



**Penrose  
Learning Trust**

# **Recruitment Pack**

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**Great Bentley  
Primary School**

**Head of School**

# Contents

<i>Welcome</i> .....	2
<i>School Information</i> .....	4
<i>All about Penrose Learning Trust</i> .....	5
<i>What makes Penrose Learning Trust a great place to work?</i> .....	6
<i>Benefits of working for Penrose Learning Trust</i> .....	7
<i>About the role</i> .....	8
<i>Job description</i> .....	9
<i>Person Specification</i> .....	14
<i>How To Apply</i> .....	21
<i>Application and candidate selection process</i> .....	22
<i>Safer Recruitment - information for applicants</i> .....	23
<i>The Penrose Learning Trust Family - Our Schools</i> .....	24

# Welcome

Dear Applicant,

Thank you for expressing an interest in a post of Head of School at Great Bentley Primary School - Penrose Learning Trust.

Great Bentley Primary School is a vibrant and welcoming school where children are enthusiastic and motivated to achieve endless possibilities. Through our engaging and well-rounded curriculum, we foster a passion for learning and curiosity that supports high aspirations, lifelong learning and a wealth of positive memories for our pupils. Individual talents are identified and nurtured so that all children experience success and reach their full potential.

The school is undergoing expansion. The school is in the process of moving from one form to two form entry. Exciting times for someone to come in and pick up leading this development.

Our school benefits from a dedicated and hardworking staff team who strive for high standards in everything they do. Strong partnerships with parents, the local community and other schools are central to our success. We firmly believe that education is a partnership between home and school and we greatly value the interest and support of our families and are committed to supporting the induction and development of our staff team.

We are proud of our learning environments: a state-of-the-art Key Stage 2 building opened in September 2024, providing modern facilities for our older pupils, while our Key Stage 1 and Early Years children are taught in the original Victorian building and extension, offering spacious and thoughtfully renovated classrooms. Our children are at the heart of every decision we make, ensuring they are happy, confident and provided with opportunities that meet their needs both now and in the future.

This is a great time to be joining the school and Trust with some new developments and leadership to drive things forward.

We are an inspirational, passionate and collaborative Trust. Made up of five primary schools and four secondary schools, we have a team of more than 600 staff and 4,500 learners. We are a vibrant and exciting place to work, and strive to make a difference every single day.

We want our young people to be the very best versions of themselves, supported by our talented staff who guide and shape their lives every day.

Penrose Learning Trust is highly regarded both locally and within the East of England.

We are proud of the work we do to be an employer of choice locally and have a strong focus on professional development through centrally-led training, NPQs and secondment opportunities.

Our strapline 'Excellence through collaboration' is embedded culturally across our schools and central team and we are looking for a leader who embraces this.

This is a fantastic opportunity for a highly motivated, dynamic and ambitious individual with the relevant skills, knowledge, experience and leadership behaviours to join our team, drive and lead Great Bentley Primary School.

We welcome applications from individuals who have the leadership experience, passion, drive and vision to join us on this exciting journey. Visits to the school, prior to application are welcome. If you would like to arrange a visit or have a telephone call please do not hesitate to contact us at [ceo@penroselearningtrust.uk](mailto:ceo@penroselearningtrust.uk)

Come and work with us and contribute to shaping the future.



Yours sincerely

**Sarah Skinner**  
CEO

# School Information



Great Bentley Primary School is a vibrant, inclusive and inspirational place of learning where children are enthusiastic, motivated and encouraged to believe in endless possibilities. Children are at the heart of every decision we make, ensuring they are happy, confident and well prepared for both their current learning and future lives.

We aim to give every child the very best start to their education by nurturing curiosity, aspiration and a lifelong love of learning. Through an engaging and immersive curriculum, children are provided with meaningful opportunities to explore, question and follow their own interests, creating memorable and purposeful learning experiences. We value the development of the whole child and work hard to identify and nurture individual talents so that all children experience success and reach their full potential.

