DDAT
Derby Diocesan Academy Trust

Headteacher

St Peter's Church of England Junior School

Closing date: 23 March 2025 at midnight

Interview date: 31 March and 1 April 2025

Welcome from our CEO

Dear applicant,

Thank you for showing an interest in working for DDAT.

Our trust was established in 2014 for schools choosing to become an academy as well as for those who found themselves in need of a sponsor.

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities.

The DDAT family of schools consists of both Church and non-Church schools who all work together to achieve the aims of the Trust as follows:

- Provide children with excellent educational provision
- Rapidly improve underperforming schools
- Develop effective school-to-school support
- Build strong relationships and promote work with external partners
- Raise aspirations and tackle disadvantage so that no pupil is failed by their school.

DDAT academies demonstrate their distinctiveness by providing an inspirational and holistic education that enables all children and staff to develop and achieve their full potential. Church schools within DDAT are not faith schools for the faithful, but Church schools for the community.

We want our children and young people to be able to 'experience life in all its fullness' and although this phrase is rooted in a Christian narrative (taken from John 10:10), irrespective of a faith perspective, that is what all of us want for our pupils. This has been borne out by the number of community schools that have chosen to join DDAT, signing up to the vision and values that have children at their core.

I very much hope you are encouraged to apply for the position and if successful, I look forward to meeting you in the near future.

Yours faithfully,

Sarah Clark (Chief Executive Officer – Derby Diocesan Academy Trust)

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Working for DDAT

Governance

DDAT values local accountability through a Local Academy Committee. In the circumstances where a school is less than good, DDAT will take responsibility for governance and work to quickly rebuild the capacity of leaders at all levels so that the school regains earned autonomy.

Curriculum

All DDAT schools follow the National Curriculum and supplement it with a vast range of extra-curricular activities which bring learning to life for all pupils.

Terms and Conditions

DDAT aims to ensure consistency of terms and conditions at the time of conversion and also for new staff joining after conversion. As such all staff should be treated no less favourably than they would within a LA school whilst working for DDAT.

External Partners

DDAT works closely with external partners such as Local Authorities, Universities and Teaching Schools. DDAT broker support across church and community schools and purchase services from a range of providers, including the LA, in the best interest of the school. DDAT encourages full involvement with other schools and regional initiatives.

Support

DDAT provides business, legal, finance, building, HR and governance support through a hub team. Our schools are only one call away from the help they need.

School Improvement

All schools, including Good and Outstanding schools, receive a minimum of six visits per year from one of our own team of school improvement professionals. All of our own team undertaking these minimum visits have experience as Head Teacher, Local Authority Adviser/Partner and Inspector on behalf of Ofsted. Additional school-school and system-wide support is actively encouraged with other DDAT schools, the diocese, one of our many partners, or a proven partner identified by the school. Our diocesan team also includes people with considerable experience of Church school inspection.

Continuous professional development (CPD)

DDAT believe that all staff should continue to grow as professionals and as people. Our ethos of working to fulfil every individual's potential applies to staff as well as to pupils.

DDAT staff are involved in a continuing process of improvement and we are committed to fostering a positive belief and practice in continuous learning. Continuing Professional Development (CPD) is an important way of motivating and developing our staff and a carefully planned programme of DDAT CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

All those involved in our school community will have an entitlement to equality of access to high-quality induction and continuing professional development. The focus of DDAT CPD is on improving standards and the quality of teaching and learning.

Journey to Outstanding

To see our current CPD opportunities visit: Upcoming Events – DDAT

DDAT aspire to be the employer of choice for our staff. The diocese has high aspirations for our schools and the pupils in their care as evident in our vision. For more information about DDAT and working in our diocese please visit:

- Derby Diocesan Board of Education (anglican.org)
- Home - DDAT

Welcome to our School

Dear Applicant,

Thank you for your interest in applying for the role of headteacher at St Peter's C of E Junior School.

We are extremely proud of our church school, which is highly inclusive and has strong relationships with all stakeholders which are built on a culture of mutual respect. All members of our school community live out our Christian vision that 'With God, all things are possible' and this, coupled with the core purpose of 'unlocking our potential', drives the life and work of the whole school.

St Peter's has been on a journey of rapid school improvement as recognised in both our Ofsted Report (September 2024) and SIAMS Report (October 2022). This has been achieved through the hard work and dedication of all members of the school. We understand that the journey of school improvement is never complete, these improvements now need to be fully embedded and refined.

We are seeking someone who can continue to move our school forward through inspirational leadership which values the contribution of all members of the school community. This person will be approachable, a good communicator, enthusiastic and positive in the face of challenges.

