



Candidate information pack



Our Boothroyd Values

Honesty **Excellence** **Aspiration** **Respect** **Teamwork**

Welcome from Mr Adam Strafford, Principal, Boothroyd Primary Academy

Dear Applicant

Thank you for taking an interest in the Deputy Principal Role 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. The new Deputy Principal will be 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 am extremely proud to be the Principal at Boothroyd. Every day at Boothroyd is different, but every day is rewarding. We are building something very 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. **I would strongly encourage you 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 with myself.

If you would like a further conversation about any aspect of this post or about working as part of Focus-Trust, please do not hesitate to contact me directly by email a.strafford@focus-trust.co.uk.

Please apply for the role via MYNEWTERM only!

Closing date is Monday 5th October 2026 at 12 noon.

Shortlisting 6th October 2026.

Interviews 13th October 2026.

Start date January 2027.

Kind regards

Adam Strafford

Principal



Welcome Tracey Thornton, Chair of Governors

Dear Applicant,

Thank you for taking the time to consider applying for the role of Deputy Principal 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...

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.

I joined the Governing Board in 2022 and became Chair of Governors in 2024. As a retired Headteacher, I have a deep commitment to improving the educational outcomes for all learners and wanted to use my skills, knowledge and experience to support school to do this.

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

Tracey Thornton

Academy details

Address	Boothroyd Primary Academy, Temple Road, Dewsbury, WF13 3QE
Telephone	01924 562425
Email	boothroyd.recruitment@focus-trust.co.uk
Website	www.Boothroydprimaryacademy.co.uk

Job description

Job title	Deputy Principal
Academy	Boothroyd Primary Academy
Grade	Leadership scale- L13-L17
Accountable to	The Principal

Key Purpose

To assist the Principal with the leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Principal to:

- Formulate and model the aims and the objectives of the Academy and the improvement plan
- Establishing the policies and guidance through which objectives are to be achieved
- Managing staff and resources to achieve the objectives of the academy and the improvement plan
- Lead teaching, curriculum and assessment in order to achieve the best outcomes for all pupils
- Monitoring progress towards their achievement

Key relationships

- Children, parents and staff
- Local governing body
- Director of Academies and other members of the Focus-Trust team
- Other academy principals
- The directors and trustees
- Other local Academies and stakeholders

Key responsibilities

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Assistant Principal in order to realise the Academy's vision and outcomes of the academy.

The key duties are set out under the following headings:

1. School culture
2. Teaching and learning
3. Curriculum and assessment
4. Behaviour
5. Additional and special education needs and disability.
6. Professional development
7. Organizational management
8. Continuous school improvement
9. Working in partnership
10. Governance and accountability
11. Child protection and safeguarding
12. Deputies
13. Specific responsibilities

1. **School culture**

- Work with the Principal to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Demonstrates and articulates high expectation and can set stretching targets across the whole of the Academy
- develop a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- work with staff to ensure a culture of high staff professionalism
- Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.
- Ensure that monitoring takes account of different pupil groups and data is used to close gaps; ensuring equity for all pupils.

2. **Teaching, learning and pedagogical approach**

- 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

3. **Curriculum and assessment**

- work with school leaders to ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- work with curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. **Behaviour**

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- work with teachers and middle leaders to implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. **Additional and special educational needs and disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020> and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- 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.

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- ensure staff are deployed and managed well with due attention paid to workload
- work with organisational systems, processes and policies that enable the school to operate effectively and efficiently

8. Continuous school improvement

- work with the school leader to make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop and understand appropriate evidence-informed strategies for school improvement.
- Work with the school leader to implement effective improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit the school to work successfully with other schools within the Trust and other organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across the Trust to improve educational outcomes for all pupils

10. Governance and accountability

- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- work with the school leader to ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

11. Child protection and safeguarding

- Ensure that the school complies with all national and local safeguarding requirements.
- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

12. Deputise

- Deputise for the principal in their absence

13. Specific responsibilities linked to whole school improvement (negotiable)

The Deputy Principal, will support the Principal to ensure that there is a strategic overview over all aspects of school improvement. Our aim is to employ the right person for our school. **The roles and responsibilities listed below could change based on the needs of the school.**

Based on our current position, we want to hear from candidates who have passion, experience and an ability to make a lasting difference in **one of these strategically important areas for our school:**

1. Curriculum leadership including professional development for all staff

The Deputy Principal would take responsibility for the leadership of the curriculum across all year groups, ensuring high standards of teaching, learning and assessment that lead to strong pupil outcomes. The role would involve monitoring curriculum implementation and impact, analysing performance data, leading school improvement priorities, and working closely with subject and phase leaders to secure consistency and excellence. In addition, it would require the planning, delivery and evaluation of high-quality professional development for all staff, fostering a culture of continuous improvement, evidence-informed practice and professional growth to ensure that every pupil benefits from exceptional teaching and learning experiences.