Our dedicated and passionate staff team holds high expectations for all learners and creates a safe, inclusive and supportive environment. Children are encouraged to reflect on their learning, embrace challenge and recognise mistakes as an essential part of growth and improvement. A positive growth mindset underpins learning across the school, helping children to develop resilience, confidence and independence.

## Vision

At Great Bentley Primary School, our vision is to nurture and inspire children to become **GREAT individuals** within a caring and aspirational community of learning. We strive to excite, engage and challenge every child, fostering creativity, curiosity and a passion for learning that lasts a lifetime. We aim to provide a safe, nurturing environment where children feel valued and empowered to achieve, while maintaining high expectations for behaviour and achievement supported by inclusive teaching strategies.

## Values - The Great Bentley Way

Our values are embedded throughout every aspect of school life and guide our community to become

**G-R-E-A-T** individuals:

- **Growth Mindset** - embracing challenge, perseverance and improvement.
- **Respect** - showing consideration for ourselves, others and our environment.
- **Empathy** - developing kindness, understanding and compassion.
- **Aspiration** - aiming high and believing in our ability to succeed.
- **Teamwork** - working collaboratively and supporting one another.

By living these values, we support children to become confident, caring and capable.

## Our Mission

Our mission is to enable children to be happy, confident and purposeful learners with the skills, knowledge and mindset needed for future success. We provide a rich, well-rounded curriculum, value and support our dedicated staff through purposeful professional development, and work in strong partnership with parents, carers and the wider community.

Great Bentley Primary School believes education is a shared journey between home and school, built on trust, communication and collaboration, ensuring every child is supported to thrive and succeed.

# All about Penrose Learning Trust

## Mission

Excellence through collaboration

## Vision

To inspire and enable all our young people, regardless of background or need, to be the best they can be.

## Values

Showing respect and tolerance

Valuing relationships

Being inclusive

Celebrating achievement

Demonstrating positivity



9 schools



4,500+ children



690 staff

## EAST ANGLIA

CLAYDON PRIMARY SCHOOL

CLAYDON HIGH SCHOOL

DALE HALL  
COMMUNITY  
PRIMARY SCHOOL

HADLEIGH  
HIGH SCHOOL

EAST BERGHOLT HIGH SCHOOL

ELMSTEAD  
PRIMARY SCHOOL

COLCHESTER  
ACADEMY

FRINTON-ON-SEA  
PRIMARY SCHOOL

GREAT BENTLEY  
PRIMARY SCHOOL

# What makes Penrose Learning Trust a great place to work?



At Penrose Learning Trust we are committed to bringing about excellence via collaboration and a commitment to do the very best for every child in our care.

The Trust was established in 2017 with Claydon High School, East Bergholt High School and Hadleigh High School coming together to form a trust of like-minded and aspirational schools.

Since then, we have grown to nine schools all within a 45-minute drive of each other. Our Trust is continually growing and evolving with new schools often utilising our Trust Partnership programme to experience and benefit from how we work. From this scheme alone, four schools have taken the decision to join us.

Teaching and learning, school improvement and staff CPD are at the core of ensuring our students and staff get the best opportunities and development. We work in partnership with our local Teaching School to deliver NPQs and we are an OLEVI (outstanding leadership in education) trust, delivering programmes to develop outstanding teaching and coaching. Our support staff training complements the teaching staff programmes to ensure all staff have the opportunity to professional learning.

The Trust-led CPD programme includes:

- Aspiring Senior Leadership Programme
- Aspiring Middle Leader Programme
- The power of coaching
- Making a difference in middle leadership
- NPQs
- Cross trust communities of improvement
- Bereavement training
- HR CPD
  - Managing staff during probation
  - Managing staff absence and creating a culture of attendance
  - Safer recruitment

We are incredibly proud of what we have achieved as a MAT. Through collaborative leadership and keeping our vision and values front and centre in all we do, we support staff and learners to be the best version of themselves.

