



# Appointment Information Pack



## Our Boothroyd Values

**H**onesty **E**xcellence **A**spiration **R**espect **T**eamwork

<b>Vacancy</b>	Exemplary KS1 Teacher/Year Group Leader + Teaching and Learning Leader (KS1)
<b>Location</b>	Boothroyd Primary Academy
<b>Start date</b>	September 2026 or sooner if appropriate
<b>Closing date &amp; time</b>	• Closing date for applications: 9 <sup>th</sup> March
<b>Interview and assessment</b>	• Shortlisting: 10 <sup>th</sup> March • Interview and Assessment Day: WC 16 <sup>th</sup> March`
<b>Salary</b>	MPS/UPS <b>Plus TLR2</b>
<b>Contract</b>	Permanent
<b>Return application to</b>	<b>To apply for this job, please apply via the MyNewTerm APP</b> <b>CV's or other Application forms will NOT be accepted. Thank you</b>



## Welcome from Mr Matt Birkett, Principal, Boothroyd Primary Academy

### Dear Applicant

Thank you for taking an interest in the Teacher Role vacancy at Boothroyd Primary Academy.

We are incredibly proud of our school and our community, where we have the privilege to support, nurture and educate approximately 600 wonderful children aged 3-11, from a wide range of cultural and social backgrounds.

Our vision is for Boothroyd to be the heartbeat of the community, where we empower all, so we all shine brightly. Teachers are instrumental in promoting our school vision, developing others and empowering all in our community. We collectively contribute to a positive culture and learning environment that enables everyone to thrive and be the best version of themselves, by living out our school values of Honesty, Excellence, Aspiration, Respect and Teamwork.

I have been the Principal at Boothroyd since January 2023, after previously been head at another school for 6 years. I can honestly say that the school is a fantastic place to work. Every day is different, but every day is rewarding. We are building something special, a place where every child has the chance to fulfill their potential through an enriching curriculum and the support of staff who truly care.

Our committed staff and children make Boothroyd a good place to work and learn. The children act as fabulous ambassadors for the school and demonstrate this through the many leadership roles they have within school. The school's standing in the community, links with local mosque leaders, and a high level of parental satisfaction creates a high level of trust in the school.

Our school website gives a good flavour of what we offer at Boothroyd and the extensive work we have done on the school curriculum, however the best thing to do is visit the school. You will then get a clear idea of the school's culture and positive energy, see the school in action and meet the staff and our wonderful children.

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school. I would be delighted to show you around. Please contact Academy Business Manager, Lisa Lynch, on 01924 562425 to make an appointment.

Please do not hesitate in contacting us if you would like a further conversation about any aspect of this post or about working as part of Focus-Trust. You can email me directly at [m.birkett@focus-trust.co.uk](mailto:m.birkett@focus-trust.co.uk) or contact Lisa Lynch who will arrange a telephone call.

Kind regards

**Matt Birkett**  
Principal



## Welcome from Tracey Thornton, Chair of Governors

Dear Applicant,

Thank you for taking the time to consider applying for a role at Boothroyd Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little about myself and Boothroyd...

My whole career has been in education, including being head teacher at several different schools in several different local authorities, spanning the country. I feel that my accumulated experience, knowledge and wisdom serve me well in fulfilling my role as Chair of Governors to ensure the best possible outcomes for all at Boothroyd.

I am still working in education, now using my passion for coaching to support the development of individuals and organisations, I currently work as an Independent Education Coach and Consultant offering bespoke support in all aspects of School Improvement. In addition to my work in education, I am a qualified yoga teacher. I enjoy socialising with friends and family, theatre trips, travel and walking my crazy black Labrador.

