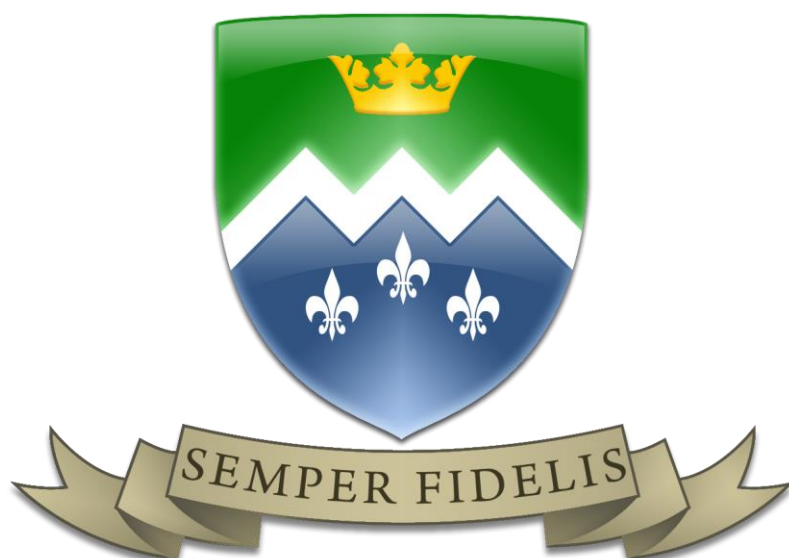


# ST MARY'S CATHOLIC ACADEMY

## Head of Science Application Pack



Closing date:  
Friday 27<sup>th</sup> February 2026 – midday

Shortlisting date:  
Tuesday 3<sup>rd</sup> March 2026

Interview date:  
Monday 9<sup>th</sup> March 2026



Diocese of Lancaster  
**Education Service**  
*Euntes in mundum*



Blessed Edward Bamber  
**Catholic Multi Academy Trust**

# Welcome to St Mary's Catholic Academy

Thank you for considering St. Mary's Catholic Academy for the next stage in your career. We are seeking to appoint a talented Head of Science. This is a full time role with effect from 1<sup>st</sup> September 2026. The post would suit an outstanding experienced teacher, with some experience of subject leadership within a Science department.

Our Catholic Ethos founded on the hallmarks of:

**Catholic**

**Caring**

**Community**

**Challenge**

is key to our success. Students and staff are all encouraged, as our mission statement states, to grow in wisdom, understanding, self-esteem and closeness to God. Many of our staff and students are Catholic or Christian, we are joined by a number of staff and students who aren't, anyone is welcome to become and be part of our family as long as they are willing to support and contribute to the ethos and success of the Academy.

As Head Teacher, I believe that a happy, highly trained and well supported staff is the key to our success. Staff at St Mary's received a full induction programme and access to our outstanding weekly professional development. All teaching staff also have 70 minutes of additional non-contact time per fortnight to focus on their own area of interest in enhanced professional development. New staff are also supported by regular, weekly coaching meetings and support from their subject areas; a range of leadership development programmes is also available.

St Mary's is designated as Blackpool's research school and provides staff with the opportunity to benefit from the latest research and evidence in education. Everything we do, whether that be our innovative key stage 3 reading programme; our approach to revision and practice homework; or the design of our professional development curriculum for teachers; is researched evidence based.

Staff wellbeing is also a key part of our success as a school. A hard-working staff should be well supported and cared for to allow them to meet the demands made of teachers in a modern context. All staff are provided with their own personal laptop and extensive training and the support of colleagues. Staff are able to take advantage of the Schools Advisory Service Wellbeing package which offers access to Counselling, 24-hour GP helpline, Health advice and support, Physiotherapy advice and a range of other services. A well-resourced support team of IT technicians, admin staff, chaplaincy staff and site staff work hard to make sure the Academy runs smoothly and that teaching staff are well supported to focus on our core business of teaching. Workload issues are regularly discussed with our staff committee and policies around marking, assessment, reporting and home work are carefully designed to try and manage the workload for staff. An email protocol ensures staff are not disturbed by emails in an evening and small gestures like tea, coffee and biscuits served by our amazing housekeepers, free access to the school fitness suite; free annual flu jabs; a car valet service and regular staff social events all help to make our Academy and Trust a rewarding place to work. All of this work takes place in state of the art facilities. St Mary's was lucky enough to benefit from a 22.5 million pound partial rebuild and refurbishment, we are so lucky to work in one of the best school buildings in the region.

