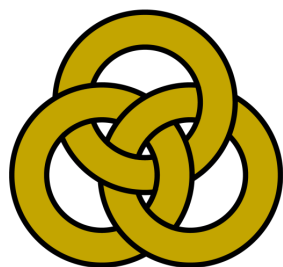




APPLICANT PACK

# Lead Practitioner of Maths

*Trinity Catholic College, Middlesbrough*



# Letter to Applicants

Dear applicant,

We are delighted you have shown an interest in the role of Maths Lead Practitioner at Trinity Catholic College.

NPCAT is one of the largest Multi Academy Trusts in the UK. We have had a significant impact in all of our secondary schools and Ofsted have acknowledged this in all recent visits and inspections. St Patrick's Catholic College, St Peter's Catholic College and Sacred Heart are all rated good schools. Trinity Catholic College, having recently been inspected, is rated good in four Ofsted areas. All Saints in York and St Francis Xavier in Richmond remain outstanding.



This is an exciting role for candidates with the drive to lead and enhance Maths standards within Trinity. We have a rich pool of school leaders supported by excellent curriculum Directors and a Standards Team who really know our schools and the necessary steps required to make the necessary changes as we lead our schools to Outstanding. You will join this dynamic group of school leaders who are leading the way to ensure the education we offer is the best it can be.

We are looking for a Maths Lead Practitioner who can inspire children and demonstrate a record of delivering high pupil outcomes. We are also looking for a practitioner who can adapt and be flexible with any challenges they may face.

In this role, working alongside the Curriculum Leader of Maths, you will be able to demonstrate your ability to implement a range of effective improvement strategies in Maths to deliver positive outcomes and lasting impact. This is a wonderful opportunity for individuals with the ability and willingness to lead and influence change in a positive, collaborative way and the flexibility to model outstanding practice. You will benefit from access to nationally leading CPD programmes through the Trust.

If your experience, energy, personal qualities and values support ours, then we look forward to receiving your application.

**Hugh Hegarty CEO**

NPQH | MSc | PGCCGC | BEd Hons | CTC

# Job Advert

|                       |   |
|-----------------------|---|
| <b>Required:</b>      | Easter or September 2025                                    |
| <b>Salary:</b>        | LP1 - LP5 (£50,025 - £55,209)                               |
| <b>Hours:</b>         | 1 FTE   |
| <b>Contract Type:</b> | Permanent   |
| <b>Location:</b>      | Trinity Catholic College, Lacy Road, Middlesbrough, TS4 3JW |

Trinity Catholic College is looking for an inspirational and highly effective Lead Practitioner of Maths to join our very successful team of staff within the school. We offer the opportunity to work in a high quality, vibrant and caring environment where we share a rich vision for our pupils and for the communities in which we work.

Trinity Catholic College is part of the Nicholas Postgate Catholic Academy Trust, a family of 38 schools, and a vibrant Sixth Form College. With 12,300 pupils and 1,500 staff, NPCAT is now one of the largest multi-academy trusts in the UK.

Trinity Catholic College is at the heart of the community and it is the positive, caring attitude of all members of our school community that creates the unique nature of Trinity Catholic College. We are a school with high expectations and aspirations for all pupils and we celebrate our commitment to inclusion.

The successful candidate will further develop and support our Maths teachers at Trinity Catholic College and across the Trust in delivering high quality teaching and learning to our pupils which promote outstanding outcomes.

Induction and on-going professional development from within the Trust provides our teachers and leaders with great opportunities for development and progression. The Trust is looking to recruit a leader who has a passion to make a difference to the lives of our pupils and their families, who is a good communicator with a real ability to inspire and motivate.

### **The successful candidate must:**

- Be fully committed to upholding and promoting the Catholic ethos of the Trust
- Demonstrate the highest standards of teaching and learning
- Inspire, motivate and empower pupils to make the best possible progress
- Show a commitment to innovation, creativity and inclusion
- Be able to make a significant contribution to the wider college context

### **The School offers:**

- A strong, supportive ethos
- Happy, enthusiastic and friendly pupils
- Highly experienced and talented colleagues
- Excellent professional development and progression opportunities across our 38 schools and sixth form
- Supportive trust board, governors and parents

**Closing date: Monday 3rd February 2025, 9am**  
**Interview: To Be Confirmed**

Candidates are warmly encouraged to visit the school by prior arrangement or if you would like an informal discussion, please contact Rachel Merifield on 01642 298100 or email [merifield.r@trinity.npcat.org.uk](mailto:merifield.r@trinity.npcat.org.uk)

Please refer to the back cover of the application pack for details of how to apply for this position.

*Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks. The successful candidate will be required to sign a Catholic Education Service contract*

# Job Description

The job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document and Diocesan guidelines.

In addition to this, teachers undertake to develop the pupils in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the Trust should remain central.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

**Post Title:** Lead Practitioner of Maths

**Grade:** Lead Practitioner scale LP1 - LP5

**Responsible for:**

The Lead Practitioner of maths will support the the maths Curriculum Leader within Trinity Catholic College and Trust Curriculum Director to improve pupil outcomes and teaching and learning.

**Job Purpose:**

To further develop and support our maths teachers at Trinity Catholic College and, where appropriate, across the Nicholas Postgate Catholic Academy Trust in delivering high quality teaching and learning to our pupils which promote outstanding outcomes.

## Duties and Responsibilities

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken maths (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

## Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## Specific Responsibilities

- Lead on developing, supporting and implementing a high quality and ambitious maths curriculum within Trinity Catholic College and across the Trust, where appropriate, in collaboration with Subject Leaders and Trust Curriculum Director.
- Take the lead on designated teaching and learning initiatives as directed by the maths Curriculum Leader and Trust Curriculum Director which may include:
  - Coaching programme for staff
  - Teaching support programme for teaching staff
  - Support with maths Initial Teacher Training
  - Attending Teaching & Learning meetings and sharing good practice events
  - Sharing resources using various mediums
- Regularly demonstrate best practice in teaching and learning and provide a good role model for others at Trinity Catholic College and the Trust to aspire to.
- Support staff teaching in the department to consistently and effectively plan lessons and sequences of lessons, to meet pupils' individual learning needs.
  - Disseminate examples of effective planning practice within school and across the Trust, where appropriate
  - Take steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
  - Take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
- Support staff teaching in the department to consistently and effectively use a range of appropriate strategies for teaching and classroom management:
  - Take steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to pupils
  - Observe colleagues' teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
  - Identify and promote innovative and effective strategies within the academies to meet the needs of all pupils
- To promote the school's vision and purpose.
  - Maintain expert knowledge of teaching and learning and disseminate this to other teachers
  - Maintain knowledge and understanding of the school and trust's aims, priorities, targets, self-evaluation and action plans

- Understand and promote the benefits and effective use of ICT
- Support staff teaching in the school to consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.
  - Monitor and evaluate assessment data within the school to identify trends in pupil performance and issues for development
  - Define and implement intervention strategies to address issues for development that are identified
  - Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Take responsibility for your own professional development and use the outcomes to improve teaching and pupils' learning.
  - Maintain 'leading edge' knowledge through reading, INSET and research to inform own practice, demonstrating impact in teaching and on pupils' learning
  - Prioritise and manage own time effectively, balancing the demands made by teaching, subject management and whole school
  - Achieve own challenging professional objectives

## General

- To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the Trust's Equal Opportunities Policy

## Other clauses

- The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.



- This job description may be varied to meet the changing demands of the Trust at the reasonable discretion of the Executive Headteacher/Headteacher/Head of School.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
- Postholder may deal with sensitive material and should maintain confidentiality in all school and Trust related matters.

**These duties are neither exclusive nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Head of School / Line Manager may determine.**

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL AND TRUST POLICIES.**

**THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECK.**

# Person Specification

| Criteria                          | Essential |  | Desirable |  |
|-----------------------------------|-----------|--|-----------|--|
| <b>Qualifications / Training</b>  | E1        | Qualified Teacher Status.  | D1        | Working on / willingness to undertake leadership development such as Teaching Leaders. |
|                                   | E2        | Degree / PGCE or equivalent qualifications in relevant subjects.   | D2        | Degree 2:1 or higher.  |
|                                   | E3        | Relevant up to date training in specialist subjects.   | D3        | Further degree/post-graduate qualification.  |
| <b>Knowledge &amp; Experience</b> | E4        | Good knowledge of assessment and its impact on the curriculum.   | D4        | Experience in more than one school/college.  |
|                                   | E5        | Evidence of providing excellent provision for all pupils and achieving high standards of pupil progress. | D5        | Exam board training or experience  |
|                                   | E6        | Understanding of the relationship between CPD and sustained academy improvement.                         |           |  |
|                                   | E7        | Evidence of success in raising pupil achievement across a broad range of abilities.                      |           |  |
|                                   | E8        | Up to date knowledge of educational and curriculum change.   |           |  |
|                                   | E9        | Teaching throughout KS3 and KS4 to all abilities.  |           |  |
|                                   | E10       | Participation in successful whole school curricular initiatives and development.                         |           |  |
|                                   | E11       | Substantial experience of the use of prior attainment data to drive pupil progress and achievement.      |           |  |