Boothroyd Primary Academy became an academy in October 2013 and is part of Focus-Trust, which is a multi-academy chain of 15 primary academies. The school is in North Kirklees, half a mile from Dewsbury town centre in an area of significant socio-economic deprivation. It is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

The school has a dedicated staff team who work hard to educate our children and address any barriers to learning. Boothroyd is a warm, friendly place where children receive a high level of educational and pastoral support. The staff are skilled in managing the many challenges the children face and the pupils are an absolute delight. We all work hard to improve outcomes for pupils and ensure everyone can shine brightly and achieve their full potential. As a Governing body, we focus on quality of education and standards and enjoy completing evidence trails in school to ensure what we hear in meetings is having impact in the classroom.

### As a school we can offer you:

- Children who are keen to learn.
- Outstanding opportunities for professional development and career progression.
- A superb support network as part of the wider Focus-Trust MAT to help develop the potential of teachers earlier on in their careers.
- Opportunities to help develop teaching and learning through school and the wider Trust.
- Opportunity to be able to shape the curriculum to develop pupils' knowledge and understanding across school.
- Wellbeing support and access to Kirklees Occupational Health Schemes.

I hope I have given you a flavour of Boothroyd Primary Academy. We are a very supportive governing body with high expectations for our young people and staff, and hope that you feel encouraged to apply for the above post.

Kind regards

**Tracey Thornton**

Chair of Governors

## Academy details

<b>Address</b>	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
<b>Telephone</b>	01924 562425
<b>Email</b>	<a href="mailto:boothroyd@focus-trust.co.uk">boothroyd@focus-trust.co.uk</a>
<b>Website</b>	<a href="http://www.Boothroydprimaryacademy.co.uk">www.Boothroydprimaryacademy.co.uk</a>

## Job Description

<b>School/Academy</b>	Boothroyd Primary Academy
<b>Job title</b>	Exemplary KS1 Teacher/Year Group Leader + Teaching and Learning Leader for KS1
<b>Accountable to</b>	Principal
<b>Line manager</b>	Deputy Principal

### Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

### Purpose of the role

To ensure all pupils achieve high standards of learning and well-being.

### Main duties

#### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

#### Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.

- Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

### **Manage behaviour and resources effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms, around the academy and when learning off-site, in accordance with the Academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area or strand of school improvement (excl NQT).

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

## **General**

The post holder will:

- Be expected to actively support work and values of the Focus-Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.



trust

## Boothroyd Primary Academy Class Teacher Personnel Specification

**App-** application form

**Ref-** Reference

**SP-** Selection process. This could include a range of exercises, including an interview

<b>Knowledge, experience and skills</b>			
		Essential/ Desirable	How identified
<b>Experience</b>		E/D	<b>App/sp/ref</b>
Ability of raising attainment of all pupils		E	Ref
Ability to reflect on practice and improve teaching methods to increase pupils achievements		E	Ref
Ability to continually improve teaching and learning through schemes of work, assessment and extra curriculum activities etc		E	App
<b>Knowledge</b>			
Up to date knowledge in the primary curriculum		E	App/SP
Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour		E	App/SP
<b>Skills</b>			
Able to play a full and active role in a team		E	Ref
Clear understanding of expectations, accountabilities and consistency		E	SP
Aligned with the Trusts values		E	App
Motivated to continually improve standards and achieve excellence		E	Ref
Commitment to the safeguarding and welfare of all pupils		E	App/SP
Excellent classroom practitioner		E	App/Ref
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward		E	SP/Ref
Excellent communication, planning and organisational skills		E	App/Ref
<b>Fulfil wider professional responsibilities</b>			
Understand when and how to seek advice and support.		E	App
Able to develop and maintain good relationships with staff, parents, pupils, governors and the community		E	Ref
Committed to own development as a professional.		E	App
Able to reflect on own practice and identify areas for improvement		E	SP
<b>Qualifications and training</b>			
Qualified Teacher Status or other educational qualification		E	App
Qualified to degree level and above		E	App
Evidence of further professional development.		D	App
<b>Personal qualities and attributes</b>			
Moral purpose (Equality, children and adults treated with respect)		E	SP
Excellent communicator (Listening, putting a message across)		E	SP
Child centred		E	SP
Resilient		D	SP
Integrity		E	SP
Self motivated and able to motivate others		E	SP
Enjoys challenge		E	SP
Works to deadlines		E	SP
Enthusiastic and optimistic		E	SP