Visits to our school are welcomed and we will be happy to show prospective candidates around our school and answer any questions you may have.

Suzanne Forster (Chair of Local Academy Committee)

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Job Description

JOB DESCRIPTION

Job Title: Headteacher – St Peter's Church of England Junior School

Salary Grade: L14-L20

Accountable to: The Local Academy Committee of St Peter's Church of England Junior School

PRINCIPAL DUTIES AND RESPONSIBILITIES

Qualities and Knowledge

The Headteacher will:

- Be able to effectively communicate a clear vision for the continuous development of an excellent education for all pupils at St Peter's Church of England Junior School.

- Have excellent strategic leadership skills that will enable and empower both staff and children to continue to excel.

- Inspire and promote creativity, innovation and the use of appropriate new technologies to achieve excellence.

- Demonstrate a positive attitude to foster excellent relationships with children, staff, parents, Local Academy Committee and members of the local community.

- Lead by example demonstrating high levels of integrity, creativity, resilience, flexibility, clarity of purpose and a strong moral compass.

- Have a current, wide understanding of education and school systems and be committed to personal continuous professional development.

- Be able to translate national and local policies into the school context to support the development of raising achievement for all learners.

- Lead the organisation and implementation of a diverse, stimulating and creative curriculum that ensures high engagement and achievement for all pupils.

- Ensure a consistent school-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual/group progress.

Leadership and Management

The Headteacher will:

- Be responsible for the highest of standards and ensure that high expectations exist towards the quality of teaching and learning and for pupils' achievements within a successful learning culture.

- Implement strategies that maintain high standards of behaviour and attendance.

- Strive to achieve all school targets and define, implement, monitor and report upon the action plans to achieve objectives, evidencing implementation, evaluation and impact.

- Ensure that the school is a self-evaluating institution with a robust system of quality assurance identifying priorities for continuous improvement.

- Lead, manage and support the senior leaders within the school and delegate professional duties to one of the senior leaders in the event of the headteacher's absence from the school.

- Ensure that the school's ethos and commitment to Christian values is evidenced in how we work and learn.

- Ensure that staff have the necessary skills and knowledge to promote equality and take pride in diversity and promote the rights of children.

- Strategically and tactically lead performance management for all staff to ensure:

  o the annual performance management of all staff

  o consistently high levels of performance and commitment from all members of staff

  o appropriate opportunities for professional development for all staff

- Challenge underperformance at all levels with effective corrective action.

- Continue to develop the school's vision and plans with the Local Academy Committee and staff and lead the school development planning process.

- Build and maintain excellent relationships with the school stakeholders.

- Oversee the school review process and combine the outcomes of regular school self-reviews with external evaluations in order to develop the school.

- Ensure high management standards of staff so that their contribution to the work of the school is developed and maximised.

- Manage the school involvement in relevant networks.

- Manage resources and allocate them to support effective teaching and learning.

- Prepare and lead the school effectively through Ofsted and SIAMs inspections.

- Take responsibility for the day-to-day running of the school as appropriate.

Teaching and Learning

The Headteacher will:

- Make sure teaching and learning reflects the vision and values of the school and ensures the highest standards in every pupils' learning.

- Ensure high quality transition from pre-schools and through to secondary schools the pupils may transfer to, with curriculum continuity and maximised pupil progress.

- Ensure a consistent and continuous focus on pupils' achievement, with systems for recording individual pupil's progress, and effective use of data and benchmarks to monitor progress in every student's learning.

- Monitor, evaluate and review classroom practice and promote improvement strategies.

- Give regular feedback to colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives, resulting in a tangible impact on pupils' learning.

- Participate in appropriate meetings with colleagues and parents relating to the above duties.

- A headteacher should be a teacher at heart, who is able to model outstanding teaching, and as such will be expected to:

  o undertake a teaching commitment at a level consistent with the needs of the school and the demands of the post in which the headteacher can demonstrate their outstanding practice and lead by example.

  o facilitate development of teaching and support and coach teaching to outstanding levels.

  o effectively lead on teaching and learning.

  o have an understanding of all the changes to the curriculum and assessment and effectively implement them in school.

Systems and Processes

The Headteacher will:

- Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of the children and staff.

- Establish and manage rigorous, fair and transparent performance management procedures for teachers and support staff. Recognising excellent practice, supporting staff improvement and where necessary addressing poor performance.

- Support the Local Academy Committee to understand its role and to carry out effective monitoring and evaluation of all school processes, developments and pupil progress.

