



SEND Teaching Assistant (SEMH Specialism)

Information for candidates

August 2024

Introduction from the Principal



Dear Applicant,

Our Vision: *"Be the best you can"* - this is what we ask of our pupils and our staff.

We are committed to providing the very best educational experience for our young people and invite applicants who share this commitment and want to be a part of our success story. We believe in the power of the curriculum and so intentionally have the following at the core of our practice:

- A pragmatic approach to pedagogical practice that reduces teacher workload.
- Teaching powerful knowledge rather than parroting the knowledge of the powerful.
- CPD which is rooted in the best educational research, often with a foundation in cognitive science.

The Academy is on a journey from Good to Great and this has been confirmed by Ofsted in May 2022; *"leaders and governors remain focused on doing the right things to improve the school further. They have developed an ambitious and clear long-term plan that outlines how they will reach their vision"*.

About You

- You can motivate and inspire pupils to build on their current achievements.
- You have excellent interpersonal skills and a commitment to collaborative working.
- You are committed to working in an inner-city school and believe that such schools should provide the best possible environment for academic success and personal development.
- You have an excellent track record of outstanding teaching across Key Stages 3 to 5.
- You are resilient and have a great sense of humour, as you never give up.

About Us

- Reconfirmed as a 'Good' school by Ofsted in May 2022.
- We provide a world class education for boys and girls aged 11-19, in a modern state of the art building that opened in September 2010.
- We provide a welcoming, caring and stimulating environment with excellent teaching facilities.
- We have pupils who strive to maximise their achievement and are fully supported by parents who work with us in partnership.
- We have excellent transport links; 5-minute walk from the bus stop or 7-minute walk from Manor House tube station which serves the Piccadilly Line.
- We have high-quality teaching staff who are fully committed to supporting pupils' academic and personal development.
- We offer excellent opportunities for your own professional development.
- We believe qualifications open doors but are only part of the story. All children deserve a full rounded education.

Thank you for your interest in our Academy. I look forward to receiving your application.

Shereka James

Principal

Skinners' Academy

Our Mission



Our Mission

The Principal and Governors at Skinner's Academy believe that all children will be the best they can be by working in active partnership with the Academy to achieve excellence for themselves and the wider community. The Academy will provide the necessary prerequisite skills, knowledge and experiences for children to ensure they have the opportunities to succeed. Not only will our young people be successful and productive citizens, but they will also be a source of influence in the society that they live in, ensuring that they make sustainable and authentic contributions for future generations.

Our Values

- **Be Curious** - We will ask the right questions, learn from others and look for ways to work smarter.
- **Be Cooperative** - We will work in partnership with others to achieve our goals.
- **Be Determined** - We will see challenges as obstacles that we can overcome. We will not give up.
- **Be Kind** - We will be generous with our time and resources; we will show empathy.
- **Be Respectful** - We are committed to upholding the values of equality and inclusion. We will not tolerate prejudice in any form.

- **Be Outstanding** - Exceptionally good; this is what we strive for 100% of the time.

Our Specialism

In our commitment to ensuring that our young people are not only prepared for every step of their learning journey but that they also have the agency to influence their future, we believe that Enterprise forms a crucial role in realising this. As an Academy, we will ensure that students understand the skills of Enterprise and that they can use these effectively to carve out their desired futures.

"Enterprise is about motivating young people to learn and excel in their education and to see the relevance of their studies. It is more than the creation of entrepreneurs, it is about a can-do and positive attitude and equipping people with the confidence to develop ambitious career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do."

- Lord Young 2014



Skinner's' Academies Trust



Skinner's' Academies Trust is a new, collaborative Trust of five high-performing schools in Kent and London working together to improve outcomes for all our students. Launched in September 2023, the Trust educates a total of 4,500 students across primary and secondary phases and both comprehensive and selective schools.

The Trust builds on the longstanding collaboration and shared values across the family of schools supported by The Skinner's' Company, one of the Great Twelve Livery Companies of the City of London. The Company is a major not-for-profit

organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and its schools aspire to provide all their young people with the opportunity to make the most of their talents and fulfil their potential.