Staff retention is high at St Mary's because staff are valued and in return work hard to ensure our students achieve the best possible outcomes. If what you have read so far is exciting and you feel that St Mary's is a community in which you will thrive and make a positive contribution to our ethos and journey, then we would love to receive your application. You will find more information about St Mary's and information specific to this role and the application process in the rest of this document. You can also find further information out about the Academy on our website.

Yours faithfully,



Mr. Simon Eccles

Headteacher

# CEO Welcome

Dear Applicant,

Thank you for your interest in the role of Head of Science at St. Mary's Catholic Academy. St. Mary's is part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT).

This is a fabulous opportunity for you to join us and work with a fantastic group of committed staff who believe strongly in education and working to improve the life chances of our children and young people.

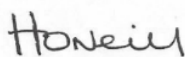
The core principles of the Trust are to educate the whole person, aiming for excellence and working together for the Common Good. Through collective responsibility, united in our Catholic faith, the Trust strives to enable each school to thrive spiritually, academically and financially so that all of the children and young people can 'belong, engage and become' – and reach their full potential by realising their God-given talents.

The Trust works in partnership as one family of schools, whilst maintaining and celebrating the uniqueness of each individual school and the community it serves. We are a values-driven Trust. Our core values of Trust, Respect, Faith, Hope and Service are our hallmarks. These values underpin all of our relationships; between staff, pupils, families, our wider parishes and local communities.

In our Trust, we welcome people who share our vision and our absolute commitment to our pupils, our staff, our families, parishes and the wider communities we serve.

If you believe you have the knowledge, skills and experience to make a positive contribution then we would welcome an application from you.

Yours sincerely,



Helen O'Neill  
Chief Executive Officer

# What others say about St. Mary's

## **OFSTED**

A full Ofsted Inspection of St Mary's in May 2022 was extremely positive and confirmed that St Mary's Catholic Academy continues to be good in all areas. Inspectors noted in relation to curriculum that: "Leaders have ensured that pupils follow a suitably ambitious curriculum. Pupils achieve well overall. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Students in the sixth form receive an especially strong quality of education." They were also pleased to see in relation to behaviour that: "Pupils behave well in lessons and around the school. They are polite and well mannered. They enjoy positive relationships with one another." We were pleased that inspectors noted the strength of personal development: "Pupils benefit from a strong programme of personal development. This includes age appropriate relationships and sex education and health education. Pupils learn about other cultures and beliefs. Teachers prepare pupils well for life in modern Britain." and our focus on the well-being and development of staff: "Leaders are passionate about supporting the wellbeing of staff. They put a strong emphasis on professional development, including research. They care for their staff. Teachers appreciate the efforts made by leaders to reduce their workload. Staff enjoy working at the school."

You can read full copy of the report here: <https://files.ofsted.gov.uk/v1/file/50187176>

## **Diocesan Section 48 inspection**

Our 2023 Diocesan Inspection Report in graded us as "Good". The Academy was graded as "Outstanding" in Catholic life and mission and Collective worship. A copy of the full report is available on the Academy website. Some of the inspector's findings were:

- The school has exceptionally high standards of pastoral care and support for its students. Through the extensive range of services, student welfare is given the highest priority.
- Provision for chaplaincy, as well as the impact this team make on the lives of the students and staff, in and beyond the school is outstanding.
- Sixth form core religious education is very strong and strengthens the distinctive offer to Catholic students.
- The headteacher, leadership team, governors and trust board show a great dedication to the development of St Mary's as an inclusive and caring school. The highest priority is given to Christian formation and academic success.
- A very strong commitment to Catholic social teaching is evident throughout this community and students proactively engage in charity work.
- The strong sense of community is a defining characteristic and visitors often remark on the warm and inclusive atmosphere, extending to individuals of all faith backgrounds, making them feel part of the Catholic community.