- Promote distributive leadership throughout the whole school.

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity.

- Manage the school's financial and human resources (in liaison with the School Business Officer) effectively and efficiently to achieve the school's educational priorities, children's achievement and school sustainability.

- Adhere to and keep up to date with all relevant safeguarding guidance and health and safety legislation to secure a safe working environment for children and staff.

- Ensure that evidence-based improvement plans and policies for the development of the school and its facilities are clearly produced and effectively implemented.

- Ensure effective transition is in place for both children entering school, moving between phases within the school and moving on to other schools/secondary education.

The self-improving school system

The Headteacher will:

- Contribute to the development of the education system by working with other schools and organisations sharing effective practice, working in partnership and promoting innovative initiatives.

- Develop effective relationships with professionals and colleagues in other public services to improve academic and social and welfare outcomes for all children.

- Promote and support the provision of high-quality teaching through training and sustained professional development for all staff.

- Have the ability to be able to analyse and challenge educational development and systems and utilise these findings to develop school self-improvement.

- Be a "risk taker" within secure well evidenced research and knowledge.

Designated Safeguarding Lead

The Headteacher will:

- Possess the skills and ability to identify abuse.

- Know how to refer concerns to the appropriate investigating agencies and ensure appropriate referrals are undertaken in a timely manner.

- Maintain detailed and accurate written records of child protection concerns.

- Support, advise and share expertise with all members of the school staff.

- Ensure staff members have access to and understand the school's safeguarding policies and procedures, and any local procedures.

- Ensure child protection training is part of the induction for all new staff and that relevant training is provided where necessary.

- Annually review and update the school's safeguarding policies and procedures in light of any new guidance and present them to the Local Academy Committee for approval.

- Provide a copy of the child protection policies and procedures to parents who request to see them.

- Contribute towards local child protection policy and groups by actively attending and contributing to meetings.

- Provide written reports to the Local Academy Committee in a timely manner.

- Ensure that the Local Academy Committee is updated on a regular basis regarding all child protection issues and investigations.

- Ensure that safeguarding files are up-to-date and comprehensive. Ensure relevant files are copied and forwarded, in line with data protection law, when a pupil transfers to another school.

- Lead a team reviewing and monitoring any causes of concern relating to pupils.

Health and Safety

The Headteacher will:

- Ensure that the school complies with national and local health and safety legislation and procedures.

- Ensure, as far as is reasonably practicable, that the school premises and any plant or substances used therein are safe and present no risks to the health of anyone using them.

- Ensure robust health and safety policy and procedures are in place and understood by all members of school staff.

- Provide a copy of the health and safety policies and procedures to parents who request to see them.

- Take responsibility for closing the school where health and safety concerns require it.

- Order contractors to cease working where health and safety concerns require it.

- In collaboration with the School Business Officer, ensure that the school's facilities and assets, including all electric, gas and water facilities, meet legal requirements and remain safe to use.

- Take responsibility for the health and safety of all staff, pupils and visitors on a day-to-day basis.

- Delegate selected responsibilities as necessary to ensure the timely delivery and implementation of policy and to ensure records, checklists, risk assessments and guidance documents from local and national sources are up-to-date.

Strengthening Community and Ties with the Broader Community

- Creating and maintaining an effective partnership with parents/carers and the local community.

- Strengthening the school's positive image in the wider community.

- Further strengthening the school's close working relationship with St Peter's Church.

- Actively supporting the diversity of the school's community and pupils.

- Ensure learning experiences for St Peter's children are linked into and integrated with the wider community.

- Developing strong and positive relationships with colleagues in the MAT, contribute to collaborative work across other academies and schools.

- Participating in sector-wide activities in order to share best practice.

Appendix to Job Description

Designated Safeguarding Lead (DSL)

Job Purpose: To ensure the consistent application of the safeguarding and child protection policy and procedures in line with statutory guidance.

To be the strategic leader and operational oversight of safeguarding.

Safeguarding arrangements in DDAT schools are underpinned by the following key principles:

- Safeguarding is everyone's responsibility: all staff, Local Academy Committee and volunteers should play their full part in keeping children safe.
- A child-centered approach: a clear understanding of the needs and views of children. We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to and appropriate action taken.
- It is the role of the DSL to challenge any decisions made on behalf of children in our school that are not in their best interests, to seek justification for inaction and to push for improved intervention when the interventions in place do not seem to be effective enough to ensure the maximum life changes for that child.