Skinner's' Academies Trust's mission is to provide it's young people with the opportunity to make the most of their talents and fulfil their potential. To do that they ensure that each school has first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.



Skinner's Academies Trust: Professional Development



Skinner's Academies Trust are committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all our teachers. Everyone at the Trust is committed to being a reflective practitioner, open to learning and motivated to keep getting better.

We know that professional development for our people will lead to impact in our schools. The five pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

Chartered College of Teaching membership: Open to all

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, *Impact*; and opportunities to participate in CCT courses or become a Research Champion.

Research-led networking opportunities: Open to all

The Trust-wide book group meets online each half term to explore an education-based text and discuss the implications on classroom practice. Copies of the book are free to members.

Our Research Enthusiasts group similarly meets each half term. It offers teachers from across the Trust, with a passion for evidence-informed practice, the opportunity to debate a range of research and its implications for classroom practice and student outcomes.

Development for middle leaders: Open to aspiring and existing middle leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally

for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement. All participants are allocated a mentor who supports them throughout the course, and get to visit each Trust school over the course of the year.

Subject-specific collaboration: Open to subject leads and subject based TLR holders

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools.

SLT Community of Practice: Open to senior leaders

All senior leaders across the Trust are members of our SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.

NEW for 24/25: Purposeful Practice Programme: Open to all

Rooted in the best available evidence, this programme provides an opportunity for teachers at all levels to refine and hone their craft. Focusing on granular, high impact teaching strategies, participants will observe these in action before engaging in analysis and review and then planning to incorporate them into their own practice. This is a unique programme to SAT and an exciting opportunity for all practitioners.

Staff Rewards and Benefits



Annual Season Ticket Loans

Staff members can apply for an annual season ticket loan where the cost of the season ticket is spread over 10 monthly payments, interest free.

Cyclescheme

Skinners' Academy is a registered employer of the Cyclescheme which is the UK's most popular Cycle to Work benefit, providing staff members with the opportunity to purchase a bike of their choice, tax free. Staff can save 25-39% of the cost of a new bike and accessories whilst also spreading the cost. Payments are deducted via payroll over a term of 12 months.

CycleScheme has also launched the UK's first Cycle to Work scheme for City Bike Hire, which is perfect if you can't have a bike of your own or if you want a multi-modal commute.

City Bike Hire enables staff to save 32-42% on the cost of bike hire membership. Cyclescheme has partnered with Santander and Brompton, with more exciting partnerships coming soon.

Discounted Mortgages for Teachers

Endorsed by the NEU, Teachers Building Society was established specifically to help teachers with smaller deposits buy their very first home. As the only building society dedicated to teacher lending, they not only reserve their best (cheapest) mortgage deals especially for teachers, but they also use their expert understanding of the education industry to make the home buying process as smooth and simple for teachers as possible. Buying a property with someone else? No problem, only one applicant needs to be a teacher.

Electric Car Salary Sacrifice Scheme

Skinners' Academy has partnered with a leading company in the field, WeVee, who provide a scheme designed to save Academy staff money on the cost of a brand new car, whilst simultaneously cleaning up the air in the community and leading to a reduction in the carbon footprint, by helping you switch to electric.

By lowering your Income Tax and National Insurance

payments, you can save you up to half your motoring costs and a designated Account Manager is available to provide answers to any bespoke queries you may have.

Employee Assistance Programme

Our Employee Assistance Programme (EAP) is a package of emotional and practical support that provides the following:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module.
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations.
- Financial, legal and practical support from qualified professionals on a range of personal issues.
- Access to online health and wellbeing resources and a specialist information service.
- This free service is confidential and can be used to support staff with any personal or work-related issues that may be affecting their wellbeing.

Gift Vouchers for 100% Attendance

We really value staff commitment to each working day and as a token of this, each term, staff members who have achieved 100% attendance participate in a prize draw, offering them the prospect of winning £100 worth of LOVE2SHOP vouchers which is accepted in over 20,000 stores, restaurants and attractions.