|                            |     |  |    |   |
|----------------------------|-----|--|----|---|
| <b>Professional Skills</b> | E12 | Excellent classroom teacher at KS3 and 4.  | D6 | Proven track record of implementing strategies that raise pupil achievement including monitoring and evaluating the work of others. |
|                            | E13 | Can model teaching to others.  |    |   |
|                            | E14 | Ability to engage, enthuse and motivate pupils.  |    |   |
|                            | E15 | Excellent relationships with pupils.   | D7 | Experience of coaching and mentoring.   |
|                            | E16 | Ability to work cooperatively as a leader and member of a team and in different partnerships.                  | D8 | The current Ofsted framework and its impact on classroom practice and leadership and management and the place of self-evaluation.   |
|                            | E17 | Excellent people skills – motivating, nurturing and challenging young people and adults to achieve their best. |    |   |
|                            | E18 | High level ICT skills for teaching and management.   |    |   |
|                            | E19 | Confidence, clarity and decisiveness in making and carrying out decisions.                                     |    |   |
|                            |     |  |    |   |
| <b>Personal Qualities</b>  | E20 | Understand the importance of emotional intelligence.   |    |   |
|                            | E21 | Enjoyment for working in new and challenging situations.   |    |   |
|                            | E22 | Steer a vision from beginning to end.  |    |   |
|                            | E23 | Ability to identify and implement solutions to problems.   |    |   |
|                            | E24 | Ability to meet deadlines.   |    |   |
|                            | E25 | Sympathetic to the ethos of a Catholic School.   |    |   |



*Forming lives ready to face the future*

## Why work for us?

**The Nicholas Postgate Catholic Academy Trust family of 32 primary schools and six secondary schools, promotes the dignity, self-esteem and development of every one of our pupils and staff.**

Our geographically reach stretches across Teesside, North Yorkshire and the City of York within the northern area of the Roman Catholic Diocese of Middlesbrough. Our schools offer high-quality education, with a unique set of curricula that meets requirements of our young people and gives them every opportunity to succeed in adult life.

We are dedicated to academic excellence and the spiritual, physical and moral development of all our 12,300 pupils, as well as the ongoing development and fulfilment of every one of our 1,500-plus staff.

Our Trust is a faith-based community. We provide modern facilities and a safe and secure environment that reflects and supports family values, where standards of behaviour are excellent and parental engagement and collaboration is central to our success.

Learning takes place in an atmosphere inspired by the spirit of Jesus Christ, in which his commandment to love God and neighbour nurtures a caring ethos that is expressed in relationships within and beyond our schools.

We are inclusive and are respectful of and engage with people of all beliefs, encouraging a culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished.

We seek to make a difference to the lives of all groups of children, working to ensure especially that the most vulnerable in our society are not disadvantaged.

Each school aspires for excellence and is on a journey of continual year-on-year improvement. All schools work in partnership with families and parishes to promote strong, positive links and have clear strategic aims built on our mission and values.

We:

- Celebrate and share the practice of our outstanding schools, leaders and teachers
- Are committed to excellent governance that challenges, supports and holds to account
- Have strong leadership at all levels
- Ensure our pupils receive outstanding teaching
- Offer a wide range of curricular and extracurricular experiences
- Develop parents and carers as active partners in their child's progress.

We are building a Trust where every child is at the heart of everything we do, where every child is valued, where every family is supported and where every aspiration and every dream can be realised.

*“True education enables us to love life and opens us to the fullness of life”*

**– Pope Francis**

# Proud to Serve

## Teesside, North Yorkshire & the City of York



**The area we serve is one of the friendliest and most beautiful places you could choose to live and work in.**

With an international reputation for innovation and an exciting mix of modern, cosmopolitan and historic culture, the region includes vibrant cities, quaint villages, an outstanding coastline and stunning countryside. Here are just a few reasons you should live here:

### **Friendly people**

We are famous for our friendliness and hospitality. Wherever you go, you'll always find a warm welcome and ready smile.

### Arts and culture

Museums and galleries include Middlesbrough Institute of Modern Art (Mima), the Captain Cook Birthplace Museum, the Dorman Museum, with its collection of Christopher Dresser-designed Linthorpe Pottery, and Kirkleatham Museum, home to the superb Anglo-Saxon princess treasure exhibition. York is at the cutting edge of artistic innovation, creativity and media arts hosting the York art gallery, Castle Howard with its wonderful gardens to name but a few.

### Entertainment and leisure

The region boasts large venues, international music festivals, Michelin star restaurants and a vibrant nightlife. It is home to Middlesbrough Football Club and countless grassroots clubs for adults and children, cricket and rugby teams and world-class golf courses. Our coastline offers diving, sailing and some of the world's best surfing at Saltburn and you can enjoy watersports at Tees Barrage International White Water Course. In the centre of York is the magnificent Minster which is one of the UK's top 50 visitor attractions welcoming hundreds of thousand visitors each year.

### Outstanding countryside

We have some of the best countryside you'll find anywhere in the UK, including the stunning North York Moors and Dales. Even if you choose to live in one of our larger towns you can always be in the countryside or by the sea in less than half an hour.

### Excellence in education

The region boasts many great schools, including four NPCAT primaries that were named in the *Sunday Times* top 250, Teesside University is based in Middlesbrough, York and York St John Universities based in the centre of the city. Famous people educated in NPCAT schools include musicians Chris Rea and Paul Rodgers, Middlesbrough MP Andy McDonald, government advisor Sir Martin Narey, impressionist Kevin Connolly, TV personality Chris Kamara, Middlesbrough FC chairman Steve Gibson and Keith Houchen, who scored in the 1987 FA Cup final.

### Strong transport links

There are good road and rail links across the Teesside and York areas providing links to the rest of the country. Teesside, Leeds-Bradford and Newcastle airports are also close by with regular flights to Scotland, Jersey, Spain and many other popular holiday destinations across the world.



# The Diocese of Middlesbrough

**NPCAT is one of two multi-academy Trusts responsible for the running of schools within the Roman Catholic Diocese of Middlesbrough.**

The diocese was founded on December 20 1878 when the Diocese of Beverley, which had covered all of Yorkshire, was divided. Today, the diocese covers an area of 4,000 sq km in the historic counties of North Yorkshire and the East Riding of Yorkshire, together with the city of York.

Bishop of Middlesbrough the Rt Rev Bishop Terence Patrick Drainey provides Catholic schools:

- To help him as first educator of the diocese in his mission of making Christ known to all people
- To support parents who at their child's baptism accepted the responsibility of raising their child in the Catholic faith
- To be at a service to their local church, parish and Christian home and to ensure our children give such service to the wider society.

NPCAT is responsible for schools in the boroughs of Middlesbrough, Redcar & Cleveland and parts of Stockton and the county of North Yorkshire.

It is our mission to contribute to the creation of a society that is highly educated, skilled and cultured.

Our schools must educate the whole child, ensuring they develop spiritually and also achieve their full academic potential.

We see parish and school partnership as fundamental to the missionary role of Catholic education.

Each school has a central place in parish life and where a school serves more than one



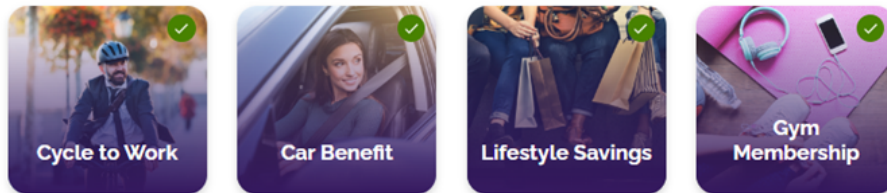
parish, chaplaincy work in school ensures that the appropriate steps are taken to have equal engagement across them all.

We ensure our schools come together to celebrate Mass, with the highlight of the year being the annual celebrations on feast days.