# Trust Schools



Christ the King  
Catholic Academy



Holy Family Catholic  
Primary School,  
Blackpool



Holy Family Catholic  
Primary School,  
Warton



Our Lady of the  
Assumption Catholic  
Primary School



Sacred Heart  
Catholic Primary  
School



St Bernadette's  
Catholic Primary  
School



St Cuthbert's  
Catholic Academy



St John Vianney  
Catholic Primary  
School



St Joseph's Catholic  
Primary School



St Kentigern's  
Catholic Primary  
School



St Mary's Catholic  
Academy, Blackpool



St Mary's Catholic  
Primary School,  
Fleetwood



St Mary's Catholic  
Primary School,  
Great Eccleston



St Teresa's Catholic  
Primary School



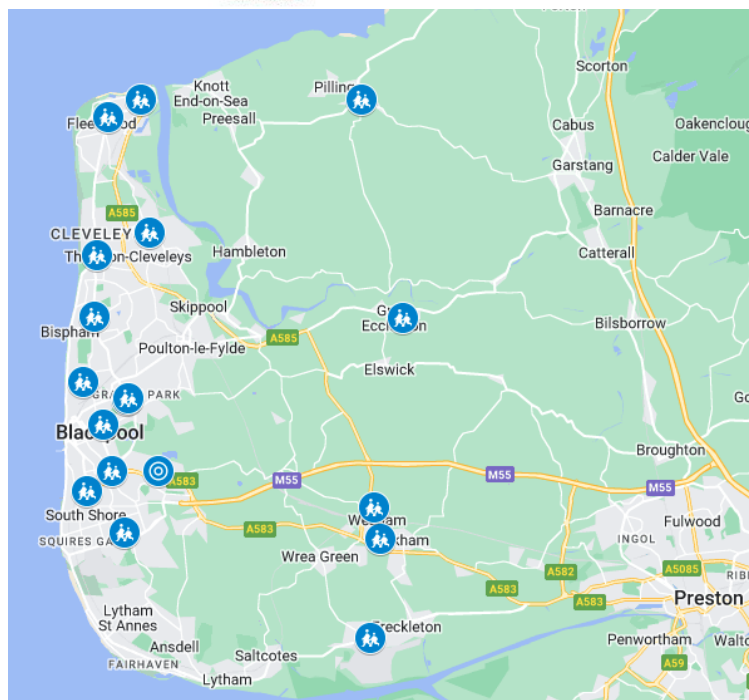
St William's Catholic  
Primary School



St Wulstan's &  
St Edmund's Catholic  
Primary School



The Willows Catholic  
Primary School



# What we offer - Benefits

## Living Wage Employer



As an employer, we pay the real Living Wage so you can always be sure that you'll earn no less than the current rate.

## Pension Scheme



Teaching staff: You will be enrolled into the Teachers' Pension Scheme.  
Non-teaching staff: You will be enrolled into the Local Government Pension Scheme.

## Health and Wellbeing



We offer access to free and confidential wellbeing services including GP service, counselling, mindfulness support and physiotherapy.

## Death in Service



Should the worst happen, your nominated beneficiary will receive a payment of 3 x your annual salary if you are part of the pension scheme (TPS or LGPS).

## Flu Jab



Our Trust offers all employees a flu vaccination. Employees can arrange their own vaccination and reclaim the cost up to the value of £15.00.

## Travel to Work Scheme



We offer discounted travel via Blackpool Transport for the use of buses and trams.

# How to apply

## ***Prior to applying***

If you are unclear about any aspect of the application process or you would like any additional information about the school or the role, please contact the school:

Telephone - 01253 396286

or

Email - [admin@st-mary.blackpool.sch.uk](mailto:admin@st-mary.blackpool.sch.uk)

## ***Application process***

Please follow the link below to our careers page and complete your online application:

<https://mynewterm.com/school/St-Mary's-Catholic-Academy/141257>

Evidence will be drawn from:

- Letter in support of application.
- Application Form.
- Task.
- Response to questions during interview.
- References.

Letter of application should:

- Be clear, concise and well presented.
- Demonstrate how you meet the person specification.
- Describe your vision for leading a busy Science department.
- Be no more than two sides of A4 in length.