Local Café Discount

One of our local cafés, 215 Hackney kindly offers all Skinners' Academy staff a 15% discount on food and drinks upon presentation of their staff ID card. They are a casual café and restaurant serving Middle Eastern breakfast, brunch/lunch and dinner with an East London Twist.

London Borough of Hackney School Staff Offers

All employees of London Borough of Hackney schools can register for the borough's savings and discounts scheme where employees can enjoy 100's of offers on big name brands such as BT Broadband and supermarket digital gift cards. Employees can register for free using their school email address and Scheme ID Number.

Staff Rewards and Benefits



Pension Scheme Contributions

We pay in a high percentage of monthly contributions for Teaching Staff (Teachers' Pension Scheme) and Support Staff (Local Government Pension Scheme) members enrolled in these pension schemes.

Running Club

Skinners' Running Club gives staff the opportunity to get active and join other runners within the Academy along a route which passes a climbing castle and sailing club, with beautiful views. All staff are welcome to join in, every Tuesday after the Academy day.

Social Events

The Skinners' Social Committee helps to connect staff during this challenging time by organising lively staff social events to ensure that staff get the opportunity to unwind and enjoy a well-deserved break from work.

Staff Wellbeing

Regular guided mindfulness meditation takes place remotely via the Skinners' Academy All Staff Wellbeing Channel in MS Teams.

Regular Wellbeing Audits occur throughout the year, followed by a Wellbeing Action Plan, giving opportunities for staff, students and parents to suggest strategies that would positively impact wellbeing.

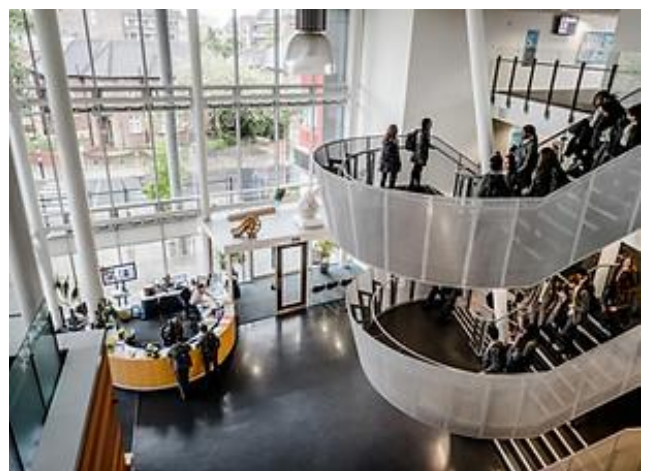
We encourage a culture of celebrating each other. 'Staff Shout Outs' can be sent via a link for members of staff to nominate a colleague they particularly want to celebrate each week.

Home & Tech

Home & Tech, previously known as the Techscheme, is the smart way to buy and save on home and tech products. Powered by Apple and Currys, this benefit lets staff members choose from over 5,000 tech products from tablets and televisions, fitness trackers and phones, to games consoles and kitchen appliances. More recently, the home furnishings retailer, Ikea, has also been added as a redemption partner. Staff can spread the cost of purchases from their salary via a salary sacrifice across 12 months and make a National Insurance saving of up to 12%. Further details of the

scheme can be found by visiting:

<https://www.techscheme.co.uk/68147f9>



Job Profile



POST: Special Educational Needs and Disabilities (SEND) Teaching Assistant (Social, Emotional and Mental Health (SEMH) Specialism)

GRADE: Scale 2, Spine Point Range 10 - 13
£24,716 - £25,250 FTE
£21,674 - £22,142 pro rata

HOURS: Full Time, 36 Hours per week
Term Time Only (39 weeks per year)

RESPONSIBLE TO: SENDCo

PRINCIPAL ACCOUNTABILITIES

- 1) To work under the instruction/guidance of the SENDCo and other teaching/senior staff, within an agreed system of supervision to complement the professional work of teachers by supporting the learning of pupils with SEND and in particular but not limited to pupils with SEMH needs.
- 2) To support the educational, social, and emotional development of students with SEMH needs, ensuring they can achieve their full potential.
- 3) This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring, assessing, recording and reporting on pupils' achievement, progress and development.