2. Inclusion leadership including SEND, safeguarding and behaviour

The Deputy Principal would require strategic oversight of inclusion to ensure that every child is safe, supported and able to achieve their potential. The role would involve leading and monitoring SEND provision, safeguarding systems, behaviour and attendance strategies, and the effective use of Pupil Premium funding to improve outcomes for disadvantaged pupils. It would require close collaboration with staff, families and external agencies, rigorous analysis of pupil data, and the implementation of evidence-informed interventions to remove barriers to learning. Additionally, the role would involve developing staff expertise, ensuring statutory compliance, and fostering a culture of high expectations, equity and inclusion across the school.

14. Specific responsibilities (including teaching responsibilities)

The Deputy Principal, will also support the Principal to ensure that there is strong leadership across other areas of school. This will specifically include the following areas:

Pupil Premium leader (PP)

The Deputy Principal will ensure that the support for Pupil Premium pupils within this school is in line with the **school vision** and provides an opportunity for PP pupils at Boothroyd to thrive. The Deputy Principal will have responsibility for the Pupil Premium pupils progress and achievement through school. They will ensure that all staff are fully aware of the PP pupils within their classes and ensure that the provision that is provided for them is effective in closing the gap and meeting the needs of the pupils.

The Deputy Principal will ensure that the allocated PP funding is effectively allocated to ensure that it has the necessary positive impact on PP children enabling them to thrive academically, socially and providing additional opportunities both within school allocated time and before and after school.

EVC school trips lead

The Deputy Principal is responsible for ensuring that the EVC school trips are compliant and effectively done by all staff within school. They will be responsible for ensuring that all training is in place for staff and that appropriate risk assessments. They will ensure that they receive the necessary external training.

Parent / Community Partnership

The Deputy Principal alongside SLT team will ensure that we have a clear vision for Parental and community partnerships which will enable parents and the community to contribute effectively to Boothroyd. They will liaise effectively with parents, consider all forms of communication (parental visits, open days, curriculum events, newsletters, workshops, parent classes, external groups) and how to involve parents in school life.

The Deputy Principal will also work with community groups, such as local Mosques and Imams to involve them in the school life and create an effective partnership, where we are both providing the best for the pupils of Boothroyd.

Teaching responsibility

The Deputy Principal will have a fixed teaching responsibility of approximately 1 day per week. It is important for the Deputy Principal to lead by example and be a high-quality practitioner providing an excellent teaching and learning experience for the children. The teaching commitment may increase/decrease depending on the needs of the school and will be reviewed at the end of each academic year.

Please note that the listed responsibilities are subject to change based on the needs of the school under the guidance of the principal.

Ethics and professional conduct

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership
- Optimistic and enthusiastic

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the academy or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Principal or the Chief Executive.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- 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 policies of the Focus-Trust and academy.
- Ensure that all statutory requirements are met.

Person specification

Key to assessment methods;

A – Application form

I – Interview process

R – Reference

Qualifications	Essential	Desirable	Evidence
Qualified Teacher Status	√		A
Graduate level qualification	√		A
Evidence of continuing and relevant professional development in school leadership and management		√	A
Skills and Experience			
Ability to actively lead and promote the values and vision of the academy	√		A/I/R
Leadership experience across all Key Stages		√	A/I/R
Knowledge and understanding of effective strategies for supporting the learning needs of higher achieving children, children with Special Educational Needs and disabilities and disadvantaged children	√		A/I/R
Experience of working within a culturally diverse community		√	A/I
Experience of promoting a culture of children's rights		√	A/I/R
Strategic Direction and Development			
A thorough knowledge of the major curriculum issues, current educational development and legislation	√		A/I
Evidence of ambition and success for every child by setting and achieving challenging goals and targets bespoke to their needs	√		A/I
A strategic approach to academy improvement		√	A/I/R
Experience of leading change effectively		√	A/I
Leading People and The Organisation			
Proven leadership experience capable of translating vision into concrete strategy, with a track record of delivery	√		A/I/R
Ability to lead and inspire staff, governors, pupils and parents in shared expectations, vision and values		√	A/I/R
The ability to lead and manage the academy in a way that encourages the sharing of responsibilities and development of individuals.	√		A/I/R

About our School

Academy vision, ethos and values



Our Boothroyd Strategy 2025-2026



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

Our commitment:
 To work in partnership with families to enable all children to thrive academically and socially including attendance.
 To improve end of Key Stage outcomes and achievement across school.

Our five priorities:



Having strong partnerships with parents to support them with their child's learning, including attendance.



Developing strong leadership across our children, staff and governors so all can develop an effective learning culture.



Ensuring the highest quality education by embedding our pedagogical strategy across the curriculum.



Support improved mental and physical health and well-being for families, children, staff and governors.



Improving outcomes for all children in all subject areas.