Closing date for applications: **Friday 27<sup>th</sup> February 2026 – midday**

Shortlisting date: **Tuesday 3<sup>rd</sup> March 2026**

Interview date: **Monday 9<sup>th</sup> March 2026**

## **Post Details:**

**Grade: Teachers' Pay Range**

**Salary: Teachers' Pay Range**

**Contract: Permanent**

**Hours: Full Time**

**Start Date: 1<sup>st</sup> September 2026**

# Information for candidates

## Science Department Information

### PERSONNEL

The staffing from September 2026 is:

Miss Kate Hetherington -	Senior Assistant Headteacher - Line manager of Science
Vacancy -	Head of Science
Mr Russell Brookes -	Biology Subject Lead
Miss Alice Parr -	Chemistry Subject Lead
Mr Marc Leaver -	Physics Subject Lead
Mrs Amanda Baines -	Teacher of Science
Mrs Jenny Burrough -	Head of Sixth Form - Teacher of Science
Miss Rebecca Jones -	Deputy Headteacher - Teacher of Science
Dr Katrina Knight -	Teacher of Science
Mrs Colette Lyall-Cottle -	Teacher of Science
Mr Ayendra Moonemalle -	Teacher of Science
Miss Imogen Scarr -	Teacher of Science
Ms Katie Thomas -	Teacher of Science

The Department is supported by a Senior Science Technician - Miss Alison Rigby.

### CURRICULUM

In recent years, the primary focus of the department has been to raise attainment across all key stages through improved teaching and learning. The department is currently refining a range of strategies designed to improve practice and the quality of teaching and learning. The department has developed a new assessment programme, comprised of robust summative assessments and a range of formative assessments, which provide students with high quality feedback, so they are able to take the next steps in their learning. All departmental members have a laptop and access to digital whiteboard projectors and we continually strive to improve working practices. The department is committed to embedding proven pedagogy techniques in line with the Academy's Curriculum Policy.

#### Key Stage 3

With a focus on developing a 21st Century Independent Learner, the department follows a newly remodeled KS3 programme of study. The programme of study has been designed to challenge students and accelerate their learning through key stage 3.

# Information for candidates

Year 7 <i>Developing the Fundamentals</i>	Year 8 <i>Making Connections</i>	Year 9 <i>Synthesising ideas and evaluating science in society</i>
<b>Introduction to Science</b>  <i>Students learn how scientists investigate the world using accurate measurement, data handling, and how they make clear conclusions. The topic builds the foundations of working scientifically, including safety, variables, graphs, and evaluating evidence.</i>	<b>Reactions and Resources</b>  <i>Students investigate how substances react and how Earth's resources are used to make useful materials. They explore atoms, elements, compounds, acids reactions, energy changes in reactions, reactivity, combustion, and the properties of ceramics and composites.</i>	<b>Genes, Health and Change</b>  <i>Students learn how genes, environment, and lifestyle choices influence health and survival. The topic covers DNA, inheritance, variation, evolution, immunity, vaccination, antibiotics, metabolism, and the impact of health choices.</i>
<b>Health and Human Systems</b>  <i>Students study how the human body is organised from cells to systems and how these systems work together to keep us alive. The topic explores digestion, respiration, reproduction, movement, diet, energy in food, and the effects of drugs and lifestyle choices on health.</i>	<b>Powering our World</b>  <i>Students learn how energy is transferred and controlled to power modern life. The topic covers static and current electricity, circuits, resistance, power, efficiency, electromagnetism, heating homes, and the cost of electricity.</i>	<b>Our Planet and Future</b>  <i>Students explore how Earth's systems work together and how human activity affects the planet. They study Earth's structure, rocks and fossils, the atmosphere, climate change, energy resources, carbon footprints, satellites, space exploration, and sustainability.</i>
<b>Building Blocks of the World</b>  <i>Students explore what all substances are made of, from particles and states of matter to atoms, elements, and compounds. They learn how substances can be separated, changed, and reacted, introducing the foundations of chemistry and the periodic table.</i>	<b>The Living World</b>  <i>Students explore how living organisms depend on each other and their environment to survive. They study photosynthesis, respiration, food chains and webs, biodiversity, sampling, the carbon cycle, and selective breeding.</i>	<b>GCSE Ready:</b> <ul style="list-style-type: none"> <li>• Introduction to the skills needed to be successful at GCSE Science</li> </ul>
<b>Forces and Energy</b>  <i>Students learn how forces and energy cause objects to move, stop, and change. They explore motion, speed, pressure, moments, springs, work, power, and energy transfers, building a foundation for understanding physical systems.</i>	<b>Waves and Communication</b>  <i>Students learn how waves transfer energy and information through sound and light. They explore transverse and longitudinal waves, echoes, reflection, refraction, colour, lenses, and how waves are used in communication.</i>	

