



# DUKE'S

ALDRIDGE ACADEMY

## APPLICATION PACK

<b>POST OF</b>	Estates Manager
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DETAILS ABOUT THE POST	
<b>PAY</b>	SP29 £34,884 – SP34 £39,867
<b>TYPE OF POST</b>	Support
<b>START DATE</b>	November 2021
<b>REASON FOR VACANCY</b>	Establishment Needs

INFORMATION PROCESS	
<b>CLOSING DATE</b>	<b>24<sup>th</sup> November 2021 9am</b>
<b>INTERVIEW DATE</b>	<b>2<sup>nd</sup> December 2021</b>
<b>INTERVIEW PANEL</b>	Estates Director, Principal, Assistant Principal

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none"><li>• Completed application form</li><li>• Employment history including explanation of any gaps</li><li>• Proof of professional qualifications</li><li>• Receipt of two professional references</li><li>• Enhanced DBS Check with Children's Barred List</li></ul>	

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Sunday, 14 November 2021

Dear Applicant,

**RE: Estates Manager**

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find attached an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Rosie Mevlit, HR Partner on 020 8275 4851 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

**Aldridge Education Information**

Aldridge Education is a charitable trust whose entrepreneurial community schools help young people to reach their potential. The Trust was established as a national multi-academy trust by the Aldridge Foundation in 2016, taking over responsibility from the Foundation for its family of non-selective academy schools and colleges, some of which are part of the multi academy trust whilst others are currently independent Trusts sponsored by Aldridge Education.

**Estates Manager opportunity at Duke's Academy**

Duke's Aldridge Academy is based in North London, enjoying a rich mix of culturally diverse pupils drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our school's community. The school's specialism is for the arts (music, media and art). The school is fully integrated with the secondary base of the Vale Special School for children with physical disabilities and complex needs, which share the campus and buildings.

Staff at Duke's Aldridge Academy are extremely hard working and committed and great emphasis is placed on common goals and teamwork. There is a strong philosophy of continuing professional development and 'raising the bar' for students and staff. Teaching and none-teaching staff are valued equally for their contribution to the success of the school.

An exciting opportunity has arisen for a talented and aspirational Estates Manager to lead our Estates Team based at Duke's Aldridge Academy. The post holder will play a key strategic role, overseeing the school's estate services, working closely with the Principal and reporting to the Trust's Estates Director.

You will have a proven track record of estate / facilities management and be focused on:

- Contributing to the strategic direction of the Academy
- Lead and support the Academy's estate functions including all areas of building related statutory compliance and PPM
- Play a major part in the academy's budgeting and development process
- Preparing detailed business cases to support decision-making and financial planning, as well as proactively managing project and maintenance related budgets
- Maximise revenues from lettings and business activities, without compromising the educational activities and learning environment for students
- Working closely with partners to ensure contractual arrangements are in place and monitored
- Supporting and implementing initiatives to the benefit of the wider community
- Lead on the management of estate related health & safety and support all areas with health & safety delivery
- The ability to undertake quality assurance audits for all service areas and compile reports for stakeholders.

Candidates will ideally have a professional FM or technical qualification as well as a minimum of IOSH Managing Safely or equivalent, with experience in leading on health and safety management across an estate. You will also need to have experience of effective leadership. The ability to plan, work under pressure and balance a variety of stakeholder demands is crucial. An organised and meticulous approach to your work, excellent record keeping as well as being a strong communicator and team player will be invaluable.



Will Shaw

**Director of Estates**

**Additional information about our academy can be found on the academy's website: [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)**

## OUR MISSION

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Inspire to Excel

## OUR VISION

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## OUR VALUES

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We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

### **We value:**

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

## **SAFEGUARDING STATEMENT**

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Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

**September 2019**

# Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

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Inspection dates:

5–6 November 2019

## **Outcome**

Duke's Aldridge Academy continues to be a good school.

## **What is it like to attend this school?**

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

## **What does the school do well and what does it need to do better?**

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.



Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144900
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10124650
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1019
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Malcom Weston
<b>Principal</b>	Monica Duncan
<b>Website</b>	<a href="http://www.dukesacademy.org.uk">www.dukesacademy.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

## Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

### **Inspection team**

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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## **JOB DESCRIPTION: ESTATES MANAGER**

<b>Reports to:</b>	<b>Estates Director</b>
<b>Responsible for</b>	<b>Academy Estates &amp; Lettings Team</b>
<b>Contract:</b>	<b>Permanent</b>
<b>Hours of work:</b>	<b>Full time - 37 Hours per week</b>
<b>Indicative salary:</b>	<b>SP29 £34,884 – SP34 £39,867</b>

The Estates Manager has an operational and supervisory role, managing the academy's Estates team which is focused on ensuring the safe, economic and effective operation of Trust buildings, grounds, premises and ancillary services.

The Estates Manager and their team must be customer focused and responsive to their needs and ensure that the estate and facilities are available to when required.

The Estates Manager must ensure that the site is safe and remains an appropriate environment for students to learn and develop and for staff to work without risk to the health or welfare. It must also be available for use by the community when needed.

The Estate Manager must ensure that the site is secure during operational hours and when closed.

The Estates Manager is expected to set and maintain high professional standards at all times and support academy leaders and the Estates Director in delivering both an outstanding service to our customers and the vision of the Trust.

### **Overview**

- To ensure a customer focus is maintained at all times and respond to all requests received from customers in an appropriate and professional manner, logging and reporting actions via an appropriate helpdesk.
- Work with and report to the Estates Director, working closely with the Principal and academy senior leaders when required
- Ensure all academy facilities are safe, compliant and available when required
- To support and line manage the Estates team, ensuring an effective and efficient service is delivered at all times across all estate's functions, including but not exclusively; catering, grounds, cleaning, lettings, planned and reactive maintenance
- To work with the Estates Director to ensure the delivery of building maintenance and capital programmes to develop and maintain the Academy's facilities and premises to a high standard
- To ensure that academy senior leaders are consulted on planned and reactive maintenance programmes that might cause a disruption to learning.
- To continuously set and maintain the highest professional standards, in line with the Trust's vision and values

### **Building Operations**

- To be accountable for the on-going day to day operations of all Estates services, ensuring all safety systems and services are available when required with the exception of when planned

maintenance closures are in place

- To be responsible directly to Estates Director and take instruction from the Principal and academy senior leaders
- Ensure all records are maintained in compliance with trust policy and statutory requirements
- Inspect sites, internally and externally, on a regular basis to ensure the estate is maintained to the highest standards
- Carry out general administrative duties as directed by the Estates Director. This will include reports to Governing Boards which you will be expected to deliver
- To create, control and monitor procedures, ensuring compliance with legal and customer requirements
- Maintain plans of the buildings and grounds including locations of call points, fire protection and fire-fighting equipment, chemical stores, emergency shut offs, stopcocks, meters and so on
- Build and develop professional relationships with all suppliers, service providers and customers
- Ensure there is a full suite of suitable risk assessments and method statements are available for each academy site and that they are under constant review
- Ensure the effective implementation and operation of health and safety controls within the academy and support the Estates teams in their roles
- Coordinate all health and safety (H&S) requirements to ensure compliance with relevant Trust and H&S legislation and support curriculum areas in the delivery of H&S requirements, including the Academy's compliance to health and safety training
- Ensure that the academies Disaster Recovery and Business Continuity Plans (DR/BCP) are in place and reviewed and that you fully understand Estate Managers responsibilities within the DR/BCP
- Local management and quality assurance of catering and cleaning contracts
- Carry out checks and audits on cleaning, catering and site supervision within the academy
- Deploy the Estates Team as appropriate, ensuring adequate levels of cover at all times for lettings and agreed maintenance schedules. This may include personally covering the duties if required
- Develop, plan and implement Academy projects (School Condition Allocation, capital and reactive) as agreed with the Estates Director and Principal, reporting on agreed key areas and escalate any issues immediately
- Plan and implement a schedule of planned preventive maintenance (PPM) to comply with statutory requirements, reduce downtime and reactive works and maintain the plant and machinery to a high standard, utilising a combination of contractors and estates team
- To carry out reasonable tasks as requested by the Estates Director, Principal and academy senior leaders.

