



Stephenson MK Trust

Stephenson (MK) Trust Bridge Academy Deputy Principal Recruitment Pack



Welcome from the CEO at Stephenson (MK) Trust

Firstly, thank you for your interest in relation to our vacancy for Deputy Principal of Bridge Academy. This post has arisen due to the expansion and continued growth at the school. The Deputy Principals will lead the schools' aims and vision across the Manor Road or Coffee Hall site.

You will find all the information you need contained within this recruitment pack.

The Trust, on behalf of Bridge Academy, is seeking to appoint an inspiring, compassionate, and dedicated Deputy Principal who is eager to make an impact and works to build strong, supportive connections with staff, pupils, families, partner schools and agencies and the wider community.

The Trust is deeply committed to inclusivity and enhancing the opportunities for our students. Bridge Academy, as part of the Trust, values its reputation as a welcoming and supportive Academy, placing significant importance on both pastoral support and personalised academic learning. Prospective candidates should demonstrate unwavering commitment to student progress, displaying innovation and creativity in their approaches and should consistently engage in reflection to enhance outcomes for our pupils.

On a personal level we are looking for an exceptional candidate with ambition for, and commitment to, the most vulnerable young people and to ensure that they are given the opportunities to develop their talents so that they can contribute positively to the world they live in when they leave our care.

All children deserve access to the very best leaders and teachers, and we are no different to others in our quest to appoint an exceptional candidate.

At one of our sites the candidate will lead and drive Bridge Academy aims and vision for young people placing no ceiling on their success or the opportunities that they have.

This role would be ideally suited to an aspiring Headteacher where they would relish the opportunity to lead a site under the direction of an experienced Alternative Provision leader.

Bridge Academy

Bridge Academy is a successful Alternative Provision Academy which consists of two main sites located at Coffee Hall and Manor Road in Bletchley. Bridge Academy currently caters for CYP between 11-19 and received a Good Ofsted report in June 2024.

Bridge Academy is currently within a consultation process to amalgamate with Milton Keynes Primary PRU (MKPPRU), which is based at the Manor Road site and will, should this be successful become an additional pathway within Bridge Academy and change the age range of CYP to 4-19 years.

Admissions to Bridge Academy take place via the MK Inclusion Partnership group via a monthly meeting and when required an emergency placement panel meeting. These are co-ordinated by the SMKT CEO and are supported by MK Headteachers and senior leaders. The work of this group significantly reduces permanent exclusions and supports CYP returning to mainstream promptly following a period of support and intervention. The work of Bridge Academy has significantly changed the lives of many CYP avoiding a permanent exclusion and supporting a successful reintegration. The vast majority of CYP are dual rolled and as such secondary and primary schools work with us to support their future outcomes and success.

We serve Milton Keynes, and the surrounding local authorities when places are available.

In return our Trust can offer you:

- An incredible opportunity to lead an exceptional site and work with experienced and successful executive leaders.
- The chance to be part of a growing and forwarding thinking Trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.

We welcome visits to Bridge Academy and look forward to receiving your application.

Kathie Hughes

CEO, Stephenson (MK) Trust

Welcome from the Principal of Bridge Academy

Dear Applicant,

Thank you for the interest you have shown in joining the team at Bridge Academy and the wider Stephenson (MK) Trust. I am very proud to be Principal of Bridge Academy. We are a school with big aspirations where we ensure children will be treated with care and respect and helped to re-engage with their learning so that they can either return to mainstream education, successfully transfer to more specialist provision or develop the skills to transition into a successful adulthood.

Our children are encouraged to explore and discover through exciting learning opportunities. We provide a calm, safe and inclusive environment where positive behaviour and mutual respect is modelled. We are developing a broad and balanced curriculum to support the progress of children, whilst celebrating their uniqueness enabling each child to grow in confidence, resilience and self-worth. Our curriculum is built to stimulate participation and support their holistic wellbeing by ensuring each child has access to relevant learning challenges and opportunities to flourish.

Bridge Academy offers opportunities to understand a child's needs and build relationships whilst also supporting them to develop strategies and skills to become lifelong learners and active members of their communities.