**Additional role specific information for** Exemplary KS1 Teacher/Year Group Leader with responsibility for Teaching, Learning and pedagogy in KS1

**1- Teaching responsibility**

- The Exemplary KS1 Teacher/Year Group Leader will have a fixed teaching responsibility of 3.5 days per week.
- It is important for the Exemplary KS1 Teacher/Year Group Leader to lead by example and be a high-quality practitioner providing excellent teaching and learning experiences for the children.
- The teaching commitment may increase or decrease depending on the needs of the school and will be reviewed at the end of each academic year.
- Be open to modelling practice for other members of staff

**2- Year Leader Responsibility**

- The Exemplary KS1 Teacher/Year Group Leader will lead a team of teachers on a day-to-day basis with the sole aim of delivering high quality sessions which result in great outcomes for pupils
- Communicate, manage, guide, lead, support and motivate a team of teachers
- Ensure that standards are maintained and where appropriate challenge members of staff to be the best they can be
- Keep senior leaders informed about the progress of all pupils within the year group and any potential barriers or challenges that may need to be overcome
- Be accountable for outcomes of a specific year group alongside other class teachers
- Support middle and senior leaders in monitoring

**3- Teaching, learning and pedagogical leadership**

- Be the leading figure within KS1 for Teaching and Learning
- Be able to clearly articulate and deliver the Boothroyd Pedagogy approach
- Conduct monitoring visits across school with the aim of supporting teachers and developing teaching and learning
- Work with staff to establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment
- Work with staff to ensure they access high-quality, relevant professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.

## About our School and Academy

### Boothroyd Vision, Values & Strategy



# Our Boothroyd Strategy 2024 - 2026



**Our vision:** We empower all so we can all shine brightly

**Our commitment:** To work in partnership with families to ensure we provide the best opportunities for all children to thrive.  
To improve end of Key Stage outcomes and achievement across school.

### Our five priorities:



Have strong partnerships with parents to support them with their child's learning and ensure attendance is good.



Building a learning culture with moral purpose by prioritising children's personal development.



Ensuring the highest quality education by embedding our pedagogical strategy and supporting children's lifelong learning.



Improving well-being of all by developing resilience through training and support.



Improving outcomes for all children in all subject areas.



### Our Boothroyd HEART Values:

**HONESTY, EXCELLENCE, ASPIRATION,  
RESPECT, TEAMWORK**

### Who can help us achieve this?

600+ Children

100+ Staff

250+ Families

8+ Governors

### Here at Boothroyd Primary Academy we aim to provide:

- A wide range of experiences to enhance learning through a rich broad and balanced curriculum
- Teaching that inspires and challenges
- A safe, bright, welcoming and happy environment in which to learn
- A warm welcome for all, working in, and with the whole school community to ensure success of our children
- Equal opportunity for each individual to succeed, and respect for differences
- Opportunity for children to express themselves creatively, to grow in confidence, and to fulfill their potential.

### Furthermore, we aim to develop children and young adults who are:

- Honest, loyal and trustworthy
- Considerate, kind and tolerant
- Courageous, resilient and strong of character
- Loyal, loving and fair
- Aspirational and the best versions of themselves

### We believe in education that is free to all and that:

- entitles all children to the same high standards and expectations
- is the responsibility of all – staff, parents and the wider community
- reflects the background and needs of our children, whilst instilling ambition and independence
- gives all children access to their learning and helps them to develop skills for life

**We believe our children are growing up in a rapidly changing world. We will strive to prepare them for this by:**

- developing their skills and interests in technological innovations that will enable them to take their place in a changing employment market
- ensuring that the values that our families currently hold dear are strengthened
- supporting them to play their part in combating global warming and encouraging them to use our natural resources carefully.

## **Our Curriculum**

Learning experiences at Boothroyd Academy are rich and varied in order to expand the experiences of the children. Learning is planned for both in and out of the classroom, and will involve many visits to sites outside school, including Crow's Nest Park and local museums. The National Curriculum and the Early Years Foundation Stage Curriculum is delivered through themes chosen to fuel the imagination of the children.