MAIN ACTIVITIES AND RESPONSIBILITIES

The duties outlined in this job description may be modified by the Principal, to reflect or anticipate changes in the job, commensurate with the salary and job title.

1. SUPPORT FOR PUPILS:

- Support pupils learning by using specialist skills/training/experience.
- Assist with the development and implementation of Student Profiles of Additional Need.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion of all pupils within the classroom.
- Support pupils consistently by recognising and responding appropriately to their individual additional needs.
- Encourage pupils to interact and work co-operatively

with others and engage all pupils in activities.

- Promote independence; recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Assist with assessment of pupils.
- Support pupils in maintaining high standards of pupil behaviour in line with the Academy's Behaviour for Learning policy.
- Support pupils in exams/assessments who qualify for access arrangements.
- Provide tailored support for pupils with SEMH needs.
- Work with individuals or small groups to reinforce learning and manage behaviour.
- Implement personalised learning programs as directed by the teacher or SENDCo.
- Encourage pupils to interact positively and develop social skills.
- Support pupils in managing their emotions and behaviour, fostering self-regulation and resilience.
- Monitor pupil progress and provide regular feedback to teachers and the SENDCo.
- Maintain accurate records of pupil performance, attendance and behaviour.
- Provide a safe, caring and supportive environment for pupils.
- Assist with the development and implementation of Individual Education Plans (IEPs) and behaviour.

2. SUPPORT FOR THE TEACHERS:

- Work with teachers in establishing an appropriate learning environment.
- Work with teachers in lesson planning, evaluating and appropriately differentiating curriculum materials and approaches.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher and SENDCo on pupil achievement, progress, etc; ensuring the availability of appropriate evidence.
- Responsible for keeping and updating records as agreed with the teacher/SENDCo and contributing to reviews of systems/records as requested.

Job Profile



- Mark pupils' work, accurately record achievement/progress and feedback to teacher.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy, and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed.
- Provide general clerical/administrative support as directed by the SENDCo.
- Provide constructive feedback to pupils to support their learning and development.
- Assist in implementing behaviour management strategies to maintaining positive learning environment in the classroom.
- Provide one-on-one support for pupils exhibiting challenging behaviour.
- Provide constructive feedback to pupils to support their learning and development.

3. SUPPORT FOR THE CURRICULUM:

- Implement agreed learning activities/teaching programmes, adapting and differentiating activities according to pupil SEMH needs.
- Implement teaching and learning strategies to ensure that pupils achieve and make progress.
- Make effective use of opportunities provided by learning activities to develop literacy and numeracy skills and to promote independent learning.
- Support the use of ICT and assistive technology in learning activities and develop pupils' competence and independence in its use.
- Enable pupils to access learning activities through specialist SEMH support.
- Assist in the preparation and maintenance of general and specialist equipment and resources.
- Assist in delivering a differentiated curriculum to meet the needs of pupils with SEMH.
- Support pupils in accessing the curriculum and

overcoming barriers to learning..

4. SUPPORT FOR THE ACADEMY:

- Be aware of, support diversity, and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils between and out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENDCO, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Work collaboratively with teachers, SENDCO, and other staff members.
- Participate in staff meetings, training sessions, and professional development opportunities
- Communicate effectively with parents, carers, and external agencies as needed.
- Share relevant information about pupil progress and well-being with colleagues and stakeholders.
- Be willing to undertake first aid training and once qualified to administer first aid to staff and pupils.

Please note that this list of duties is illustrative of the

Job Profile



general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. They may be required to do other duties appropriate to the level of the role, as directed by the Principal.

KEY ORGANISATIONAL OBJECTIVES

The postholder will contribute to the Academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the Academy's Equalities policies, demonstrating commitment and contribution to improving standards for students as appropriate.
- Attend Governing Body staff meetings.
- Participate in staff training and development.
- Develop links with Governors, LEAs and neighbouring schools/Academies.
- Adopting Customer Care and Quality initiatives.
- Contributing to the maintenance of a caring and stimulating environment for your people.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Governing Body.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

This post allows substantial access to children, candidates are required to comply with Academy procedures in relation to DBS checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Academy to ascertain details from the Disclosure and Barring Service (DBS) regarding any convictions against

them and, as appropriate the nature of such convictions.