# Information for candidates

Currently, all students have the option at the end of Year 9 to opt to study Triple Science;

- AQA GCSE Biology (8461)
- AQA GCSE Chemistry (8462)
- AQA GCSE Physics (8463)

All students who do not opt to study Triple Science study;

- AQA Combined Science: Trilogy (8464)

## Key Stage 5

The department offers five A-Level courses;

- AQA A-Level Biology
- AQA A-Level Chemistry
- AQA A-Level Physics
- AQA A Level Environmental Science
- Eduqas Level 3 Medical Science

## ACCOMMODATION

The accommodation consists of an eight classroom learning house, along with a covered outside area that is shared with PE. It also includes a sixth form lab, dedicated Science laboratories and one classroom equipped for light experiments with full blackout. The rooms are bright and well-resourced with fixed projectors in each learning space. There is some variety in the learning spaces available, which would allow for different approaches to the teaching of Science to be explored.

## PLANNED DEVELOPMENTS

In line with the Academy Development Plan, the Science Department is working towards the following key goals:

- Continuing to improve the progress made by all students at key stage 4, especially those that are disadvantaged.
- Recruitment and retention to key stage 5 Science courses.
- Developing metacognitive strategies across the key stages.
- Developing disciplinary literacy strategies.

# Job Description

All teachers have a responsibility to contribute to the realising of high standards of attainment and discipline in their classes and subject area. They are also responsible for the pastoral care of a form group. The duties should be discharged in such a manner as to actively enhance the Catholic ethos of the Academy.

Responsible to: Miss Hetherington (Senior Assistant Head)

The Head of the Science Department has a key leadership role across the Academy and within the Science Department. S/he has a responsibility for helping preserve the existing strengths of St. Mary's Catholic Academy and providing day to day leadership in order that the Science Department can fully contribute to the Academy's Mission & Vision. These duties must be discharged in such a manner as to actively enhance the Catholic nature of the Academy and further develop its distinctive mission with the Catholic Church.

This job description should be read alongside and in full understanding of the document "What Makes an Outstanding Leader at St. Mary's".

**The key ideas guiding a Head of Department are:**

## **Connectedness**

S/he gets everyone in the Science Department into the St. Mary's boat in pursuit of the Academy's stated Mission and Vision. S/he realises and ensures everyone in the Science Department understands that the whole is always more important than and takes precedence over the needs of the individual department. We are interdependent, connected and no team is an island.

## **Authority**

S/he is persistent and insistent that policies and procedures are consistently, properly and fully implemented. Within the authority given s/he leads and guides the staff in the Science Department and further distributes leadership within it. S/he is a powerful people developer.

## **Accountability**

S/he holds the Science Department to account for high standards of learning and achievement, enriching relationships, personal development and the well being of all. S/he has an "abundance mentality" believing that very high academic achievement, outstanding pastoral care and enriching faith and personal development are powerful allies.

## **Capacity Building**

S/he maximises and fully engages the resources available - people, technology, learning spaces, capitation – to build the capacity within the Science Department that enables it to contribute to the delivery of the Academy's stated Mission and Vision.

# Job Description

The key terms included in a Head of Department's role are:

## **Leading**

This identifies the person with the ultimate responsibility, accountability and decision making powers within a specific area for the identified issue in accordance with the Academy's mission, vision, policies, systems, procedures or norms. The leader will be responsible for co-constructing the vision, policies, systems and procedures, with Science Department staff, students and senior leaders as appropriate. The term also includes the management of the specified issue as described below.

## **Managing**

This requires the planning, implementing, monitoring and evaluating of the specified issue in accordance with the Academy's policies, systems, procedures or norms. The issue will have a designated leader usually at a more senior level.

## **Co-ordinating**

Ensuring that staff with the designated responsibility lead and manage the specified issue in accordance with the Academy's policies, systems, procedures or norms. There is also a requirement to ensure there is coherence across the Science Department staff.

## **Implementing**

Ensuring that the specified issue is put into practice in accordance with the Academy's policies, systems, procedures or norms.

