

INCLUSIVE | MULTI ACADEMY TRUST



**GREAT REASONS TO WORK FOR
ONE OF OUR SCHOOLS**



WELCOME

Thank you for your interest in joining the Inclusive Multi Academy Trust. We are looking for talented staff, who share in our beliefs and promises, to join our team. We believe that to deliver the best possible outcomes for our pupils, we need the right people in our team, achieving their best, in the right roles. We consider our staff to be our greatest asset and it is hugely important to us that our staff feel valued, recognised and have fulfilling and rewarding careers. We promise to:

- Value you
- Invest in you and your career
- Support you to reach your potential
- Provide you with an amazing amount of opportunities
- Treat you fairly, consistently and with respect so that you feel empowered to bring your authentic self to work
- Support your wellbeing

Collaboration, teamwork and dedicated staff and leaders ensure that support operates at many levels and includes a variety of professional development which will be bespoke to you. We all work together to share specialist best practice and knowledge, and we work together to support and challenge each other. We know that this invested approach leads to happy passionate staff and in turn, well rounded, happy children who strive to achieve their best in all aspects of school life.

We hope that you find everything you need in this brochure and welcome you to get in touch with us should you have any questions.

James Roach
CEO



INCLUSIVE MULTI ACADEMY TRUST

The Inclusive Multi Academy Trust was established in 2016. We are a group of primary schools working together to improve and maintain high educational standards and offer life opportunities for our children and the community as a whole. Our schools all share the belief that a nurturing approach is at the heart of success and we put the mental health and wellbeing of our children, parents and staff at the centre of this. Happy children learn, happy staff thrive, happy parents build a community and that is what we strive to achieve.

All of our schools are situated within a mile of each other and of Watford town centre, which has excellent transport links to Central London/major airports and the M25 and M1. Each school is richly diverse and children with different languages, cultures and religions learn together in harmony.

The schools maintain their own clear identity, however, working collaboratively within a trust means that there is a huge amount of opportunity and support for staff in each school.

Our Beliefs and Promises

We believe that:

- happy children learn
- happy staff thrive
- happy people build a community

We promise that children in the Trust will:

- feel welcome, valued and safe
- develop outstanding academic and social skills
- have fun whilst fostering an intrinsic love of learning
- respect and celebrate everyone's similarities and differences
- build lasting, healthy relationships and support networks
- engage with and contribute substantially to their local community



What we offer our employees

It is hugely important to us that our staff feel valued, recognised and have fulfilling and rewarding careers. We therefore offer you the following benefits:

Being part of a community

There is no blueprint for a school in our Trust, instead we are a family of schools that share a philosophy. A family of schools that share a wealth of expertise: leaders, teachers and support staff. A family of schools that work together for the benefit of all children across our Trust. A family of schools that together are stronger than the sum of our individual parts.

A strong commitment to CPD

We promise to support you to be the best you can be by making maximum use of your existing skills and capabilities and providing you with a wide range of strong professional development opportunities. Our innovative appraisal process does not concentrate on 'job targets' but helps you achieve your full potential and realise your career aspirations. It focusses on bespoke goals within a personalised career plan. Many of our teachers grow within the Trust and move from initial teacher training to leadership positions. We support staff to access a full suite of NPQs and apprenticeship programmes. These opportunities provide structured development through research based and evidence informed practice delivered over 12 – 18 months.

Full support for ECTs

We offer our ECTs bespoke support and mentoring as well as the opportunity to work with staff across the Trust at the same career stage. All ECTs engage with ongoing professional development and support from expert practitioners and mentors. Our Early Careers Framework is delivered by Best Practice Network.

An innovative approach to learning

Our curriculums are designed to be relevant and representative of our communities. They have an emphasis of enjoyment, creativity and challenge. It is the driver for our children to experience a sense of belonging in our schools and communities. Teachers provide opportunities for pupil led learning which ultimately leads to agency for all.

Staff Voice

Our Trust staff forum includes staff from across the Trust who meet regularly in order to influence the strategic direction of the Trust whilst being part of the decisions we take that effect our staff, our pupils and their families.

Pension Scheme

The Teachers' Pension Scheme and the Local Government Pension Scheme are two of the most generous pension schemes in the country. All employees are opted in automatically to one of these two schemes. On average we contribute 16.48% to teachers pensions and 23.68% to your support staff pension.

Diverse Workplace

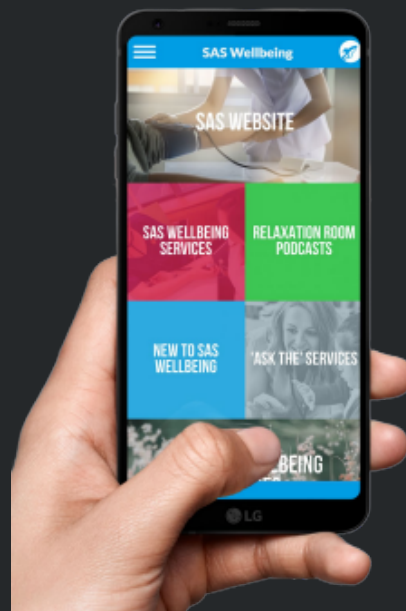
We are committed to encouraging equity, diversity and inclusion among our workforce. Laurance Haines leaders joined the first cohort of the Great Representation Programme, hosted by Herts for Learning. This EDI forum provided a safe space for brave discussion around discrimination and inclusion. We promise to treat every staff member fairly, consistently and with respect so that you feel empowered to bring your authentic self to work.

Wellbeing and Support

We offer all staff a range of physical and mental health support through our plan with the School Advisory Service.