## **Our Pupils**

The school is a larger than average primary school of with approx. 600 pupils on roll, including nursery pupils. The very large majority of pupils are of Asian or Asian British Pakistani heritage. The proportion of pupils who speak English as an additional language is well above the national average as is those who are eligible for support through the additional pupil premium funding.

## **Our Staff**

Our leadership team comprises the Principal, Deputy Principal, two Assistant Heads and two senior leaders (Senior Academy Business Manager/Pastoral Care Leader & DDSL). In addition to middle leaders, teachers and teaching assistants, we have a pastoral team who works with children and families, staff and outside agencies to offer support for wellbeing and develop parental engagement. The running of the school is also supported by admin, site, kitchen and lunchtime teams.

## **Our Facilities**

Boothroyd Primary Academy is a bright and welcoming two-storey traditional construction that, in addition to classroom accommodation, has been extended and adapted from its original construction to provide:

- EYFS Unit and Nursery
- Stand-alone outside classroom containing full ICT Suite and Community Room
- Fully equipped music room
- School kitchen providing over 400 daily school meals which are cooked fresh on site
- Hall and gym with large screen/full surround sound technology
- Extensive school grounds/playing fields
- School Minibus
- Breakfast and after school provision

## **Our School Organisation**

Our pupil admission number is 90 and there are three classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants and higher-level teaching assistants – the number of these is dependent upon needs within classes/year groups. There is also a 26 place Nursery within EYFS.

## **Our extra-curricular activities**

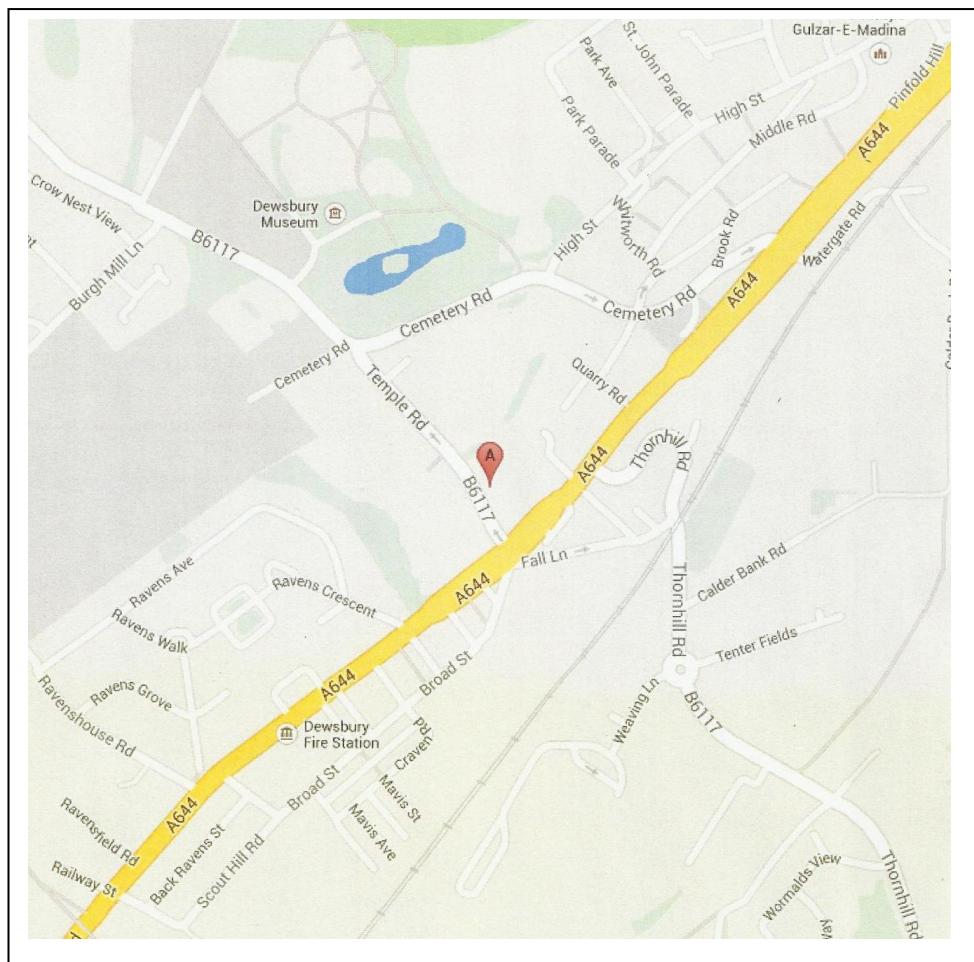
A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include football, choir, multi-skills, cooking, arts & crafts. Children also get opportunities to take part in inter-school sports and community events.