EQUAL OPPORTUNITIES

The postholder will be expected to carry out all duties in the context of and in compliance with the Academy Equalities Policies.



Person Specification



Qualifications and Experience	Essential	Desirable
GCSEs (or equivalent) in English and Mathematics	✓	
Relevant qualifications in child development, education, or special educational needs	✓	
Level 2 or 3 Teaching Assistant qualification		✓
Training in SEMH-specific interventions and strategies		✓
Training in behaviour management techniques and strategies	✓	
Experience working with children or young people in an educational setting	✓	
Previous experience of working within a secondary school special needs department		✓
Experience supporting pupils with SEMH needs or similar challenges	✓	
Experience of providing educational support to pupils within a mainstream class, in a small group and on an individual basis		✓
Experience in developing and implementing IEPs and behavior plans		✓
Experience of developing and sharing strategies to meet a specific area of additional need		✓
Experience of planning, developing and reviewing support to meet the needs of individual pupils		✓
Experience of monitoring, recording and reviewing pupil progress		✓
Experience of liaising with external agencies and professionals, and understanding their role in supporting pupils with SEMH needs		✓
First Aid qualification		✓
Professional Knowledge and Understanding	Essential	Desirable
Understanding of SEMH needs and their impact on learning and behaviour	✓	
Knowledge of behaviour management techniques and strategies	✓	
Awareness of safeguarding and child protection policies and procedures	✓	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation or willingness to learn		✓
Working knowledge of the national secondary school curriculum and other relevant learning programmes		✓
Awareness of themes underlying Every Child Matters	✓	
Awareness of pupils' diverse needs, backgrounds and aptitudes	✓	
Knowledge of relevant legislation and guidance concerning SEND		✓
Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning	✓	
Understanding of SEMH needs and their impact on learning and behaviour	✓	

Person Specification



Skills and Abilities	Essential	Desirable
Very good numeracy/literacy skills	✓	
Ability to plan effective actions for pupils at risk of underachieving	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to build positive and supportive relationships with pupils, staff, and parents/carers	✓	
Strong communication skills, both written and verbal	✓	
Fluency in a language other than English		✓
Ability to use Microsoft Office and database packages	✓	
Proficiency in using technology to support learning		✓
Excellent organisational skills and ability to meet deadlines		✓
Skills in developing and adapting learning resources		✓
Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these	✓	
Ability to manage challenging behaviour calmly and effectively	✓	
Ability to use non-confrontational strategies with young people	✓	
Ability to facilitate small group work and one-on-one support sessions		✓
Desire to undertake further professional development relating to inclusion	✓	
Committed to continually improving performance of self and team	✓	
Ability to produce and adapt learning materials using ICT	✓	
Good presentation skills	✓	
Organizational skills and the ability to manage time effectively	✓	
Resilience and determination when faced with difficult tasks	✓	
Commitment to the protection and safeguarding of children and young people	✓	
Personal Attributes	Essential	Desirable
Patience, empathy, and resilience	✓	
A positive and proactive approach to supporting pupils with SEMH needs	✓	
Commitment to continuous professional development and learning	✓	
Flexibility and adaptability in response to changing needs and situations	✓	
A commitment to promoting inclusivity and equal opportunities	✓	
Enthusiasm for working with young people and supporting their development		✓
Creativity in problem-solving and developing learning activities		✓
Knowledge and Understanding	Essential	Desirable
Commitment to the ethos and values of the school	✓	
High expectations for all pupils and a belief in their potential to succeed	✓	
Respect for confidentiality and professionalism in all interactions	✓	

Application and candidate selection process: our candidate charter



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



Safer recruitment in education: information for applicants



Skinner's Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- Skinner's Academy application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- prohibition and overseas checks will also be completed if necessary.



How to Apply



The closing date for applications is **Monday 2nd September 2024 at 9am** with interviews commencing in the week beginning **Monday 9th September 2024**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).

For more information about this position, or to have a confidential discussion about the role, please contact recruitment@skiddersacademy.org.uk.

We look forward to hearing from you.



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