We have an experienced, dedicated staff team who have expertise in working with children with SEND and SEMH difficulties. We understand the importance of each child having a successful experience and we work in close partnership with other professionals and agencies to provide solution focused support, such as Stephenson Trust Therapeutic Service, CAMHS, Children's Social Care, YOT, Family Support team and Speech and Language Team. We believe children thrive when adults work in partnership, this allows children to be at their happiest and learn more effectively.

We are at an exciting time where we are recruiting a Deputy Principal who is dedicated, enthusiastic and skilled to support school improvement. We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the challenges of the role. This would be ideally suited to someone who is keen to develop and grow within a forward-thinking Trust which places young people at the heart of all that it does.

Visits are welcomed and encouraged; these can be organised through HR.

I wish you well in your application.

Bev Wife.

Principal
Bridge Academy

About Stephenson (MK) Trust

Background to SMKT

Stephenson (MK) Trust (SMKT) is a collaborative, co-operative Trust that supports vulnerable and challenging behaviours in children across Milton Keynes. Each Academy within the Trust is an autonomous organisation accountable to Milton Keynes based stakeholders within a framework that is formed by the Academy Trust.

Our values and co-operative principles very much stress ethical values of honesty, openness, social responsibility and caring for others, with particular focus around joining together to make a difference; everyone taking responsibility and accountability for their actions; everyone having the opportunity to get involved; providing all members with fair treatment relative to their needs and sharing interests and common purpose in the community of Milton Keynes which we serve.

The Trust has the following features that define its collaborative and co-operative nature:

- SMKT is currently sponsored by St. Paul's Catholic School and Serco Group PLC. The Members of the Trust are appointed by these two bodies. Currently two Members are appointed by St. Paul's Catholic School and one Member is appointed by Serco Group PLC. The Articles of Association have recently been revised to increase the number of Members to 5. The Members oversee the Trust in line with the Academy Trust Handbook and Articles of Association.
- SMKT Trust Board currently comprises six Trustees and is representative of each of the Academies, irrespective of their size, and the Board members will include people with direct knowledge of each of the Academies in the Trust. The Trust board arrangements have recently been updated to increase the number of Trustees to eight, to ensure that we have a diverse skillset and broad range of Industry and Educational experience on the board, and this will be reviewed further as the Trust grows.
- SMKT was established from a close working relationship between secondary schools in Milton Keynes and Milton Keynes Local Authority. As the Trust has developed, the Milton Keynes Inclusion Partnership (MKIP) was set up and developed to avoid children being permanently excluded from school. Our Trust advocates for these children and the CEO chairs the MKIP panels that also cover the primary sector. These panels set out to provide a tiered support service through our Academies to support children returning to mainstream education and reducing the need for increasing Alternative Provision (AP) places.
- SMKT is a unique Trust, currently made up of Alternative Provisions and Special Schools. As a Trust we look to support vulnerable and challenging children primarily within the Milton Keynes community. Whilst the current schools within our Trust are Alternative Provisions and Special Schools, this does not preclude mainstream schools from joining SMKT and we would welcome discussions with any school interested in joining us. If additional schools join the Trust, then it is in the knowledge that they are entering an evolving, collaborative partnership, and they are not being subsumed. Whilst the Trust will offer operational support, guidance and advice, schools within SMKT maintain their integrity and independence.

- SMKT recognises that the Academies currently in its care are very different and that their individual natures and needs must be recognised in the way the Trust organises itself. This means that the practical role of the Trust Board and the CEO is to oversee the progress of each Academy in providing support and challenge, as well as the overall direction of the Trust, whilst responding to local and national priorities. The Trust Scheme of Delegation ensures that the responsibility for decisions about what is best for the children in each Academy's care and the Academy itself is with the Governing Body of each Academy and its senior staff.
- One benefit of collaborating as part of a Trust is that there are shared services that are undertaken for the common good. The provision of these is taken into account when setting budgets annually and discussed with senior leadership, Finance Teams and Governors in each Academy prior to budgets being finalised. These include the following areas:
 - Central Finance
 - Bids and applications for buildings development, repairs and improvements.
 - Catering
 - HR and Payroll
 - IT
 - Operations and Estate Management
 - School Improvement
 - Therapeutic Care
 - Transport
 - Contracts for external services such as professional services, grounds maintenance and photocopiers.

The Trust also takes responsibility for the provision of policies and procedures which are shared across the Trust.