## School Quick Facts

Academy Quick Facts	
<b>Number of children</b>	603
<b>Number of teaching staff</b>	30
<b>Number of support staff</b>	80
<b>% FSM</b>	41%
<b>% SEN</b>	14.2%
<b>% EAL</b>	82.71%

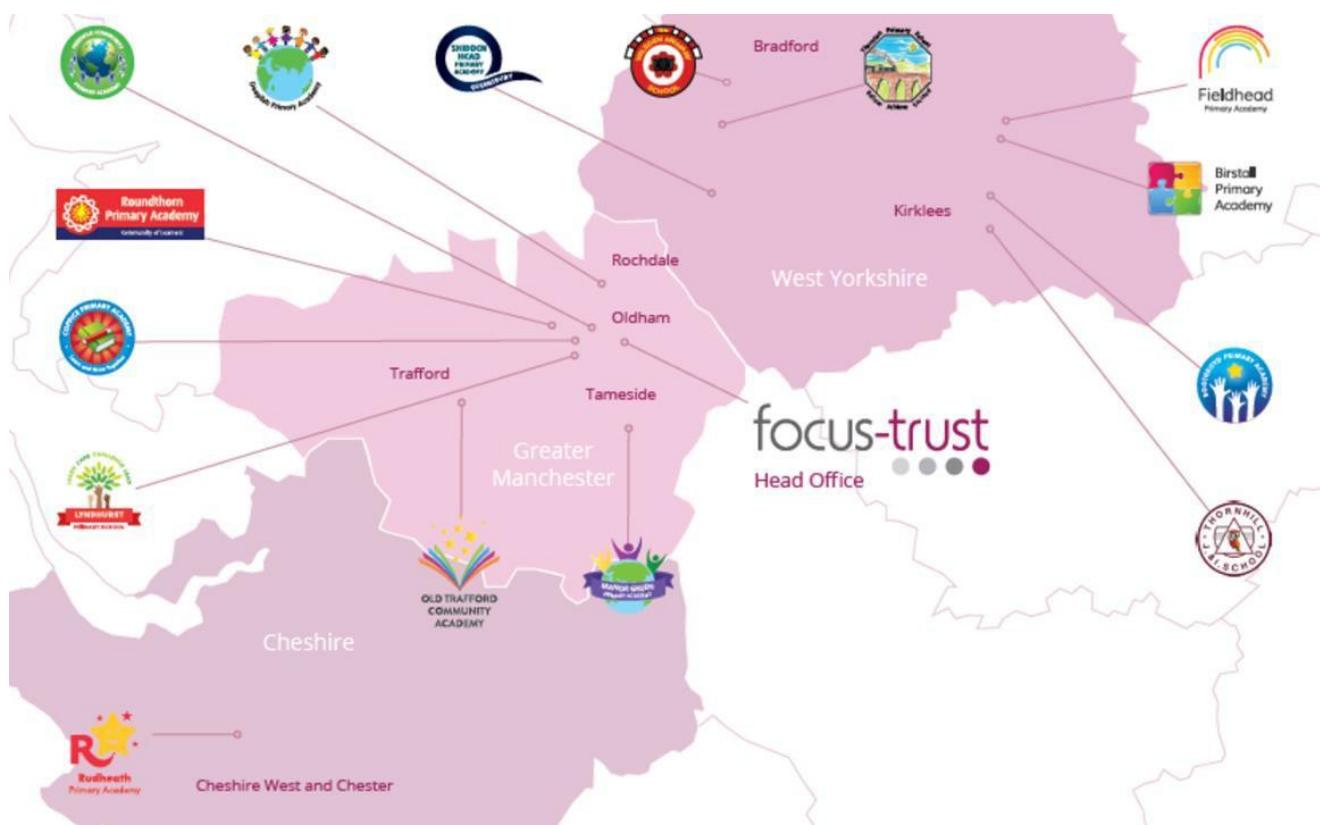
## Our Geographical Area

We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is accessed from Cemetery Road. In addition to our partner academies within Focus-Trust, we also work collaboratively with schools within the local Dewsbury Learning Partnership and with a range of secondary schools in the local area to which our pupils transfer at the end of Year 6.



## Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

### **Our Vision**

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

### **Focus-Trust Mission**

'Learning together, making the difference'

### **Collective Efficacy**

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

### **The Focus-Trust Values**

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment

**Dare** to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

**Share** concerns, expertise and best practice for the benefit of all learners

## Our Moral Purpose



## OUR MORAL PURPOSE

Our moral purpose is to create a culture of integrity, empathy, civic responsibility, and respect, where all educators support all children to acquire academic skills and become responsible and compassionate people who contribute positively to their communities. Our moral purpose is determined by an innate sense of what is right and what is worthwhile. At Focus-Trust, our moral purpose binds our school communities together and guides our actions and decisions in a way that reflects our commitment to our values: care, dare, fair, and share.

Care
Dare
Fair
Share

## Our People Strategy

## A great place to work Our people strategy - 2023-2026

**4 - Great place to thrive**  
Together is better  
A clearly defined job role.  
Caring, supportive and passionate employer.  
  
Health and wellbeing for all is a priority:  
Access to 24 hour helpline through our Employee Assistance Programme.  
Access to counselling and physio appointments.  
Cycle to work scheme.  
Purposeful performance management – not linked to pay - "To be great at our jobs"  
Putting people first.  
Being part of the Focus-Trust family who makes a difference to all our children.  
Recognition and reward for the great work you do and the difference you make.

**Our values**

- Care**  