Specific Responsibilities:

- To oversee all policy and procedure implementation in relation to the safeguarding, protection and welfare of the pupils in this school.
- To continually review and improve practice to best meet the needs of the community served by the school, in line with the best interests of children and the statutory guidance.
- To lead and develop staff knowledge, awareness and practice by offering updates, advice, feedback and guidance.
- To ensure that you remain up to date with current safeguarding guidance, law and learning points from case studies.
- To oversee online safety within the school, including effective filtering and monitoring, and ensure that communication with parents about how to keep their child safe on line is regular and up to date.

Safeguarding files:

Where pupils join the school at the start of an academic year or a mid-year admission, the DSL will oversee the procurement of safeguarding information for their previous educational setting (if they have one) and ensure that the summary chronology is distilled from the main file and uploaded onto the electronic safeguarding system in accordance with KCISE.

Where children leave the school the DSL (working with the safeguarding team) will ensure their child protection file is transferred to the new school or college as soon as possible and in accordance with the timeframes detailed in KCSIE. This file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Manage referrals:

- Monitor and oversee actioning of internal referrals and ensure that the best outcomes are sought for every child
- Refer cases of suspected abuse to the local authority children's social care as required
- Ensure that all records contain the relevant information, rationale and decisions or outcomes of the child in line with statutory record keeping requirements and learning from serious case reviews
- Ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

The DSL is expected to be aware of how children are identified as 'vulnerable' in the school and support the monitoring, implementation and review of any interventions as required.

Children with a social worker:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Work with the Virtual Head in LAs where the virtual head has taken on additional responsibilities for children with a social worker.

Work with others:

- Act as a point of contact for the DDSCP.
- Liaise with the trust safeguarding lead to inform them of key issues pertaining to safeguarding and associated areas of risk.
- As required liaise with the trust safeguarding lead and HR manager regarding safeguarding concerns/allegations pertaining to members of staff which may require referring to the LADO.

- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.
- Report on safeguarding to the Local Academy Committee on strategic safeguarding and the effectiveness of safeguarding policy and practice at least termly.
- Work collaboratively with the trust safeguarding lead to review and improve safeguarding practice in the best interests of pupils, staff, the school and the trust.

Leadership:

- The DSL is the strategic and senior leader for safeguarding. As such they sit on the school SLT and ensure that a safeguarding-first approach is applied to all policy and practice development.
- The DSL responds to the daily needs of children that may have been harmed or are at risk of being harmed but also engages in significant preventative work with other leaders in the school especially those with responsibilities for the delivery of PHSE/RSHE, designing safeguarding through the curriculum, SEND pupils, behaviour, and attendance.

Training:

The DSL must undergo training and CPD to provide them with the knowledge and skills required to carry out the role, as detailed in the *DDAT Safeguarding Training: Professional Development Framework for all staff and Local Academy Committee members in DDAT Schools*, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements and thresholds.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school, and with safeguarding partners, other agencies, organisations and practitioners.

- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or working remotely.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness:

- Ensure the school's safeguarding and child protection policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Local Academy Committee or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be actioned by the school.
- Ensure the provision of, and monitor the effectiveness of, all staff safeguarding training in accordance with *DDAT Safeguarding Training: Professional Development Framework for all staff and the Local Academy Committee in DDAT Schools.*

Availability:

During term time the DSL should always seek to be available (during school hours) for staff in the school to discuss any safeguarding concerns. This may take the form of face-to-face or via phone. The DSL should ensure that colleagues are aware of how to make an external referral to the relevant safeguarding partners outside of school hours or when the DSL is unavailable.

The responsibility for ensuring that safeguarding requirements are effective belongs to the DSL though it is acknowledged that in larger schools the DSL will require some support in managing the various aspects of the role. The DSL must have a Deputy, or Deputies, who can step into the role when required and an appropriate level of support within the safeguarding team.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This role must reflect the expectations within KCSIE (latest version).

Person Specification

Post Title: Headteacher – St Peter's CofE Junior School

Salary Scale: Leadership Range L14-L20

Evidence Codes:
AF – Application Form **M** - Medical
JRT – Job Related Task **I -** Interview
D - Documentation   **R** – References