GAG Pooled Funding

The interface between the central team and schools within the Trust is supportive, rather than directive, and the strategic direction of the Trust is ultimately the responsibility of Trustees.

In the spirit of local co-operative working, Trustees have agreed Generalised Annual Grant (GAG) pooling. MATs are single financial entities that are responsible for the sustainability of all their constituent schools and the advantages of GAG pooling within SMKT are that they:

- ensure that each Academy has the funding to carry out its work and implement the actions in its School Improvement Plan with the objective of devolving the maximum of the total budget to Academies and their Local Governing Bodies and identifying how the retained funding is used for activities for the common good of Academies in the Trust. The CEO, CFO, the Principals and Academy finance staff will be involved in the budget setting process to ensure that all information is brought to the process and that there is transparency.
- smooth out disparities in funding between schools within a MAT.
- direct funds to schools that need to raise educational standards.

- direct funds to schools that require investment in facilities.
- direct funds to facilitate MAT policies that are being implemented to support the Trust's vision.

Stephenson MK Trust (SMKT) Strategic Aims 2024-2025

The Stephenson MK Trust (SMKT) is a Trust supporting the most vulnerable and challenging children in Milton Keynes and local schools to ensure every child can strive for success.

We endeavour to create personalised, ambitious opportunities for all within our Trust family creating a community which is forward thinking and aspirational, contributing positively to the Milton Keynes community in which we live.

Each Academy within the Trust has their overarching Aim:

- At Stephenson Academy we are '**On Track to Success**'
- At Bridge Academy we are '**Building Brighter Futures**'
- At MK Primary PRU we are '**Bringing Learning to Life**'
- At Stephenson (MK) Trust Post-16 Centre we are '**On Track to Brighter Futures**'

At SMKT we strive to achieve this through our commitment to the "**7 steps to Success**" in all that we do:

The 7 steps to Success:

1. Support and care for each other
2. Understanding and acceptance for all
3. Character building
4. Challenging and stretching
5. Exploring possibilities and nurturing talent
6. Safe environment to flourish
7. Striving for success

As Leaders within SMKT we demonstrate this in the following ways and agree to:

1. ***Support and care for each other***
 - Respect each other.
 - Be personal but professional at all times.
 - Show genuine interest in others.
 - Treat others how you wish to be treated.

2. ***Understanding and acceptance for all***

- Be mindful of how others work.
- Avoid gossip and always maintain confidentiality, respecting the privacy of sensitive information.
- Understand your work environment and keep it clean, tidy and safe.

3. ***Character building***

- Encourage constructive feedback and address any conflicts or concerns in a respectful manner.
- Be respectful when sharing feedback with each other.
- Do the right thing instead of what's easier.
- Adhere to the 7 Nolan Principles of Public Life.

4. ***Challenging and stretching***

- Provide autonomy for team members over their respective roles or tasks.
- Encourage each other to step out of their comfort zone.
- Be diverse in your job roles by understanding and supporting both areas of development in others and effectively using your strengths to upskill others.

5. ***Exploring possibilities and nurturing talent***

- Seeking opportunities to develop team members.
- Modelling what you expect from others.
- Be brave in informed decision making.

6. ***Safe environment to flourish***

- Communicate openly and respectfully.
- Actively listen to others, seeking to understand their perspective and ideas.
- Allow others to share their thoughts/opinions and feelings safely.

7. ***Striving for success***

- Come prepared to actively contribute to meetings and arrive on time.
- Ensure that meeting actions are followed up in a timely manner.
- Work collaboratively and share ideas for improvement.

STEPHENSON (MK) TRUST

JOB PROFILE

Post Title:	Deputy Principal Bridge Academy
Responsible to:	Principal, Bridge Academy
Grade:	Leadership Spine 16-20

JOB PURPOSE

- To raise standards and achievement in Bridge Academy ensuring outcomes for all students and groups of students are high and that the proportion of students making at least expected levels of progress is high.
 - To rigorously analyse performance data, identifying under achievement and set appropriate targets.
 - To play a major role under the overall direction of the Principal in formulating and reviewing School Improvement Plan (SIP), School Evaluation Form (SEF), aims and objectives of the school by: establishing the policies through which they shall be achieved; managing staff and resources to that end; monitoring progress towards their achievement.
 - To ensure the management of intervention programmes meet the needs of students reflected in personalised provision maps.
 - To work closely with the Principal, to manage the development of the MK Inclusion Partnership in Milton Keynes and ensure all statutory requirements and regulations are met.
 - To be responsible for leading the school in the Principal's absence.
 - To lead on an agreed range of other areas across the Academy.
 - Deputy DSL for Bridge Academy.
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PRINCIPAL ACCOUNTABILITIES