# Job Description

## CORE RESPONSIBILITIES

### Key Outcomes

1. A caring, Catholic ethos built on high quality relationships.
2. A shared vision throughout the Science Department.
3. A positive learning culture and consistently high standards of attainment and achievement throughout the Science Department.
4. Independent and interdependent learners.
5. Elimination of all unsatisfactory teaching and increased proportions of excellent and very good teaching.
6. Elimination of all poor behaviour and increased proportions of excellent and very good behaviour.
7. An oversubscribed Academy with high numbers of post-16 students studying subjects within the learning house.
8. A well-disciplined and stimulating learning environment in which the unique talents and contributions of each individual is recognised and celebrated.
9. Promotion and safeguarding of the welfare of all students

These key outcomes will be achieved by:

### A. Developing a Common Mission and Shared Vision through:

- Leading the continuous development of the Science Department through contributing to the learning house annual development planning process that is fully congruent with the Academy's Development Plan.
- Managing effective formal and informal communication systems within the Science Department.
- Managing the active promotion of the Academy's Sixth Form to students taught within the Science Department who would benefit from a high quality post-16 advanced level education within a caring, Christian community.
- Implementing the Academy's agreed policies, systems and processes (for example Curriculum, Teaching & Learning, Assessment, Marking, Reporting, Gifted & Talented, SEN, Discipline, Rewards, Detention, Promoting Positive Behaviour, Activities & Events) as line manager to Science Department teaching and support staff.
- Assisting, Senior Leaders/Headteacher, with the implementation of the Academy's agreed Personnel Policies (for example Performance Management, Disciplinary, Capability, Grievance and Sickness Absence Management) as line manager to Science Department teaching and support staff as required.
- Implementing the Academy's Safeguarding Policies and procedures.

### B. Developing a commitment to learning in the Science Department by:

- Leading the development of transformational learning and teaching that produces consistently high levels of achievement for all, aspirational attitudes from staff and students and independent and interdependent learners (4Cs Learner).
- Leading the full implementation of the Cognitive Acceleration in Science Education programme within the Science Department and Team Learner (L2L programme).

# Job Description

- Leading the development of programmes of study, schemes of work and lesson plans, within the Science Department, which fulfil and enrich the requirements of the national curriculum, examination specifications requirements and assist in the development of students spiritually, morally and socially.
- Leading the development of high quality assessment programmes, marking, data analyses and student tracking procedures in the Science Department to identify underachievement and implement strategies to raise individual student's achievement and attainment.
- Leading the development of/maintaining an exciting extra-curricular provision within Science Department.
- Managing student discipline within the Science Department through recognising and rewarding positive student behaviour and dealing appropriately with unacceptable behaviour using the Academy's agreed systems and procedures.

## **C. Leading the Development of the Science Department's staff by:**

- Managing high quality professional development opportunities for Science Department staff, including mentoring and coaching staff, newly qualified teachers and students on teaching practice.
- Assisting with the implementation of procedures for appointing staff to the Science Department.
- Implementing Performance Management Policy & procedures as the reviewer to members within the Science Department in the Performance Management Cycle and making pay progression recommendations as required.

## **D. Monitoring, Evaluating and Challenging the work of the Science Department by:**

- Leading within the Science Department the process of validated self-review including:
  - The annual review of examination results.
  - The production and analysis of data sets and subsequent remedial actions required.
  - The monitoring and evaluation of the quality of teaching and learning.
  - The monitoring and evaluation of student progress.
  - Student voice opportunities to enrich the data set available for evaluation.

## **ADDITIONAL RESPONSIBILITIES**

- Assisting the Senior Line Manager with the effective and efficient deployment of Science Department staff during the timetabling process in liaison with other Heads of Subjects.
- Co-ordinating all necessary administration with respect to examinations and departmental functioning to ensure it is carried out correctly and promptly.
- Managing the work to be completed by attached support staff.

In addition, to the specific duties outlined above you will be expected to carry out the duties of a Teacher as stated in the current School Teachers' Pay and Conditions Document.

These responsibilities will be reviewed in the light of the Academy's development plan and changing needs.