	Essential	Source of Evidence	Desirable	Source of Evidence
Experience	**Be able to demonstrate experience in the following:**			
	Significant recent and relevant experience as a Headteacher, Head of School, Deputy Headteacher (at least 3 years).	AF/I/R		
	A proven track record of either raising attainment or sustaining good or outstanding attainment and progress in a whole school environment.	AF/I/R		
	Successful experience of leading and managing significant change in a school.	AF/I/R		
	Working with and engaging the involvement of	AF/I/R		

	external partners and the local community.			
	Planning, determining and organising major curriculum areas.	AF/I		
	Track record of promoting and managing safeguarding procedures in school.	AF/I/R		
	Successful teaching of pupils in the primary/Early Years/KS1/KS2 phase.	AF/I/R		
Qualifications	DFE recognised qualified teacher status.	AF/D	Successful completion of NPQH	AF
	Evidence of recent continuing professional development.	AF/I/D	Postgraduate qualification	AF/D
Knowledge and Understanding	**Be able to demonstrate knowledge and understanding of current issues and best practice including:**			
	Safeguarding children and staff including Prevent, FGM, CSE.	AF/I		
	Knowledge and understanding of what makes a good/outstanding school.	AF/I		
	Processes of strategic planning and school self-evaluation.	AF/I	Legal issues relating to school management.	I
	Different ways to communicate and translate a shared vision into practice.	I/JRT		
	Application of new technologies to teaching, learning and management.	I		

	Effective use of comparative data and performance indicators to establish targets for achievement and improvement.	I/JRT		
	National policy frameworks and current legislation and initiatives.	AF/I		
	Principles of effective teaching and assessment for learning.	I/JRT		
	Roles and responsibilities of the Local Academy Committee, Academy Trust, Diocese, the Local Authority and the requirements for accountability.	I		
	Knowledge and Understanding of school budget management and financial responsibilities.	AF/I/R	Experience of school budget management & financial responsibilities	AF/I/R
	People management strategies to maximise the effectiveness of the schools staffing resource.	AF/I/JRT		
	Strategies for fostering effective school improvement, including attendance and behaviour for learning.	I/JRT		
	Knowledge and understanding of issues that schools in challenging circumstances face.	A/I		
Personal and Professional qualities	Strong personal motivation and drive for continued good results.	I/R	Demonstrate genuine drive & aspiration for Outstanding results.	I

	Exceptional communication skills in a variety of media to a range of audiences including the Local Academy Committee, pupils, parents/carers, colleagues and the wider school community.	AF/I/JRT/R		
	The ability to (i) gain and maintain credibility. and (ii) inspire and motivate staff, children and the wider community to engage their active commitment to the shared vision.	AF/I/JRT/R		
	A genuine enthusiasm for, and commitment to, the development of the whole child.	AF/I/JRT/R		
	Commitment to own personal and professional development and that of all staff.	AF/I/R		
	A commitment to the wellbeing and work/life balance of all staff.	I/R		
	High order analytical and problem-solving skills and the ability to make informed judgements.	I/JRT		
	The ability to present oneself confidently and professionally in all situations.	AF/I/JRT		
	The ability to communicate effectively (both written and verbal) in a timely way and be receptive to other peoples' opinions.	AF/I/JRT		
	Commitment to personal integrity, the values of the	I/JRT		

	school and an ethical, open and collaborative style of management.			
	The ability to form and maintain appropriate relationships and personal boundaries with children.	I/JRT/R		
	The ability to project the school in a positive way and establish the school at the heart of the community.	I/JRT		
	The ability to engage parents in supporting children's learning.	I/JRT/R		
	The ability to fill the role of lead professional in classroom practice.	AF/I/JRT		
	Evidence of collaborative working and networking with others, within and beyond the school, to sustain a learning community.	AF/I/R		
	A commitment to maintain and develop links with St Peter's Church.	AF/I		
	The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed.	I/JRT		
Job Circumstances	Satisfactory Enhanced DBS and Barred List Check.	D		
Equalities	A commitment to understand the mechanisms of inclusion and principles of	I		

	diversity and access.			
	Understanding of and commitment to the pursuit of inclusion and equality in respect of pupils, the Local Academy Committee, staff and the wider community.	I/JRT		

Guidance on the Appointment Process

These notes are intended to guide you when making an application for a post within DDAT.

The Application Form

Please complete the application form neatly, fully and accurately, including exact dates. Where there are any gaps in employment or education, please provide further information and reasons related to all unaccounted periods. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible.

Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

Education and Training

Please state your qualifications and any training you have undertaken relevant to the post.

Current employment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointments

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work. This is a requirement under our recruitment and safeguarding policies.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. Please limit your supporting statement to two sides of A4 in size 11 font.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

The Interview Candidates will be invited to the Trust Central Office or one of our schools for interview. Where necessary, interviews will be facilitated via an on-line means through Microsoft Teams or Zoom.

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Feedback Verbal feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

Arrangements for Applications

When you have completed your application, please submit your application in line with the instructions provided on the advert by the closing date and time.