Key accountabilities:

- Working closely with the Principal, to take responsibility for the strategic development of remote education.
- To lead on supporting staff to use data to inform their planning and further reduce learning gaps for CYP preparing them for their next steps.
- Deliver highly effective personal Teaching and Learning (0.2) and develop staff to secure the same.
- To be responsible for the development of middle leaders across the Academy.
- To line manage key identified staff and hold line managers to account.
- To recruit and retain a high quality team in line with the needs of the young people and the expectations of partners through safer recruitment, supervision and appraisal.
- To provide strategic leadership of Academy behaviour and attendance systems in order to ensure the highest standards of student engagement, attitudes to learning, attendance and punctuality.

- To be accountable for the effectiveness of the Academy with regard to attendance and work with all staff in finding ways to overcome barriers to attending.
- To support effective management of the budget providing an appropriate level of resourcing and value for money.
- To design, implement and evaluate the CPD programme.
- To design, implement and evaluate an improved virtual offer for CYP.

Scope:

The Deputy Principal will work with the Principal to manage all aspects of the curriculum, inclusion and SEN/therapeutic needs and ensure the effective deployment of resources.

The Deputy Principal will ensure teaching standards are met.

The Deputy Principal will ensure all activities are carried out to agreed Stephenson (MK) Trust standards and in line with legislative, regulatory requirements and minimum national standards.

The post holder must have significant experience of either the primary or secondary education sector and management experience. Duties will also include the engagement of partners from the statutory and voluntary sector who can contribute to the holistic support of young people and their families.

To continue to develop and foster the shared working with partner schools to further develop relationships and support successful reintegration of CYP.

Work Profile:

- To have overall management of a team of staff within an Alternative Provision setting.
- To manage the implementation of a curriculum that takes account of the entitlement of an all through Academy, is engaging and ensures academic outcomes.
- To ensure the co-ordination of effective provision for student welfare, development and wellbeing, multi-agency support and related partnerships in order to measurably improve student outcomes.
- To lead a culture of aspiration, celebration and reward in the Academy and its community.
- To lead Academy improvement through the perspective and engagement of parents and the community.
- To ensure students have appropriate opportunities to consider careers guidance.
- To develop and deliver a programme of continuous professional development for all members of the Academy in consultation with the Principal.
- To work with the Principal to identify the budgetary needs of the Academy, ensure effective day-to-day operational management of the budget and wider forecasting for the financial year.
- In partnership with the Principal, to facilitate effective partnership working across all schools and centres and the delivery of a range of common standards and practices across the Trust.
- To maintain thorough knowledge of legislation and effective practice in related areas; and ensure that all processes involved adhere to such legislation and models of best practice.
- To undertake a teaching commitment as required to maximise the efficient and effective running of the Academy.
- To take an active role as part of the Senior Leadership Team, including providing data for reporting to Governors.
- To undertake any other duties commensurate with the grade and level of responsibility of this post, for which the post holder has the necessary experience and/or training.

Working with the Principal to:

- Raise achievement of students ensuring they make progress at least in line with expectations.
- Rigorously analyse performance data, identify underachievement and set appropriate targets.
- Monitor student performance and ensure appropriate intervention strategies are put in place.
- Monitor the quality of Teaching and Learning ensuring appropriate action is taken to address unsatisfactory performance.
- Ensure appropriate support for students is in place in order for them to make at least expected progress.
- Ensure the safety and wellbeing of CYP across the Academy is a key priority within the role of DDSL.
- Monitor and evaluate the impact of raising achievement strategies and action plan accordingly.
- Ensure the Academy academic profile is accurate and updated on a regular basis.
- Prepare detailed annual and termly reports that utilise both external and internal standards and achievements data to identify strength and areas for improvement.
- Lead the effective use of appropriate data sources with teaching staff to identify strengths and areas for improvement across the Academies within the Trust.
- Take a strategic lead in the preparation of detailed action plans to raise standards and achieve across the Academies and to oversee student progress to ensure all targets for improvement are met.
- Support teaching staff with detailed self-evaluations and improvement plans to raise standards of attainment and achievement.
- Lead on the tracking of student achievement across the Academy, identifying and monitoring cohorts of achieving and underachieving groups of learners, implementing systems of support, praise and intervention.
- Take a strategic lead with the implementation of departmental student achievement tracking and monitoring systems.
- Lead identified targeted intervention strategies across the Academy.
- Identify programmes of learning that support disaffected learners in order that they achieve and have progression opportunities.
- Take the strategic lead in the formulation of whole school CPD and evaluate the impact on students' progress.

