



Application Support Pack

June 2026



Welcome from Our Co-Headteachers



Dear Applicant,

Thank you for Considering a role at Holbrook School for autism, we are delighted you are interested in joining our successful, innovative and supportive special school.

At Holbrook, every child and young person is recognised for their unique needs and strengths. Our dedicated team is passionate about empowering students to overcome challenges, develop their potential, and embrace life's opportunities. Together, we prepare each student to thrive as an active and valued member of their community.

We are committed to fostering emotional wellbeing and promoting positive mental health for all. Our culture prioritises the happiness and welfare of students, staff, parents, and stakeholders. This dedication has been recognised with the *Wellbeing Award for Schools*.

We are seeking an exceptional teacher to join our team, dedicated to delivering a vibrant and individualised curriculum. The successful candidate will:

- Bring creativity, innovation, and a proven record of impactful teaching.
- Collaborate effectively with all stakeholders including parent/carers, senior leaders, other teachers, support staff, and our residential team.
- Demonstrate a positive and proactive approach to managing behaviours that challenge.
- Share our dedication to supporting student wellbeing and driving their continuous progress.

What We Offer

Joining Holbrook School means becoming part of a collaborative and welcoming community, with benefits including:

- Ongoing professional development and clear career progression pathways
- Membership in the Teachers' Pension Scheme
- Access to health and wellbeing services through Westfield Health
- Free on-site parking
- Regular social events
- A workplace culture focused on staff wellbeing

We invite applications from candidates who feel they have the skills, experience, and dedication to excel in this role. We strongly encourage you to visit our school to experience our ethos first-hand. To arrange a visit, please contact us at 01332 880208.

Thank you again for your interest in this exciting opportunity. We look forward to receiving your application.

Yours faithfully,



Lucy Hunt
Co-Headteacher



Richard Jackson
Co-Headteacher

About Holbrook School for Autism

Holbrook School for Autism provides specialist education and care for students aged 4–19, across two sites in Holbrook (Portway) and Belper (Whitemoor). With 159 students enrolled, the school also offers a residential facility at the Portway site. This facility provides accommodation for up to 28 students per week, Monday to Thursday, during term time. Our curriculum is carefully designed around five pathways - Raindrops, Stream, River, Ocean, and Waterfalls - to meet the unique needs of every student. It focuses on preparing them for life beyond school, fostering independence, and enabling progress at their own pace.

Portway Site

Set in a rural location, the Portway site features expansive grounds, specialist equipment like trampolines and outdoor gyms, and a wooded area for Forest School activities.

Whitemoor Site

Located in Belper, Whitemoor supports students aged 11–19. Its urban location enables community engagement, work experience opportunities, and travel training, helping students gain practical skills for life and work.

The school takes a holistic approach to behaviour support, using *Team Teach* strategies to manage challenging behaviour while fostering student wellbeing.

Situated in Derbyshire, most of our students come from the county and Derby City, with a small number from Staffordshire, Leicestershire, and Nottinghamshire.

For further information, please visit our [website](#)

Welcome from the Chief Executive Officer

Dear Applicant,

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

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

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

This work matters.

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

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

We are building a Trust that is:

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

We believe good systems should enable people, not constrain them.

We believe strong leadership is built on trust, clarity and accountability.

We believe improvement is sustained when people feel supported and challenged in equal measure.

If you join **Esteem**, you will be part of a Trust that is still evolving.

A Trust that reflects, learns and adapts.

A Trust that invests in its people and expects high standards in return.

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

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

Kind Regards,

Karen Hayes
Chief Executive Officer
Esteem Multi-Academy Trust



About Esteem Multi-Academy Trust

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

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

Our purpose is simple: to improve life chances through strong schools, strong systems, and strong relationships. We believe the best outcomes are achieved when high expectations sit alongside care, understanding, and inclusion. We combine ambition with realism and challenge with support.

Our vision is to be a Trust that:

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

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

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

Our people are central to our success. We invest in professional development, collaboration, and leadership pathways, creating an environment where staff feel supported, trusted, and challenged to grow. Each of our academies serves a unique community. Being part of Esteem provides stability, shared expertise, and collective strength, while preserving local character and purpose.

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

Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, agency staff and anyone working on behalf of the Trust to share this commitment.

Safeguarding is everyone's responsibility and all adults within the Trust have a duty to protect children from harm and promote their welfare. The Trust is committed to creating and maintaining a safe culture where pupils are protected from abuse, harm and exploitation and where unsuitable individuals are prevented from working with children and young people.

The welfare of every child is paramount. We recognise that some children may be particularly vulnerable, including children with special educational needs and disabilities, children experiencing adversity and children who may have experienced trauma, abuse or neglect. We are committed to taking a child-centred and trauma-informed approach to support all pupils across our academies.

The Trust pays full regard to the current statutory guidance set out in 'Keeping Children Safe in Education' (KCSIE) and all safer recruitment requirements. As part of our robust recruitment and selection procedures, we carry out thorough pre-employment checks on all shortlisted and successful applicants. These checks include, but are not limited to:

- verification of identity;
- enhanced Disclosure and Barring Service (DBS) checks, including barred list checks where appropriate;
- verification of academic and professional qualifications;
- obtaining references, including questions relating to suitability to work with children;
- checking full employment history and exploring any gaps in employment;
- online searches in line with KCSIE requirements;
- prohibition from teaching checks and Section 128 checks where applicable;
- verification of the candidate's right to work in the UK and medical fitness for the role.

The successful candidate will be required to undertake all relevant pre-employment checks satisfactory to the Trust. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all cautions and convictions, including those regarded as spent, unless protected under current legislation.

The Trust takes any safeguarding concerns or allegations relating to the safety and welfare of children extremely seriously. If you are currently working with children, either in a paid or voluntary capacity, your current employer will be asked about disciplinary offences relating to children and young people, including those which are time expired, and whether you have been the subject of any child protection concerns or allegations and the outcome of any investigation or disciplinary proceedings. Where previous roles have involved work with children, these matters may also be explored with former employers.

Esteem Multi-Academy Trust's [Safeguarding Policy](#) applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

We are committed to equality of opportunity and welcome applications from all suitably qualified candidates. The possession of a criminal record will not necessarily prevent appointment and will be considered on a case-by-case basis in line with the nature of the role and the relevant circumstances.

Application process and timeline

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

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

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

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

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

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

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

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