Our schools serve the following parishes:

Brotton, St Anthony of Padua  
Catterick Garrison, St Joan of Arc Garrison  
Guisborough, St Paulinus  
Helmsley, St Mary's  
Ingleby Barwick, St Thérèse of Lisieux  
Leyburn, SS Peter & Paul  
Loftus, St Joseph and Cuthbert  
Malton, SS Leonard & Mary  
Marske-by-the-Sea, St Bede  
Middlesbrough, Corpus Christi  
Middlesbrough, Holy Name  
Middlesbrough, St Clare of Assisi  
Middlesbrough, St Francis of Assisi  
Middlesbrough, St Joseph  
Middlesbrough, St Mary's Cathedral  
Middlesbrough, St Patrick (Sacred Heart)  
Middlesbrough, St Thomas More  
North Ormesby, St Alphonsus  
Nunthorpe, St Bernadette  
Ormesby, St Gabriel  
Pickering, St Joseph's  
Redcar, Blessed Nicholas Postgate (Sacred Heart & St Augustine)  
Richmond, SS Joseph & Francis Xavier  
Saltburn, Our Lady of Lourdes  
Staithes, Our Lady Star of the Sea  
Teesville, St Andrew's Parish  
Thirsk, All Saints  
Thornaby, Christ The King  
Thornaby, St Patrick  
Ulshaw Bridge, SS Simon & Jude  
Wycliffe, St Mary's  
Yarm, St Mary and Romauld  
York, Our Lady's, Acomb & English Martyrs  
York, St Aelred's  
York, St George's  
York, St Wilfrid's York & St Joseph's Clifton

# Employee Benefits and Wellbeing



**NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.**

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our staff.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

## **We offer:**

- Competitive pay
- Defined benefit pensions
- Annual pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

## **Additional benefits include access to:**

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Tusker Car Salary Sacrifice Scheme
- Full wellbeing package

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.

# Training, Development and Progression



**We offer a comprehensive training package that caters for all staff from future Initial Teacher Training pupils through to chief executive officer, as well as our non-teaching support staff.**

We encourage staff to undertake training and development and to explore new challenges within the Trust wherever appropriate.

A full suite of training packages are available across the Trust some delivered in-house and others via our partnerships for national continuous professional development (CPD) trainers such as Best Practice Network.

Our evolving team of standards advisers support school leaders in providing individually tailored coaching and mentoring.

We also offer a range of appropriate courses for staff in a variety of roles, including business and school administrators, teaching assistants and pastoral support staff.

Early career teachers benefit from a comprehensive professional development programme delivered in collaboration with nationally recognised partners.

A combination of face to face and remote sessions involving online training videos and materials cover the range of competencies in the Early Career Framework.

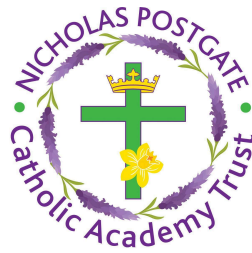
Leaders currently in post engage with Best Practice Network on, for example, Excellent Middle Leaders Courses or School Curriculum Leadership.

Aspiring headteachers undertake National Professional Qualification for Headship (NPQH) and existing headteachers can continue to progress through their National Professional Qualification for Executive Leadership (NPQEL) qualification.

All staff can access training relevant to their current needs, through partnerships with organisations such as the Research School's Network and Leeds Carnegie Centre of Excellence for Mental Health.

In addition to face to face sessions, staff at all levels can undertake accredited courses from Level 1 upwards covering bespoke topics specific to their roles, such as Understanding Autism and Managing Challenging Behaviour.

Central Services and business and administrative staff receive training on key aspects of their roles identified in conjunction with their team leaders.



## How to Apply

Application form and further information is available from:  
[npcat.org.uk/current-vacancies](http://npcat.org.uk/current-vacancies)

Applicants should complete and return a **Teacher Application Form and Recruitment Monitoring Form** to: [vickers.t@trinity.npcat.org.uk](mailto:vickers.t@trinity.npcat.org.uk)

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

**Job Description:** This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

**Person Specification:** This specification sets out which criteria will be used to shortlist candidates for interview.

If you require any additional information about this post, please contact Rachel Merifield on 01642 298100 or email [merifield.r@trinity.npcat.org.uk](mailto:merifield.r@trinity.npcat.org.uk)

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

Thank you for your interest in NPCAT. We look forward to receiving your application.

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