Class teacher responsibilities:

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher including the provision of cover for absent teachers.

The internal organisation, management and control of the Academy:

- To have specific responsibilities for those aspects of school management linked to the main purpose and key designated areas as outlined above and agreed upon appointment.
- To contribute to:
 - Formulating the aims and objectives of the Academies within the Trust and policies for their implementation.
 - A development plan which will translate school aims and policies into actions.

- Monitoring and evaluating the performance of the school and its achievements.
- Implementing the governing body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs.
- The efficient organisation, management and supervision of school routines.

Curriculum Development:

- To contribute to:
 - The development, organisation and implementation of the curriculum.
 - School policies on curriculum, teaching and learning, assessment, recording and reporting.
 - Ensuring that the learning and teaching provided forms a coordinated, coherent curriculum entitlement for individuals.
 - Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the Academies with the Trust.
 - Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.

Pupil care:

- To contribute to:
 - The effective induction of pupils.
 - The determination of appropriate pupil groupings.
 - The promotion among pupils of standards of conduct/discipline and a proper regard for authority, the encouragement of good behaviour and commitment to the common good.
 - The development among pupils of independent learning and self-discipline.
 - The handling of individual disciplinary cases where required.

The management of staff

- To participate in the selection and deployment and induction of teaching staff across the Academy and where appropriate within the Trust.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and instructors in school.
- To contribute to staff development policies in relation to:
 - The induction of new and newly qualified teachers and other staff.
 - The provision of professional advice and support and the identification of training needs.
 - Students under training/work experience.
- To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- To maintain good relationships with individuals, groups and staff unions and associations.

The management of resources

- To allocate, control and account for those financial and material resources of the Academy which are delegated by the Principal.
- To promote an attractive environment which stimulates learning and enhances the appearance of the Academy.
- To contribute to arrangements for the security and effective supervision of Academy buildings, their contents and grounds, including aspects of health and safety.
- To maintain effective working relationships with external agencies and services contracted to the Academy and the Local Authority.

Relationships

- To advise and assist the governing body as required in the exercising of its functions including attending meetings and providing reports and data/information.
- To help in maintaining and developing effective communications and links with parents, as the prime educators, and to provide positive responses to concerns and problems regarding their children's education.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- To assist liaison with other professional bodies, agencies and services.
- To develop and maintain positive links and relationships with the local community/organisations and employers:
 - To promote a positive image of the Trust and the Academies within it.
 - To ensure that the school plays a constructive role in the life of Milton Keynes and its community and that its curriculum draws on the nature and resources of that community.

The Nolan principles

As the Deputy Principal you will uphold and demonstrate the Seven Principles of Public Life at all times. The principles form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership



STEPHENSON (MK) TRUST

PERSON SPECIFICATION

Post: Deputy Principal

E = Essential, D = Desirable, A = Application Form, I = Interview, T = Task, R = Reference

CRITERIA		E/D	ASSESSED
Technical knowledge and qualifications	• QTS or similar level of professional standing	E	A
	• Experience of more than 5+ years in education (preferably more than one setting), any phase or stage	D	A
	• Experience of leadership and management at Assistant Principal level of 2+ years	E	A
	• Relevant experience, training or qualifications in leadership (NPQSL/NPQH)	E	A
	• Educated to degree level and/or education management qualification equivalent	E	I
	• Knowledge of issues affecting student outcomes (behaviour, academic, social)	E	A/I/T
	• Good understanding of legislative framework in relation to schools and SEN	E	I
	• Significant success in developing the social and emotional competencies of young people with barriers to learning	D	A
	• Demonstrable understanding of child protection and safeguarding processes and procedures	E	A/R/I
Planning and organising work	• Strategic development of service in conjunction with schools, providers and professionals	D	A/I
	• Able to develop and deliver a relevant curriculum and personalised education plans across key stages.	E	A/R
	• Able to develop and use appropriate assessment tools and train others to use the data to inform planning across key stages.	E	A/T
	• Able to monitor and evaluate quality of provision, including teaching and learning	E	T/I
	• Able to action plan for the medium and long term within agreed parameters	E	T