### **General Building Operations**

- Ensure adequate cover for out of hour call outs and act as a key holder and attend emergency call outs as necessary.
- Ensure that all requests received from your customers are responded to in an appropriate and professional manner, logging and reporting actions and outcomes
- Ensure that you and your teams follow the Trust's Health & Safety policy at all times
- Ensure that a quality management system is in place and adhered to at all times
- In conjunction with the estates Director develop and the Academy's senior leaders, create, develop and maintain a termly maintenance and decoration programmes as required
- Engage with all stakeholders to create, develop, deliver and implement the Academy's Premises Development Plan (PDP) to improve and maintain the Academy site and learning environment over a 5-year period
- In conjunction with the Estates Director and the Academy resources, set annual operating budgets for areas under your control and be accountable for operating within this budget
- Manage, oversee and organise (were required) the necessary facilities and team for the Academy's letting programme.

## Other

- To ensure that the Trust's systems for monitoring and reporting are in operation
- To work with the Estates Director, Principal and academy senior leaders, to ensure outstanding customer services are being delivered
- To carry out other reasonable tasks from time to time, as directed by Estates Director and in conjunction with the Principal and Academy senior leaders
- To have the ability to drive Academy vehicles where needed
- You are responsible for the safety of yourself and others and must not carry out any tasks, for which you do not have suitable experience or qualifications

**This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Aldridge Education.**

## Other clauses

- The above responsibilities are subject to the general duties and responsibilities contained in the relevant staff handbook
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post
- This job description may be varied to meet the changing demands of the Trust at the reasonable discretion of the Estates Director
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing
- Post holder may deal with sensitive material and should maintain confidentiality in all Academy and Trust related matters
- Ensure deliveries occur in a safe and organised manner and transport goods to appropriate destination
- To complete necessary training Child Protection and any other training programmes as deemed necessary in order to ensure the safety of the pupils and staff at all times
- To work with and manage external contractors as required
- To respond to emergency calls by staff where H&S issues have been highlighted to ensure the safety of all stakeholders.
- Ensure CCTV systems are maintained at all times
- To obtain estimates and quotes where needed for any building or refurbishment works



## Person Specification: Estates Manager

	Essential	Desirable
<b>Qualifications</b>		
<b>Knowledge/Experience</b>	<p>IOSH Managing Safety, or equivalent qualification and relevant experience</p> <p>Experience of premises management, building cleaning or building management</p> <p>Managing Facilities Management services and personnel</p> <p>Experience of contract management</p> <p>Sound knowledge of building functions and statutory compliancy requirements</p> <p>Taken responsibility for security of a building with operational understanding of security systems</p> <p>Experience of leading and managing teams</p>	<p>Recognised Facilities Management or building services qualifications</p>
<b>Line Management</b>	Academy Estates and lettings Team	
<b>Budget</b>	Preparation of budgets and accountable for adherence to agreed estates and project budget	
<b>Scope of the Role</b>	Dukes Academy	
<b>Skills/Abilities</b>	<p>Ability to prioritise and manage time to meet customer requirements</p> <p>To be able to advise on general repairs to the buildings and instruct others</p> <p>Report writing</p> <p>Tendering services including capital projects</p> <p>Ability to work to deadlines, deliver projects and adhere to budgets</p> <p>Ability to manage own work effectively and use own initiative to carry out health and safety checks and implement corrective measures and maintain relevant records</p> <p>Ability to work with others to ensure delivery of H&amp;S requirements including curriculum areas</p>	<p>Use of commercial site maintenance equipment</p> <p>The ability to train others</p>

	Create and keep up to date estates data and records of compliance	
<b>Special Requirements</b>	<p>Be willing to work outside of normal hours if required</p> <p>Willing to undertake relevant training</p> <p>Willingness to travel to other academies and attend meetings</p> <p>Attend Governing Body meetings as directed by the Principal</p>	

***The Trust is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.***

Will Shaw  
Estates Director

Reviewed and updated 14 July 2021



## HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online  
<https://www.dukesacademy.org.uk/vacancies/>
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **w/c Monday, 18<sup>th</sup> October 2021**

Your completed application forms should be sent to:

**Ms R. Mevlit** – HR Partner  
Duke's Aldridge Academy  
Trulock Road, Tottenham  
London, N17 OPG

**OR**

[recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

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### Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

### References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

### Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

### Feedback

Please note that we do not confirm receipt of applications.

### Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.