Our SAS plan includes support for:

- Nurse Support Service
- Cancer and Chronic Illness Support
- Counselling & Mindfulness
- Physiotherapy
- Weight Management
- GP Phone Consultations
- Private Medical Services
- Menopause Support
- Staff Wellbeing Clinics



Accessible, 24 hours a day, 365 days a year

Wellbeing Weekend

In the summer term we try to schedule our occasional days so that staff get a 4-day wellbeing weekend to give themselves a chance to get away, rest and relax!

Free tea and coffee

Tea and coffee facilities are free to all staff throughout the day.

STAFF SUCCESS STORIES

My name is Emma Penfold. I've had the pleasure of working at Cherry Tree School for seven years now, during which time I've grown tremendously in both experience and knowledge.

My journey has led me to my current role as Key Stage 2 leader, a position I'm truly passionate about. What sets our school apart, in my view, is the genuine kindness of my colleagues. The support we offer one another is not merely helpful—it's absolutely essential in the demanding world of education. This ethos of mutual care and collaboration is what makes Cherry Tree School such a rewarding place to work, fostering an environment where both staff and pupils can thrive. Our nurturing atmosphere empowers our children to dream big and achieve even bigger. It's a joy to witness their growth and success, knowing that our supportive environment plays a crucial role in their journey.



My name is Olivia Gunner and I have been teaching at Laurance Haines School for eight years. I am a Year 2 class teacher and I am fortunate enough to work with the most incredible team! I initially started at Laurance Haines as a cover teacher before I started my permanent classroom role. Within a week I knew that I had made a great choice. This is one of the most caring and nurturing schools I have seen and the wellbeing of the children is of the utmost importance to all staff members. I had begun my NQT year at another school however the support and training was poor and I knew that I had to find somewhere that would help me to teach to the best of my abilities. Laurance Haines gave me this opportunity. The support and CPD that has been offered to me at the school has been phenomenal and did not stop when my NQT year was complete. I have received mental health first aid training to help support staff and pupils as this is something we are passionate about as a school. I am a staff governor, this opportunity has developed my knowledge and understanding of the strategic issues facing the education sector.

I have progressed through the school and have been given the support and opportunities to achieve my goal of being KS1 lead. This has also helped me to become an external KS1 moderator for HFL. I have recently finished an Erasmus project looking at mental health and wellbeing in schools. As part of this project I was able to travel to Italy and Spain with children, where we spent time looking at the provisions for wellbeing across Europe.



STAFF SUCCESS STORIES

My name is Jack Robertson and I have now been working at Beechfield for four years. I have recently completed my teacher training in Year 3, having come a long way since I first started out as a part time TA. Back then I had no previous experience working in a school and no real idea of whether it would be the right job for me, though I can now look back and see that this was the first of many enjoyable steps towards discovering my career. At every step, the staff and leadership at Beechfield have been so encouraging and supportive in helping me to realise my potential. Through each role I have worked, from TA to HLTA and now as a teacher, the staff at Beechfield have always been there to offer up their advice and assistance.

As part of a trust, there have been many opportunities to meet and collaborate with staff across each of our schools, whether that be for our professional development or for helping to build a sense of community through inter-school activities and sports competitions. Though our schools have many shared values, it is often the small differences that shine through and allow us to draw on different perspectives in order to help us best support our students. Working at Beechfield has helped me to discover a career that I love, one where I feel like we are making a real difference for our children.



My name is Rebecca Player. I am currently working as a student teacher in Year 6, supported by an incredible team at Laurance Haines Primary School. I have been part of this wonderful school for eight years, first experiencing its welcoming environment when my child started nursery. The following year, I applied for a Level 2 Early Years Practitioner apprenticeship and was immediately embraced by the family culture at Laurance Haines. After completing my Level 2, the senior leadership team encouraged and supported me in pursuing my Level 3 Early Years Practitioner apprenticeship. During this time, I had the privilege of working as a key worker in Nursery, which ignited my passion for further career development.

When the opportunity arose to take on a Higher Level Teaching Assistant qualification and begin teaching across the school, I knew I wanted to become a class teacher. With unwavering support, I attended university while continuing to work four days a week as an HLTA. Thanks to the encouragement of the Laurance Haines community, I graduated with a First Class Honours in Primary Education. Now in the final year of my PGCE with QTS, I look forward to continuing my journey at Laurance Haines, surrounded by colleagues who have truly become family.



INTERVIEW TIPS



Research the school. Our school website are a great place to start. They should give you an understanding of the school ethos, its context, results data and a link to their most recent Ofsted report. It's always worth visiting the school beforehand if you can. This will give you the opportunity to meet the staff and children. Our schools have a social media presence so follow their Facebook and Twitter accounts.

First Impressions count. Dress appropriately and be friendly and polite. Keep up to date with the news. You are likely to be asked a question which prompts you to demonstrate that you keep abreast of current affairs within the education sector. Some great sources are the TES, DfE and BBC Education. All have Twitter feeds that keep you instantly up to date.

Think about questions you may be asked. These will include questions on topics such as classroom management, behaviour strategy and safeguarding children.

Responses. Listen to the question asked. Make sure you know what the interviewer wants to know. Ask for clarification if the question is not clear. Ensure you draw on your own experience. Think about examples of times when you have had to deal with the situation you are being asked about, how you handled it, how successful you were and what you learnt from it. Remember to convey a desire to work with children. Most of all make sure you are selling the product: You!

Prepare. Do you have a mentor you could ask for a practice interview? Choose someone you know that will give you honest feedback.

Teaching a lesson or leading a pupil activity is very common. You should have had the details of what is expected and time to prepare. Don't be afraid to ask for help and stick with your normal style of teaching, one that works well for you but be aware of how to make your lesson outstanding. Observers will be looking at whether the children made progress in the area you were teaching them in.

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