculum offer supported by local experts to support you and the school as needed



ABOUT THE ROLE

Post Title	Headteacher
Salary Range	Leadership scale 12-16 (£67,898 - £75,049)
Reporting to	Executive Headteacher
Status	Full time, Permanent to start April 2026

Job Purpose

The Headteacher of Whittle Academy is the leading professional in the school community. They are entrusted with the responsibility of shaping the strategic direction of the academy, ensuring high standards of teaching, learning, personal development, and behaviour, while upholding the school's vision, values, and ethos.

Underpinning all aspects of the role, the Headteacher is expected to:

- Lead the school so it provides excellent schooling for the families who live in the community it serves
- Work collaboratively and collectively to further the aims of Inspire Education Trust as a whole.
- To be an advocate for the school, Inspire Education Trust and our shared networks
- Champion relational behaviour and inclusive, social-emotional practices across the school.
- Promote a culture of high expectations, continuous improvement and collaboration.
- Safeguard and enhance the learning and wellbeing of every pupil
- Ensure all staff are supported, challenged, and held to account within a positive and professional environment.
- Lead with integrity, purpose and professionalism, upholding the Headteachers' Standards (DfE 2020).

Main Duties and Responsibilities:

1. Strategic Leadership & School Culture

- Set and model the vision and values of the school in partnership with the Trust, governors, and school community.
- Embed a culture where pupils experience a positive, enriching, and inclusive school life.
- Sustain high aspirations for all pupils, preparing them for the next stage of education and life.



- Promote and maintain a safe, orderly, and respectful school environment grounded in its values.
- Drive high standards of staff professionalism and well-being across the school.

2. Teaching, Learning, Curriculum & Assessment

- Develop and implement strategies, in collaboration with Central School Improvement Team
- Fully understand and be an advocate for Inspire's tailored curricula and pedagogical approaches.
- Lead the development of a high-quality, evidence-informed curriculum aligned with Trust principles.
- Ensure teaching across the school is effective, engaging, and underpinned by strong subject expertise.
- Use national and school data purposefully to inform teaching strategies and school planning.
- Promote innovative pedagogy and assessment practices that secure excellent outcomes for all.
- Oversee provision for pupils with SEND, EAL, and those in receipt of additional funding, including Pupil Premium and Armed Forces Premium, to reduce barriers to learning.

3. Relational Behaviour and Inclusion

- Maintain and model high expectations for behaviour through consistent policies and routines.
- Embed a relational approach to behaviour that promotes empathy, restorative practice and emotional regulation.
- Ensure all pupils are included, respected and supported to engage with the full curriculum.
- Ensure that adults within the school model and teach the behaviour of a good citizen

4. Organisational Management

- Lead the effective management of people, processes, and resources to deliver high-quality education.
- Comply with all statutory and legal duties, including safeguarding, health & safety, and equality.
- Oversee budget planning and resource allocation, ensuring value for money.
- Write, implement, and evaluate strategic development plans and improvement priorities.
- Maintain robust communication with the Trust and Governing Body, keeping them informed and engaged.

5. Safeguarding and Child Protection

- Take overall responsibility for safeguarding and promoting the welfare of children.
- Ensure all staff understand and follow child protection procedures.
- Undertake regular safeguarding training and maintain up-to-date knowledge of KCSIE guidance.



- Build a culture of vigilance, support, and early intervention across the school.

6. Professional Development and Performance Management

- Lead, model, and support high-quality professional development across the school.
- Develop staff performance in line with Professional Growth and Performance Policies.
- Create opportunities for shared practice, coaching, and leadership development.
- Promote engagement with wider professional networks and national frameworks.

7. Partnership and Community Engagement

- Foster positive relationships with pupils, parents, carers, and the local community.
- Engage with local and national networks to enrich the school's provision.
- Promote the school as a centre of excellence within the Trust and wider educational landscape.

Link to DfE Headteachers' Standards (2020):

[National Standards of Excellence for Headteachers – GOV.UK](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers)

Other Responsibilities:

- Participate in professional development opportunities with a willingness to develop additional skills and expertise.
- Keep up to date with current educational developments.
- Contribute to the overall ethos and aims of the trust.
- Undertake line management and performance management responsibilities.
- Promote and prioritise the safeguarding of all pupils and students.
- Represent Inspire Education Trust in strategic partnerships and ensure effective partnership working.
- Undertake any other duties and any reasonable instructions as requested by the Executive Headteacher.



PERSON SPECIFICATION – Headteacher

		Desirable	Essential
Education and Qualifications	Qualified Teacher Status	✓	
	Degree	✓	
	National Professional Qualification for Headship (NPQH)		✓
	Evidence of relevant continuing professional development appropriate for the role of Headteacher	✓	
	A relevant qualification or evidence of professional development in coaching		✓
Experience	Substantial, successful excellent teaching ability	✓	
	Successful experience of Deputy headship in a primary academy / school	✓	
	Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies	✓	
	Proven track record of managing successful school self-evaluation and accountability and the school improvement process		✓
	Leadership of whole school development initiatives which have raised achievement for pupils	✓	
	Experience of delivering excellence through a broad and balanced curriculum within a primary setting	✓	
	Proven track record in leading and managing staff including building and developing a successful team, delegating effectively and implementing and managing change	✓	
	Evidence of highly developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues	✓	
	Involvement in staff recruitment including leading recruitment and selection panels		✓



	Experience of using coaching as a successful method in improving the practice of all staff		✓
	Experience of leading in a school with enhanced resource provision (ERP)		✓
	Experience teaching or leading in a school with a significant number of pupils with EAL, SEND and/or pupil premium eligibility	✓	
Skills and Knowledge	The ability to lead and manage the school team effectively and efficiently and work with other professionals and agencies	✓	
	Experience and expertise in developing practice in assessment and record keeping at whole school level	✓	
	Practical evidence of links with other schools, educational establishments, and wider community to support transition and enhance teaching and learning and personal development across the whole school.	✓	
	Knowledge of effective strategies for teaching pupils with SEN	✓	
	The ability to lead, model and manage positive behaviour, good order and positive discipline in the school	✓	
	How academies work within a Trust		✓
	How to lead curriculum development and manage innovation and change	✓	
	Know how to use information and data to set targets, raise attainment and achievement	✓	
	How children and young people learn, develop and progress through life stages and events	✓	
	How IT can be used effectively to motivate children to learn	✓	
	How to manage equalities and inclusion policies and how these are implemented in schools	✓	
	Understanding of effective budget planning and resource deployment		✓
Leadership Qualities	Resilient. Able to remain tenacious and focused when faced by increasingly challenging circumstances	✓	
	Leads in a way which empowers others. Facilitates others' contributions through nurturing talent and capability	✓	



	Ability to work strategically and collaboratively with the Trust central team, school leaders, Local governing committee and other key stakeholders	✓	
	Ability to build and maintain effective working relationships	✓	
	Works with honesty and integrity	✓	
	Proven emotional resilience in working in a challenging school leadership role	✓	
	Emotionally intelligent; approachable with an acute awareness of their behaviours and the impact this has on others		✓
	Acts with integrity, honesty, transparency and principle.	✓	
	Able to build a culture of cooperation and achievement through team working	✓	
Personal Qualities	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	✓	
	Committed to making children feel happy, safe and secure	✓	
	Results driven and constantly looking for ways to improve the organisation and the trust move forward with its priorities	✓	
	Able to constantly find new ways to improve their work output by diligently managing their time and utilising new methods for organising and prioritising their work	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
Safeguarding and Child Protection	Committed to improving safeguarding processes and practices. Sees it as part of their job	✓	
	Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓	
	Fosters a culture where staff develop appropriate professional boundaries with children. Staff know not to build friendships	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education	✓	
	A realistic appreciation of the challenges involved in working with children	✓	
Professional Development	Committed to continuous personal professional development and training for them self and others	✓	



CORE COMPETENCIES
Clear understanding and commitment to safeguard and protect children
Adopts an inclusive approach respecting diversity in all forms
Conscientiously adheres to school / trust policies and procedures and works ethically
Works in a way, which abides to the School values of Care, Respect, Resilience, Community, Success
Embraces the Trust's motto: "Together we achieve, individually we grow" and devotedly helps all students achieve this



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"



KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS

700+ 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

At Inspire Education Trust we provide an exceptional, inclusive education that empowers everyone in our communities to flourish, grow and achieve. 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



MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the My New Term website: [My New Term](#)

The closing date for applications is 9am Monday 12th January 2026.

Applicants are advised to contact helen.hastilow@ietrust.org if they wish to organise a visit to the school.

Shortlisting will take on Monday 12th January, and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview Tuesday 20th and Wednesday 21st January 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@ietrust.org – HR and Payroll Coordinator.

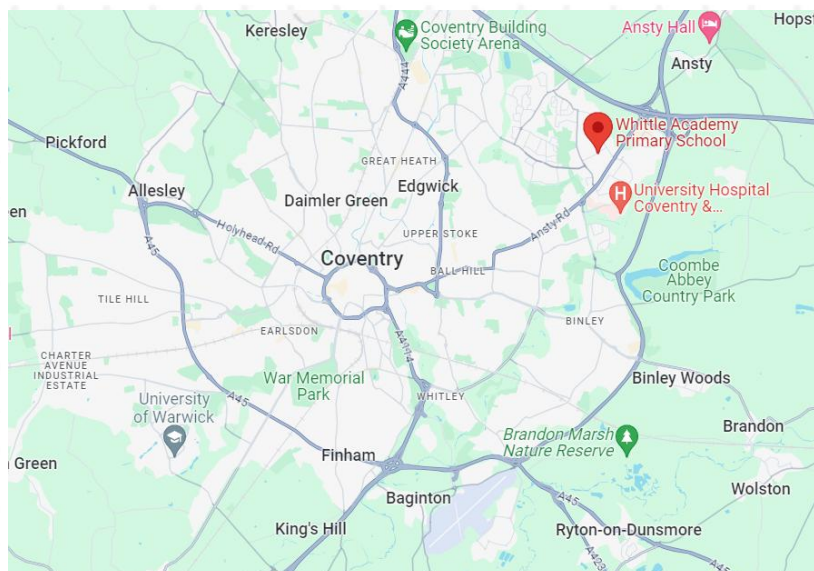
We look forward to hearing from you.





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 Whittle Academy.



ADDRESS

Whittle Academy
Narbeth Way
Coventry
CV2 2LH

*A 5-minute drive from
University Hospital
Coventry, and a 15-minute
drive from Coventry city
centre.*

PARKING

As you arrive at the gate, you can drive in and there are 2 car park areas that you can park in. See the circled below for parking locations. Please note access to these car parks on closed between 8:30-9:00 and 15:00-15:30.





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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