Care for children, staff and the learning environment.
- Dare**  
Dare to do things differently and have a go.
- Fair**  
Be fair, honest and inclusive, demonstrating integrity.
- Share**  
Share expertise, best practice and concerns for the benefit of all learners.



**1 - Why join us? Our Moral Purpose**  
Our moral purpose is to create a culture of integrity, empathy, civic responsibility, and respect, where all educators support all children to acquire academic skills and become responsible and compassionate people who contribute positively to their communities. Our moral purpose is determined by an innate sense of what is right and what is worthwhile. At Focus-Trust, our moral purpose binds our school communities together and guides our actions and decisions in a way that reflects a commitment to our values: care, dare, fair, and share.

**2 - Recruitment - welcome to the Trust**  
A fair and transparent recruitment process.  
Fair and consistent approach to pay for all support staff.  
National Terms and Conditions for all teaching staff.  
Contributory workplace pensions for teaching and support staff.  
Thorough induction process to help you settle into your role.  
An inclusive and diverse workforce.

## Great schools at the heart of our communities

Learning together, making the difference

## What you might want to know about Focus Trust

### **Pensions**

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

### **Employer Relations**

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

### **Equality of opportunity**

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

### **Safeguarding**

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

### **Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

### **Policies**

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website [www.focus-trust.co.uk](http://www.focus-trust.co.uk) and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

### **Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

### **References and Social Media Checks**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability

to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

### **Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

### **Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents via MyNewTerm by 9<sup>th</sup> March at 12 noon

*Thank you for taking the time to read this information pack. We wish you every success in any application you may make.*