# Person Specification

## Head of Science

The Governors of St Mary's Catholic Academy are seeking to appoint a highly skilled teacher with leadership and management experience. S/he will demonstrate a clear commitment to promoting the highest possible standards of achievement and developing excellent relationships with staff and students across the full age and ability range at St. Mary's. The person appointed will have a professional and personal profile that most closely matches the specification given below:

### **QUALIFICATIONS**

- Qualified teacher status at graduate level.
- Science Degree/Degree containing substantial Science element – the Academy is equally able to accommodate a person with a degree in Biology, Chemistry or Physics specialism as Head of Department.
- Recent professional development relevant to the post.

### **EXPERIENCE**

- Leadership & management of curriculum, people and resources within a Science Department.
- Leadership of Science curriculum initiatives/developments that have shown significant impact/sustained excellence with respect to the standards of attainment achieved by students.

### **SKILLS, KNOWLEDGE and APTITUDE**

- A clear philosophy for the teaching of Science.
- Successful classroom practitioner with a record of very good examination results.
- Ability to use ICT in the planning and delivery of Science.
- The ability and desire to teach Science to A-level.
- Understanding of effective leadership and management and the ability to apply them.
- Knowledge and understanding of the different ways in which students learn and evidence of having successfully applied them to raise student attainment.
- Knowledge of current issues affecting 11-18 schools.
- Effective communicator – verbally and in writing.

### **PERSONAL QUALITIES**

- Ability to form good relationships with both colleagues and students.
- Commitment to actively supporting the distinctive ethos of the school.
- Commitment to the development of extra-curricular activities.
- Resilience, commitment, ability to work under pressure and a sense of humour.
- An excellent attendance and punctuality record. (Please note that excellent attendance is considered to be 95% attendance over the past two academic years. Governors will take note of one off illnesses/absences and individual circumstances).
- High expectations of all students.
- Enthusiasm for career development.

The standard contact time for a Head of Science is 29 periods out of 40 including a period of PSHE with your form.

# Safeguarding Information

## Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people in its schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children, including 'Keeping Children Safe in Education' guidance. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

## Safer Recruitment

Job descriptions and person specifications make reference to safeguarding and child protection. All posts are subject to satisfactory completion of enhanced Disclosure and Barring Service certificate (DBS) checks. All advertisements include a safeguarding statement and commitment.

## Application Stage

All applicants are scrutinised to verify identity and academic qualifications, Professional references are requested using our standard pro-forma for short-listed candidates. As a minimum, references should be from the two most recent employers and a Parish Priest if applicable. References are checked against previous employment history and gaps in employment. Professional references must be obtained from work email addresses. Our standard reference proforma makes reference to suitability to work with children and young people. The application form requires applicants to complete a disclosure of any criminal convictions.

## Short listing

Only those candidates meeting the criteria outlined in the person specification will be shortlisted. All short-listed candidates will be subject to an online search as part of our safer recruitment due diligence.

## Interview

Shortlisted candidates will take part in an interview and selection process. Candidates will be asked to address any discrepancies or gaps in their employment history. Candidates will be reminded of their responsibility to disclose any criminal convictions if they have not already done so. Proof of identity, qualifications and right to work in the UK must also be provided at interview.

## Appointment

An enhanced Disclosure and Barring Service Certificate (DBS) will be required for all appointed posts. Other pre-employment compliance checks will be carried out. This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, online searches, medical check, evidence of qualifications plus verification of the right to work in the UK. For teaching positions, barred list checks and prohibition from teaching checks will also be carried out. For leadership positions, section 128 checks will be performed. All staff will receive a comprehensive induction programme covering all aspects of safeguarding and health and safety.

## Probation

All new staff will be subject to the trust probation procedures for a period of 6 months. The probation period is to enable the assessment of an employee's suitability for the job and which includes a review of the performance of new staff in relation to duties, skills, qualifications and experience outlined in the job description and person specification. This will also include an employee's suitability to work with children and young people and their commitment to safeguarding and child protection.

## Equal opportunities

BEBCMAT recognises the value of, and seeks to achieve a diverse workforce. BEBCMAT takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and respect, irrespective of their differences. The Trust is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## General Data Protection Regulation

BEBCMAT is committed to ensuring that the privacy of an individual is protected. By signing a contract of employment, the employee is agreeing to the Trust processing their personal data, including 'sensitive personal data' as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/or administrations, as well as complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to the Trust. A full list of these organisations is available on request from the CFO.