Planning capacity and resources	<ul style="list-style-type: none"> • Ability to plan, set and manage budgets • Able to lead and motivate staff • Able to engage and work with partners, understanding their service priorities 	E E E	A I/R A/I/R
Influencing and interpersonal skills	<ul style="list-style-type: none"> • Ability to communicate effectively to a wide range of audiences (schools, service providers, other professionals) • Ability to forge positive partnerships with young people and families (including those who have little regard for education) and helping them to support their child's development • High level engagement of schools, professional and voluntary sector (locally and nationally) to support progress of pupils • Successful experience of working with challenging and vulnerable young people and appropriately meeting their needs 	E E E E	I A/I/R A/R A/I/T/R
Using initiative to overcome problems	<ul style="list-style-type: none"> • Demonstrable commitment to and experience of raising standards • High level competence and experience of negotiation and conciliation • Good analytical skills with particular reference to student performance • Creative use of resources to meet service requirements 	E E E E	A/I/R I/T/R I/T A
Managing Risk	<ul style="list-style-type: none"> • Ability to quality assure risk assessments for activities undertaken by young people • Ability to assess risk and plan service response 	D E	A I
Managing Change	<ul style="list-style-type: none"> • Experience of managing and delivering change 	E	A/I/R
Accountability and Responsibility	<ul style="list-style-type: none"> • Ability to undertake tasks without direct supervision to deliver service requirements • Have a clear responsibility framework for staff • Take responsibility for overall performance of centre and team 	E E E	A/R I I/T
Managing People	<ul style="list-style-type: none"> • Successful management of a diverse team in an educational setting • Ensure staff skills are developed to meet service need • Managing service quality from providers or agencies supporting young people • Has a clear leadership vision for service delivery and improvement • Deal effectively with poor performance 	E E E E E	A/R A/I A/I A/R/I A/R/I
Managing Resources	<ul style="list-style-type: none"> • Commissioning of services from external providers 	D	A/R

Other Information – you will need to be confident that you can meet both requirements set out below

Able to travel to meet service delivery requirements.

Please submit with your application form a statement in support of your application that outlines how you feel you meet the criteria set out above, particularly those areas assessed through the

application form. The statement in support should be no more than three pages of A4 in length and should also indicate why you are interested in the post.

This Job Profile is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.

Stephenson Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.

The Recruitment Process

Indicative Timeline

- Advert Closing Date: 12.00pm on 29 January 2025
- Interview Dates: Week Beginning 3 February 2025

Further Information

If you would like to discuss the role in more detail or require any further information please contact Shelley Rowland via email at shelley.rowland@bridgeacademy.org.uk on 01908 889400 ext. 1412 and she will arrange for the CEO to contact you for this discussion.

Safer Recruitment

References

If you are shortlisted for this position, we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two or three satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Disclosure & Barring Service Check (DBS Disclosure)

Employment is subject to an enhanced check with the Criminal Records Bureau. Checks will also be made against List 99 and under Section 128. All such checks must be satisfactory before we confirm any offer of an appointment. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are several jobs where we must take account of convictions, even though they are ‘spent’. All posts in the Trust are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

Validation of Qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation e.g. your passport, to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A confidential pre-employment health declaration will need to be completed if you receive an offer of employment. A satisfactory medical assessment may be required before we confirm any offer of an appointment.

Child Protection

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have designated senior leaders who are responsible for referring and monitoring any suspected case of abuse. All members of staff receive training in line with our child protection policy.

Code of Conduct and Personal Behaviour

The Trust believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all people in the community. The Trust regards everyone working in our academies as role models to our students. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values set out in Part 2 of the Teacher Standards. While registered teachers are bound by the Standards, the Trust considers the principles to apply to all staff employed by it.

Equal Opportunities

The Trust is committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability.