



DUKE'S
ALDRIDGE ACADEMY

APPLICATION PACK

POST OF	Examinations Officer
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DETAILS ABOUT THE POST	
GRADE	Scale 6, point 18 – 20, £28,470 - £29,502 FTE; Term time + 1 week £25,085 - £25,994 pro rata
TYPE OF POST	Support, Permanent
START DATE	As soon as possible
REASON FOR VACANCY	Establishment needs

INFORMATION PROCESS	
CLOSING DATE	Friday 4 th November 2022
INTERVIEW DATE	tbc
INTERVIEW PANEL	Principal, Line Manager and HR

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none">• Completed application form• Employment history including explanation of any gaps• Proof of academic and professional qualifications• Receipt of two professional references• Enhanced DBS. Overseas criminal records check (if appropriate)• Prohibition from teaching check• Right to work in the UK• Health check	

Contents:

1. Principal's Letter to Candidates
2. Our Mission, Vision and Values
3. Safeguarding Strategy Statement
4. Ofsted Outcome Letter - November 2019
5. Job Description
6. Person Specification
7. How to Apply / Process of Selection



October 2022

Dear Applicant,

RE: Examinations Officer

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

Please find below a link to the 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 Lara Burton, Data Manager on 0208 801 0091 or lbr@dukesacademy.org

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan
Principal

Additional information about our academy can be found on the academy's website: www.dukesacademy.org.uk

Our Mission

Inspire to Excel

Our Vision

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

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 STRATEGY STATEMENT

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

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

Unique reference number	144900
Local authority	Haringey
Inspection number	10124650
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1019
Appropriate authority	Board of trustees
Chair of governing body	Malcom Weston
Principal	Monica Duncan
Website	www.dukesacademy.org.uk
Date of previous inspection	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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Post Title:	Examinations Officer
Location:	Duke's Aldridge Academy
Hours	37 hours per week, Term time plus 1 week
Reporting to:	Business Manager
Salary:	Scale 6, point 18 - 20 (£28,470 - £29,502 FTE; £25,085 - £25,994 pro rata)

Overall Purpose of the Role:

- To be responsible for managing the effective and efficient administration of external examinations in accordance with the Joint Council for Qualifications (JCQ) regulations (on behalf of the JCQ member awarding bodies¹) and/or awarding body rules for exams administration in a consistent and secure fashion, thereby helping to maintain the integrity of the assessment process
- To support the Head of centre in ensuring that the centre is compliant with the JCQ regulations and awarding body requirements in order to ensure the security and integrity of the examinations/assessments at all times
- To act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments
- To closely liaise with key stakeholders (external and internal) to ensure exams administration processes are strictly followed and key deadlines met
- To ensure examinations are conducted in accordance with the regulations
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff, supports the head of centre in taking all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during the course of and after examinations have taken place

Key Duties:

Before examinations

Planning

- Maintain and develop systems to manage and coordinate all aspects of the exams administration process
- Research and understand qualifications and how they are assessed

¹JCQ^{CIC} is a membership organisation comprising the eight largest national awarding bodies offering qualifications in the UK. The JCQ is a not for profit Community Interest Company, limited by guarantee. It is funded by its members.

- Identify and access relevant support available from external stakeholders (Awarding bodies/JCQ/Network group/The Exams Office etc.)
- Comply with JCQ and awarding body regulations, guidance and instructions and keep abreast of developments/changes/updates
- Effectively use JCQ and awarding body online tools where required (e.g the Centre Admin Portal (CAP), secure extranet sites)
- Oversee (as the main administrator) and manage appropriate access rights for relevant internal stakeholders using JCQ and awarding body online tools
- Manage own time effectively to ensure key tasks are undertaken and external key dates and deadlines are met (Achieved by creating and working to an annual exams plan)
- Communicate clear internal deadlines and processes for gathering/sharing exam-related information from/with relevant internal stakeholders
- Brief candidates/staff/parents/carers on examination regulations and requirements
- Actively support the head of centre in co-operating with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit
- Annually confirm the information required by the National Centre Number Register (as administered by OCR on behalf of the JCQ) and informs of any changes to centre status
- Manage arrangements to receive, check and store confidential question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations
- Support the head of centre in managing potential conflicts of interest by informing the awarding bodies to timescale for each examination series and recording the measures taken to mitigate any potential risk to the integrity of the qualifications affected
- Contribute to the creation/review/update of exam-related policies/procedures as required by the regulations and accurately reflect working practices in the centre
- Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements and reasonable adjustments for eligible candidates (processing approval applications and requesting modified papers by the published deadlines)

Entries

- Observe the awarding bodies' published terms, conditions and processes for the registration or entry and withdrawal of candidates for their examinations/assessments
- Register or enter candidates for an examination or assessment in accordance with the awarding bodies' published procedures and published deadline for that qualification
- Implement processes and liaise with relevant internal stakeholders to gather correct entry information to internal deadlines implementing strategies to avoid late (or other penalty) fees
- Maintain required identifiers for each candidate entered for an examination/assessment and enter candidates who are on roll at the centre as internal candidates
- Verify the identity of all students that are entered for examinations/assessments
- Effectively use internal and external IT systems to submit and manage awarding body registration and entry data
- Liaise with Finance to ensure fees are paid as instructed and at the time specified by the awarding bodies

- Submit any applications for transferred candidate arrangements in accordance with the awarding body requirements
- Liaise with relevant internal stakeholders to ensure final entries/registrations that have been submitted to an awarding body are regularly monitored, submitting timely changes (amendments/withdrawals) to ensure candidates take the correct papers at the correct time and enabling awarding bodies' to deliver accurate results to the centre

Pre-exams

- Recruit, train, update and manage a team of invigilators
- Manage the arrangements for the timetabling, rooming, seating, resourcing and invigilation of examinations in accordance with the regulations
- Effectively resolve exam timetable clashes and manage overnight supervision arrangements (where arrangements may be required after all other options have been explored) in accordance with the regulations
- Ensure all candidates are notified of their examination entries and the dates and times of their examinations/assessments in accordance with the regulations
- Ensure all candidates are aware of the JCQ and awarding body information and regulations regarding the conduct of their examinations/assessments in advance of these taking place
- Confirm relevant internal stakeholders complete administrative tasks associated with centre assessed work in an accurate and timely manner in accordance with the requirements of awarding bodies and moderators
- Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements or reasonable adjustments for eligible candidates (appropriate arrangements for rooming, resourcing, facilitation, invigilation etc.)
- Effectively manage arrangements for the secure storage and dispatch of examination scripts for marking

During examinations

Exam time

- Effectively manage the conduct of examinations in accordance with JCQ regulations and/or awarding body rules
- Ensure all exam accommodation is prepared in accordance with the requirements
- Inform the JCQ Centre Inspection Service of any alternative site that may be used by the centre to conduct timetabled examinations
- Effectively deploy fully trained invigilators to exam rooms according to the requirements
- Manage unexpected issues/irregularities which may affect the conduct of examinations
- Support the head of centre in investigating and reporting cases of suspected or actual malpractice in connection with an examination as required by the JCQ and awarding bodies
- Manage emergency access arrangements for eligible candidates as the need may arise during exam time
- Maintain the confidentiality and security of candidates' responses and dispatch scripts according to the requirements
- Submit to the published timescales, relevant follow-up reporting to awarding bodies' in relation to the very late arrival of candidates for examinations and applications for special consideration where candidates meet the published criteria

After examinations

Results and Post-Results

- Ensure candidates and relevant internal stakeholders are aware of processes, key dates and deadlines in relation to the issue of results and the arrangements for post-results services
- Plan, prepare for, and manage the restricted release of results and the distribution of provisional statements of results in accordance with JCQ regulations and/or awarding body rules
- Effectively use internal and external IT systems to access and manage awarding body results information
- Understand awarding body results indicators and provide support for relevant internal stakeholders in accessing results reports/analysis tools
- Effectively use external IT systems to administer post-results services in accordance with the regulations to the published deadlines
- Manage and administer the receipt, distribution and retention of examination certificates according to the regulations

Other Responsibilities

Operating at all times within the stated policies and practices of Duke Aldridge Academy and the wider Trust.

- Undertake training, update or review sessions as required
- Undertake other duties appropriate to the grade and responsibilities of the role as may be required by the head of centre/SLT responsible for examinations, for example:
 - the preparation for and conduct of internal examinations under external examination conditions
 - other exams-related administrative tasks

Abiding by and practicing the Aldridge Education Operating norms:

- We are Aldridge Education
- The standard is excellence
- We champion equality
- We're in the work together
- We behave with integrity
- We lead by example
- We use time well

Equal Opportunities

- To know and adhere to the Dukes Aldridge Academy equal opportunities policy and equalities legislation and implement in relation to job responsibilities in employment and service delivery.

Health and Safety

- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.
- To co-operate with the Dukes Aldridge Academy insofar as is necessary to enable it to comply with its duties under relevant health and safety legislation.

Safeguarding of Children Young people and Vulnerable Adults

To be aware of and work in accordance with the Dukes Aldridge Academy safeguarding and child protection policies and procedures in order to safeguard and promote the welfare of children and vulnerable adults and to raise any concerns relating to such procedures which may be noted during the course of duty.

The post holder will be required to have a valid Enhanced Disclosure and Barring Service (DBS) certificate and be re-checked every 3 years as per Dukes Aldridge Academy.

PERSON SPECIFICATION

Examinations Officer	Essential	Desirable
Qualification		
Good general standard of education with qualifications to at least 'A' level standard or equivalent	✓	
Degree level qualification		✓
Experience		
Working in an administration environment	✓	
Managing own workload and completing tasks to deadlines	✓	
Managing staff	✓	
Working on several different projects / areas at the same time	✓	
Dealing with confidential matters	✓	
Using online tools	✓	
Working with databases and managing data input	✓	
Working in a school environment		✓
Managing the examination process within an educational setting		✓
Advising senior leadership teams		✓
Complying with the requirements of regulatory bodies		✓
Knowledge and Understanding		
Proficient in the use of a range of IT software packages	✓	
Follow relevant policies, procedures and regulation to complete work	✓	
Adapt quickly to changes to regulations and processes	✓	
Deal with enquiries in a professional and sensitive manner	✓	
Handle challenging conversations with confidence and sensitivity	✓	
Work in a confidential manner and observe and adhere to data protection regulations – e.g. Data Protection Act 2018 and General Data Protection Regulation (GDPR)	✓	
Knowledge of Bromcom		✓
Manage and maintain the integrity and confidentiality of the exams system		✓
Analyse data		✓
Aware of the Joint Council for Qualifications (JCQ) regulations or equivalent		✓
Aware of current developments in the secondary school/college curriculum and examination systems		✓
Aware of qualifications contributing to performance tables		✓
Skills and Attributes		

Communicate clearly and concisely both orally and in writing to a high standard.	✓	
Interact with others in a positive way	✓	
Time management and planning skills to prioritise workload and balance conflicting demands to meet strict deadlines	✓	
Work with a high degree of accuracy	✓	
Work well under pressure	✓	
Work flexibly	✓	
Work without close supervision	✓	
Work well as both part of a team and independently, demonstrating initiative	✓	
Child Protection		
Commitment to form and maintain appropriate relationships and personal boundaries with young people	✓	
Commitment to safeguarding and promoting the welfare of young people	✓	
Understanding of how best to promote the health, safety and well-being of young people	✓	
Personal Qualities		
Honesty and integrity	✓	
Calmness under pressure	✓	
Undertake relevant training and development opportunities	✓	



HOW TO APPLY / PROCESS OF SELECTION

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

1. Complete the application form in full online via the Trust's People HR Applicant Tracking System , <https://aldridgeeducation.peoplehr.net/Pages/JobBoard/Opening.aspx?v=2442c0ea-83ca-46ca-a378-99c6aa4f6bad>
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **to be confirmed**

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 contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted. In line with KCSIE the Trust will carry out appropriate online checks at the short list stage.

We look forward to receiving your application.