



# SENDCO & WELLBEING LEAD

**GRADE: L4 to L8**

**ACTUAL SALARY: £45,434 to £50,151**

**Contract: Full Time Teacher**

**Start Date: September 2021**

## CANDIDATE INFORMATION PACK



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## What is included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from The Headteacher
- About the School
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline

## Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The SENDCo & Wellbeing Lead position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are eager to appoint as SENDCo and Wellbeing Lead, a teacher with experience of successfully teaching students with Special Educational Needs and a proven record of outstanding teaching and pupil outcomes. Having a SENDCo qualification or commitment to complete, the successful candidate will preferably have leadership experience in schools catering for students with learning difficulties & additional complex needs.

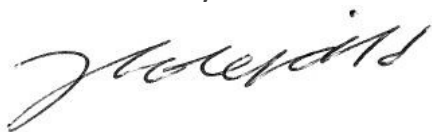
Bennerley Fields is an age 2-16 special school, for 88 pupils with a range of learning difficulties and diverse needs. The school has specialist status for communication and interaction, which underpins all teaching and learning.

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact the school on 0115 932 6374, via email to [info@bennerleyfields.derbyshire.sch.uk](mailto:info@bennerleyfields.derbyshire.sch.uk) or visit our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully



Julian Scholefield  
Chief Executive Officer

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## About Esteem Multi-Academy Trust

Esteem Multi-Academy Trust currently comprises of eleven academies throughout Derbyshire, Derby City, and east Staffordshire. Formed by a group of like-minded school leaders in August 2018, the MAT is currently responsible for the education and care of approximately 1,200 students and employs around 750 staff. The total revenue budget for the MAT is approximately £23 million and plans are in place to expand further.

Esteem Multi-Academy Trust has grown from seven to 11 academies within its first 18 months and now includes 7 special schools and 3 support centres (PRUs) and a primary school with enhanced resource provision educating young people with a range of additional needs. We wish to grow further to fulfil our vision to become a centre of excellence for special educational needs and disabilities (SEND). We have a well-defined set of values and a clear vision for the MAT to become a regional hub for expertise in SEND and inclusion. We share a collaborative ethos, believing that our collective efforts will achieve a better outcome than we can as individual schools. Our academies focus on the holistic needs of the young person, due to students' vulnerabilities. So, 'joined-up thinking', between our academies and different agencies, is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

- Provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world;
- Deliver high standards and value for money from our support services, resources, estate and technology; and
- Invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully 'joined-up' way.

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## Welcome from the Headteacher



Dear applicant,

Thank you for your interest in the post of SENDCo and Wellbeing Lead at Bennerley Fields School. I am very pleased that you are considering applying to work in a successful, fun and innovative special school.

I feel privileged to be leading Bennerley Fields Special School Academy. We are proud to be a part of the Esteem Multi Academy Trust.

Bennerley Fields is an inspirational place to learn and work. We are a strong team of pupils, staff, parents and carers and governors. We value the strong links we have with the wider community. I lead a committed, skilled and highly specialised staff who provide outstanding, challenging and exciting learning opportunities for our incredible students.

Our students are independent and inquisitive learners. They never cease to amaze us with their attitude, determination and achievements. We believe strongly in teamwork and work closely with parents and carers to provide the best opportunities for our students. Together we shape our school. Together we support each other and strive to be the best we can be.

As Headteacher, I am committed to promoting emotional wellbeing and positive mental health, we embed a culture which values the happiness and emotional welfare of all our students, staff, parents, and stakeholders.

As well as making a positive contribution to the lives of our students, we can offer you:

- a supportive, collaborative, and friendly staff environment in a setting where you will have the chance to make a real and positive impact on the lives of Bennerley Fields School students.
- professional and continuous training programmes and a supportive career progression.
- generous pension schemes (Teachers'/ LGPS Pension Scheme)
- A range of health and wellbeing services through Westfield Health
- Free, on-site car parking
- School social events
- A commitment to staff well-being.

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We welcome applications from candidates who, having read the application pack, feel they have the necessary skills and experience to fulfil the role. The closing date for applications is 12:00pm on 20 June 2021. A visit to the site is encouraged, please contact the school on 0115 932 6374 to arrange this.

Interviews for this post will be held on 24 June 2021.

I wish you well in your application.

Yours faithfully,

Ann Harrison

Headteacher  
Bennerley Fields School

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## About Bennerley Fields School

We are an age 2-16 special school for 88 pupils with a range of learning difficulties and diverse needs. The school has specialist status for communication and interaction, which underpins all teaching and learning. Bennerley Fields is a vibrant, nurturing school community where everyone is welcomed, valued and respected.

With great support and hard work, we aspire to be the very best we can be.

On the 1st August 2018 we became an academy and joined the Esteem Multi-Academy Trust with a number of other special schools and pupil support centres.

Our school is made up of two buildings. Our Early Years Department is housed in a separate building and has its own outside space with suitable play equipment. The Early Years block houses our Year 1 and Year 2 pupils in Ladybirds and Dolphins classes. The extension that houses our Community Room was officially opened in 2011. As part of this building work, the school gained a Therapy/Meeting Room and a Sensory Room. Our Main School block has two classes in KS2, three classes in KS3 and two classes in KS4 with an additional two classes containing a mix of KS3 and KS4 pupils.

Around the main school building, we have extensive playing fields and open spaces with each Key Stage having its own playground. There is a large polytunnel in our school garden where the children can learn how to grow plants and vegetables. Down near the canal, there is a more natural expanse of land which has two fenced ponds and a large wooden bridge spanning a marshy area. Our wonderful new Sensory Garden in our enclosed school courtyard was officially opened on 9th June 2014.

Our staff team consists of skilled, dedicated professionals, all working alongside families to meet the needs of our pupils. We have our own NHS Speech and Language Therapist on site plus access to our local community Speech and Language Therapist.

Together we achieve amazing things.

Further information about our academy can be found on the website at [www.bennerleyfields.derbyshire.sch.uk](http://www.bennerleyfields.derbyshire.sch.uk)

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## The advertisement

**Job Title:** SENDCo and Wellbeing Lead

**Location:** Bennerley Fields School, Stratford Street, Ilkeston, DE7 8QZ

**Grade/Scale:** L4 to L8 Actual Salary £45,434 to £50,151

**Start date:** September 2021

**Contract:** Full Time Teacher

We are an age 2-16 special school for 88 pupils with a range of learning difficulties and diverse needs. The school has specialist status for communication and interaction, which underpins all teaching and learning. Bennerley Fields is a vibrant, nurturing school community where everyone is welcomed, valued and respected.

We are seeking a SENDCo and Wellbeing Lead with experience of successfully teaching students with Special Educational Needs and a proven record of outstanding teaching and pupil outcomes. Reporting directly to the Headteacher, the ideal candidate will have a SENDCo qualification or commitment to complete and will preferably have leadership experience in schools catering for students with learning difficulties & additional complex needs.

If you enjoy making a difference, come and join our team! We promise you an exciting, stimulating journey towards excellence for our pupils.

Benefits include: Teachers Pension Scheme, Westfield Health membership and free parking.

For further information, please contact Bennerley Fields School, on 0115 932 6374, via email to [info@bennerleyfields.derbyshire.sch.uk](mailto:info@bennerleyfields.derbyshire.sch.uk) or visit our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam). Please use the relevant application form on the MAT website; CVs alone will not be accepted.

**Closing date for applications: 20 June 2021 (12:00pm)**

**Interview date: 24 June 2021**

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.



## Job description and person specification

### Job Description: SENDCo and Wellbeing Lead Esteem Multi-Academy Trust

<b>Post Title:</b>		SENDCo and Wellbeing Lead
<b>Location:</b>		Bennerley Fields School, Stratford Street, Ilkeston, DE7 8QZ
<b>Purpose:</b>		<ul style="list-style-type: none"> <li>To support the Headteacher in determining the overall strategic direction of the school.</li> <li>To make a significant contribution to the school's development planning, ensuring that appropriate policies are implemented in accordance with the school vision.</li> </ul>
<b>Reporting to:</b>		Headteacher
<b>Responsible for:</b>		tbc
<b>Liaising with:</b>		SLT, Teachers, Colleagues, Pupils, Parents
<b>Working Time:</b>		Full Time Teacher
<b>Salary/Grade:</b>		L4 to L8 Actual Salary £45,434 to £50,151
<b>Disclosure level</b>		Enhanced

#### PRINCIPLE RESPONSIBILITIES

<b>To achieve the above</b>		<ul style="list-style-type: none"> <li>To promote the vision, values and core purpose of the school, in line with agreed school policies.</li> <li>To be a member of the Senior Leadership Team.</li> <li>To act as SENDCo.</li> <li>To take on role of lead DSL.</li> <li>To undertake role of Investigating Officer.</li> <li>To act as designated teacher for LAC pupils.</li> <li>To lead and co-ordinate PHSE and RSE across school.</li> <li>To be an effective lead professional who secures, in consultation with the Governing Body, the success and improvement of the school, ensuring high quality education and care for the pupils, so that they are safe and happy and enabled to be successful learners.</li> <li>To demonstrate thorough curriculum knowledge, teach and assess effectively, take responsibility for professional development and have pupils who achieve well.</li> <li>To promote wellbeing of pupils, parents and staff.</li> <li>To track and evidence progress towards EHCP outcomes.</li> <li>To lead and coordinate therapies within school.</li> <li>The post holder will, in addition to carrying out the professional duties of a teacher other than a Headteacher including those duties particularly assigned to him/her by the Headteacher, shall act in accordance with the School Teachers' Pay and Conditions document (2007) part 10, paragraphs 64.1-65.4, pp 114-115</li> </ul>
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	<p>The post holder will demonstrate essential professional characteristics, and in particular will:</p> <ul style="list-style-type: none"> <li>• Set high expectations which inspire, motivate and challenge pupils.</li> <li>• Promote outstanding progress and outcomes by pupils.</li> <li>• Demonstrate excellent subject and curriculum knowledge.</li> <li>• Plan and teach well-structured lessons.</li> <li>• Adapt teaching to respond to the strengths and needs of all pupils.</li> <li>• Make accurate and productive use of assessment.</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment.</li> <li>• Fulfil wider professional responsibilities.</li> <li>• Demonstrate progression towards a senior leadership qualification.</li> </ul> <p><b>CORE RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>• To lead by example, and reinforce the educational vision and direction of the school to secure the commitment of staff, students and their parents/carers, Governors and wider stakeholders.</li> <li>• To work with the Headteacher and Leadership Team in helping to develop the strategic role of the school.</li> <li>• To work with the Leadership Team to implement the school's Appraisal Policy.</li> <li>• To continually evaluate and review this aspect across school.</li> <li>• To act as school SENDCo taking a lead on safeguarding, coordinating reviews and chairing other key meetings.</li> <li>• To undertake the role of lead DSL.</li> <li>• To undertake role of Investigating Officer.</li> <li>• To undertake the role of Designated Teacher for LAC.</li> <li>• To lead and co-ordinate PHSE and RSE across school.</li> <li>• To report to the Headteacher and Governing Body on relevant aspects.</li> <li>• To assist with the recruitment, selection, appointment and deployment of staff.</li> <li>• To lead on wellbeing of students, parents and staff.</li> <li>• As part of the Leadership Team, to contribute to forward planning and to the formulation of the School Improvement Plan.</li> <li>• To teach class groups as identified by the Headteacher.</li> <li>• To work with behaviour lead to ensure proactive approach to behaviour.</li> <li>• To actively seek and build on partnerships with schools and other agencies to enhance provision and opportunities at Bennerley Fields school.</li> <li>• To build on and improve and strengthen staff communication through briefings etc.</li> <li>• Have a clear overview of local, regional and national educational developments that impact on the students and staff in school, and be able to communicate this to staff to enable them to carry out their professional duties effectively.</li> <li>• To assist in the induction of new pupils and staff.</li> <li>• Any other duties that the Headteacher may reasonably require after prior consultation.</li> </ul>
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	<p>Teachers Standards Framework Requirements</p> <p><b>PUPIL PROGRESS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate consistent progress:             <ul style="list-style-type: none"> <li>• o for the majority of pupils</li> <li>• o across all teaching areas</li> <li>• o across all spectra of background, ability or behaviour</li> <li>• o that compares favourably with pupils in similar settings</li> </ul> </li> <li>• Have extensive and well informed knowledge of assessment technique and arrangements for statutory procedures, where applicable.</li> <li>• Use performance data to monitor and evaluate pupils' progress and set appropriate objectives for benchmarked improvement.</li> <li>• Liaise with appropriate agencies.</li> <li>• Report on progress to all stakeholders.</li> <li>• Engage parents in the drive to raise standards of attainment.</li> <li>• Use local and comparative data to assess and set benchmark standards for improvements in pupil achievement.</li> <li>• Apply analytical skills in assessing the impact of school policies.</li> <li>• Make reasoned and well-judged recommendations for improvements to secure enhanced school effectiveness and efficiency.</li> </ul> <p><b>PROFESSIONAL PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Maintain an extensive and up to date knowledge of good practice in teaching techniques.</li> <li>• Maintain and develop subject or specialism knowledge to enable effective teaching.</li> <li>• Present such knowledge to colleagues and monitor impact to improve whole school effectiveness.</li> <li>• Take account of wider curriculum developments. Incorporate, where appropriate, national strategies in teaching, including ICT.</li> <li>• Contribute toward the professional development of colleagues through coaching and mentoring, providing effective practice and appropriate advice and feedback.</li> <li>• Apply wider professional knowledge to the learning needs of pupils.</li> <li>• Demonstrate awareness of pupils' learning needs.</li> <li>• Consistently use this knowledge to plan and deliver appropriate learning opportunities in class and elsewhere.</li> <li>• Communicate learning objectives.</li> <li>• Effectively discharge schools' planning for personalised learning.</li> <li>• Understand and apply the principles of good classroom management.</li> <li>• Understand and apply a range of appropriate teaching strategies.</li> <li>• Maintain and encourage good behaviour in the classroom.</li> <li>• Know what characteristics are present in an effective and efficient school and the strategies for developing current provision to achieve these.</li> <li>• Set an excellent example of managerial and leadership competence to include visionary and creative thinking, anticipation of problems and opportunities and the planning necessary to take advantage of priorities.</li> <li>• Monitor and adapt learning resource use to achieve excellent standards of teaching and learning.</li> <li>• Maintain an ethos of good school behaviour and discipline to support consistently high standards of achievement.</li> <li>• Maintenance of a climate of critical self-analysis to achieve high educational standards.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Self-management – the ability to plan time effectively and to organise oneself well.</li> <li>• Demonstrate developing attributes of:- <ul style="list-style-type: none"> <li>• o personal impact and presence</li> <li>• o adaptability</li> <li>• o energy, vigour and perseverance</li> <li>• o confidence</li> <li>• o enthusiasm</li> <li>• o intellectual ability</li> <li>• o reliability and integrity</li> <li>• o commitment</li> </ul> </li> </ul> <p><b>WHOLE SCHOOL ETHOS</b></p> <p>Establish a safe and purposeful learning environment.</p> <ul style="list-style-type: none"> <li>• Initiate, contribute to, or respond in a timely manner with respect to child safeguarding procedures.</li> <li>• Provide advice and guidance to others on the development of practices leading to the well-being of pupils.</li> <li>• Support and encourage support staff participation through effective deployment and consultation.</li> <li>• Participate in recruitment of staff where appropriate.</li> <li>• Make effective use of all resources, including personnel.</li> <li>• Contribute significantly to the formulation of school policies.</li> <li>• Execute school policies.</li> <li>• Use the performance management process to drive school improvement through the raising of standards of teaching and learning.</li> <li>• Embrace accountability for personal contribution to school performance.</li> <li>• Maintain effective and positive links with other schools, agencies, parents and community representatives and report where necessary.</li> <li>• Lead, manage and motivate appropriate staff.</li> <li>• Support staff professional development to meet personal and school needs.</li> <li>• Maintain positive attitudes under pressure.</li> <li>• Promote the wider aspirations and strategic direction of the school through personal representation, report, discussion or as a plenipotentiary.</li> </ul>
<p><b>Other Generic Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Represent and promote the ethos and values of Esteem Multi-Academy Trust</li> <li>• To take and be accountable for all decisions made within the parameters of the job description</li> <li>• Participate with performance management and training and activities that contribute to personal and professional development</li> <li>• Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities</li> <li>• Provide a high standard of customer service in all dealings internal and external to the MAT</li> <li>• Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified</li> <li>• Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</li> <li>• The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</li> </ul>		

## Person Specification: SENDCo and Wellbeing Lead

### Esteem Multi-Academy Trust

QUALIFICATIONS AND EXPERIENCE		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Qualified Teacher status.</li> <li>• First degree or equivalent.</li> <li>• SENDCo qualification or commitment to complete</li> <li>• Committed to study for a recognized leadership qualification</li> <li>• At least 3 years successful teaching of students with Special Educational Needs.</li> <li>• To have a proven record of outstanding teaching and pupil outcomes.</li> <li>• Experience of leading initiatives across school.</li> <li>• Experience of creating and executing action plans that impact positively on pupil outcomes.</li> <li>• Experience of leading successful staff training.</li> <li>• Experience of managing and coordinating staff.</li> <li>• Experience of Monitoring and Evaluating Teaching and learning.</li> <li>• Experience of differentiating the curriculum to meet the needs of complex students.</li> <li>• Experience in school operational responsibilities of timetabling, planning INSETs, leading on School Improvement Priorities.</li> <li>• Experience of supporting parents.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Evidence of additional further educational and leadership qualifications.</li> <li>• Higher degree qualification / post graduate SEN courses.</li> <li>• DSL training.</li> <li>• Middle leadership qualification</li> <li>• Leadership experience in schools catering for students with learning difficulties &amp; additional complex needs.</li> <li>• Experience of working with and involving school Governors.</li> <li>• Experience of teaching in more than one phase.</li> <li>• Experience of conducting 'teacher appraisal' with teachers.</li> <li>• Experience of chairing meetings eg Annual Reviews.</li> <li>• Experience of managing budgets.</li> <li>• Experience of leading a subject across school</li> <li>• Experience of DSL role</li> <li>• Experience in role of Investigating Officer</li> </ul>

<b>KNOWLEDGE AND UNDERSTANDING</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Confident use of ICT communication skills.</li> <li>• Knowledge and understanding of assessment data analysis and the ability to use data to set targets for improvement.</li> <li>• A thorough knowledge and understanding of assessing progress of complex students and setting meaningful targets for these pupils.</li> <li>• Up to date knowledge &amp; understanding of the current national education agenda especially the new Ofsted framework and the assessment without levels agenda</li> <li>• Thorough knowledge and understanding of safeguarding procedures.</li> <li>• Understanding of how children learn, and effectively apply their learning.</li> <li>• Knowledge of skills that underpin access to learning.</li> <li>• A deep knowledge and understanding of designing a curriculum which meets the needs of students with sensory needs.</li> <li>• Knowledge of a range of learning difficulties</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• A deep understanding of students with attachment, communication and sensory needs and experience of leading whole school initiatives in these areas.</li> <li>• Designated Safeguarding Lead training.</li> <li>• Experience of using the Thrive approach</li> <li>• PROACT-SCIPr-uk trained.</li> <li>• Experience in contributing to leading a new curriculum design project.</li> </ul>
<b>Leadership Skills</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• To be able to lead subjects across school.</li> <li>• To be able to successfully lead and promote the wellbeing of the whole school population.</li> <li>• To be able to assist the Headteacher to initiate and manage change &amp; improvement in pursuit of excellence in Teaching and Learning.</li> <li>• To be able to motivate and inspire by setting and following high standards in all aspects of the role</li> <li>• To be able to prioritise the needs of students across school in order to coordinate therapy effectively.</li> <li>• Seek advice &amp; support when necessary.</li> <li>• Deal sensitively with people and resolve conflicts.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Evidence of successful development planning.</li> <li>• Evidence of effective teaching, assessment and target setting.</li> <li>• Experience of successfully holding others to account for their performance – eg in pupil progress or teacher appraisal meetings.</li> <li>• Able to lead on planning and auditing of planning for teaching and learning.</li> <li>• Experience of successfully leading aspects of school improvement priorities.</li> </ul>

<b>Decision Making Skills</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Ability to investigate, resolve problems &amp; make decisions.</li> <li>• This will include an ability to -</li> <li>• Collect and weigh evidence, make judgements and take decisions in line with good educational practice and within boundaries set by policy.</li> <li>• Think creatively &amp; imaginatively to solve problems and identify opportunities.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Experience of conflict resolution.</li> <li>• Able to give examples of experiences showing positive communication of ideas/concepts to staff</li> </ul>
<b>Communication Skills</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Ability to communicate clearly and take into account, where appropriate, the views of others.</li> <li>• This will include an ability to:</li> <li>• Effectively communicate orally and in writing to a range of audiences, including parents/carers and Governors.</li> <li>• Negotiation and consultation experience</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Self Management Skills</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Ability to plan time and organise work effectively.</li> <li>• This will include an ability to prioritise and manage time, work under pressure and meet deadlines.</li> <li>• Be self-motivating and set personal goals</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>School Ethos</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Ability to actively promote and articulate our vision for high quality education which promotes spiritual, moral and cultural and social development.</li> <li>• Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Knowledge and research done on the school ethos and curriculum.</li> </ul>
<b>Personal attributes</b>		
<b>Essential</b>		<ul style="list-style-type: none"> <li>• Adaptability to changing circumstances and ideas.</li> <li>• Energy and enthusiasm.</li> <li>• Reliability, confidentiality and integrity.</li> <li>• Confidence to question the Headteacher and other school leaders on issues of professional judgements and decision –making in an appropriate, informed manner.</li> </ul>



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## Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

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

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2020' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.



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## Application process and timeline

Application forms are available on our website at [www.eesteemmat.co.uk/jointheteam](http://www.eesteemmat.co.uk/jointheteam) or you can email [info@bennerleyfields.derbyshire.sch.uk](mailto:info@bennerleyfields.derbyshire.sch.uk) to request a copy. Please specify the job vacancy for which you wish to apply.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

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

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

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

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

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

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

**Closing date for applications: 20 June 2021 (12:00pm)**

**Interview date: 24 June 2021**

Completed application forms can be returned electronically to the HR team via email to [info@bennerleyfields.derbyshire.sch.uk](mailto:info@bennerleyfields.derbyshire.sch.uk)

If you wish to submit your application form by post, please return it to the following address:  
**Private & Confidential, Bennerley Fields School, Stratford Street, Ilkeston, DE7 8QZ**