Our Boothroyd HEART values:
Honesty, Excellence, Aspiration, Respect, Teamwork

250+ Families 10+ Governors
600+ Children 100+ Staff

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 with nearly 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, 1 Associate Leader 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 most year groups, 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

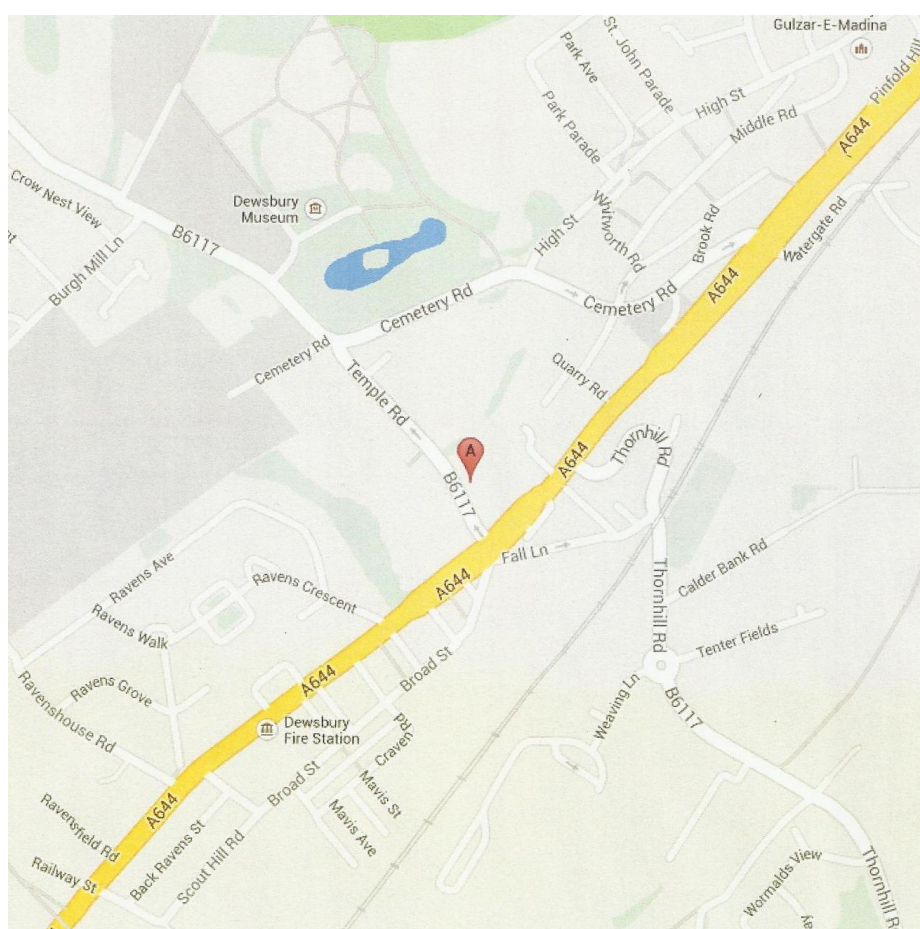
A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include football, choir, multi-skills, cooking, arts & crafts. Children also get opportunities to take part in inter-school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

School Quick Facts

Academy Quick Facts	
Number of children	565
Number of teaching staff	30
Number of support staff	70
% FSM	46%
% SEN	3%
% EAL	66%

Our geographical area

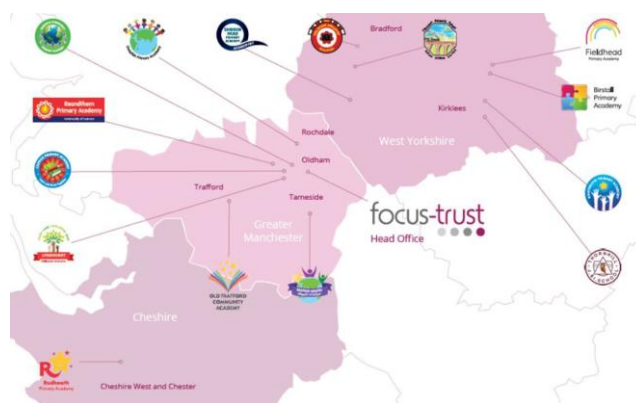
We are situated in Westtown, Dewsbury about 1 mile from the town centre. The car park is accessed from Cemetery Road. In addition to our partner academies within Focus-Trust, we also work collaboratively with schools within the local Dewsbury Learning Partnership and with a range of secondary schools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



What you might want to know about Focus Trust

Who are we?

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.

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.

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, unless you state otherwise on your application form. However, two satisfactory references must be received before we can confirm any offer of an appointment. One of your referees must be your current or most recent employer. 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, on-line presence checks will be undertaken if you are shortlisted. This 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.

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 the named person on the advert, 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.

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.

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, using no more than 2000 characters, your skills, knowledge and experience and give short examples. Describe how you match the requirements of the role; 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 to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

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 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.

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

To apply for this job, please apply via the MyNewTerm APP

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