# Benefits of working for Penrose Learning Trust

**Professional Learning Programme**

**National Terms and Conditions including pension schemes**

## **Wellbeing**

We care deeply about our staff and have an employee assistance programme, supportive leave policy and flexible working policy

**Free eye tests**

**Salary sacrifice cycle to work scheme**

## **Private healthcare**

for Headteachers and Central Team Managers

## **Pensions**

All staff have access to the Local Government Pension Scheme or Teachers Pension Scheme

This also includes a death in service benefit



# About the role

## **Message from Sarah Skinner, CEO - Penrose Learning Trust**

Great Bentley Primary School has been through a period of change and it is an exciting time to be coming in to lead.

In the last few years, the school had an Executive Head model and the current Head has been in post since September 2024.

We are looking for someone to come in and lead with stability, enthusiasm and creative ideas with a willingness to develop staff and achieve the best possible outcomes for students

The Head of School will be known as 'Headteacher' externally and the only differences are a few areas where additional support comes from the Director of Primary Education, Deputy CEO and CEO to ensure you settle in and get supported.

We are passionate about staff development and you will be afforded opportunities for personal development

Making an application for a post such as this is a big step and I would like you to have all your questions answered. Please do not hesitate to contact with me if you would like to chat.

Contact details: Sarah Skinner - [ceo@penroselearningtrust.uk](mailto:ceo@penroselearningtrust.uk) Tel: 01206 489363

As you seek to determine your own future, I wish you every success in your application.

## **Message from Louis Collins, Director of Primary - Penrose Learning Trust**

I have had the pleasure of leading this fantastic school and have been able to see first-hand the many things that make it so special. It starts with the pupils of Great Bentley Primary School who are extremely eager to learn, love to be challenged, kind, caring and proud to attend their school.

Social and emotional education is an intrinsic part of the school culture, with a huge focus on pupil wellbeing.

The children are provided with a high quality and engaging education from a team of committed, knowledgeable and passionate staff. Everything that they do is for the benefit of the pupils and the school community. The staff team work collaboratively within school, as well as across our Trust and with the supportive Academy Committee, which helps improve the education and opportunities for pupils but also plays to staffs various strengths.

It is a school at the heart of its community, and is one that loves to give back.

I wish you every success in your application.

# Job description

<b>Job Title:</b>	Head of School		
<b>Base:</b>	Great Bentley Primary School		
<b>Responsible to:</b>	Director of Primary	<b>Salary Range:</b>	L11-17
<b>Additional:</b>	Regular travel will be required.	<b>Term:</b>	Full time/permanent

## Role Summary

The Head of school will lead and manage the operational running of the school providing vision and direction. The Head of School is responsible for ensuring the provision of high-quality teaching, learning and care across the school. They are also responsible for ensuring high standards and high expectations from pupils, staff and all other stakeholders.

The Head of School is the role model for all pupils, teachers and staff. They must understand the key values of the school, its history and lead a plan for the future to continue to strive for excellence.

Responsible directly to Director of Primary, the Head of School will work with the Academy Committee, school leadership team at Great Bentley Primary School and trust Leadership group to provide strategic leadership, vision and management of the school and have responsibility for the highest quality of education for pupils.

## Job summary

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. We believe it is essential that the whole learning community understands clearly that you are called the Headteacher for the school, however for newly appointed Heads of School there will be an adapted Job Description to that of existing Headteachers.

The key differences are as follows:

- Direct line management by Director of Primary
- Operational management of the school budget, the CEO will have strategic budget management responsibilities
- The CEO, with the Head of School will lead on strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability

- Governance training will be the remit of the CEO unless there are school specific matters to address

### **Qualities and Knowledge**

- Hold and articulate clear values and moral purpose, focused on providing a world- class education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, Trustees, key internal and external stakeholders, parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the Trust's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the Trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- A commitment to collaborative working and a willingness to contribute to Trust wide developments

### **Students and Staff**

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil' outcomes.
- Secure an excellent curriculum and teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### **Systems and Process**

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Provide best practice and CPD for all staff
- Contribute to Trust wide reporting on outcomes, targets, developments and school improvement strategies

### **The Self-Improving School System**

- Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of it.

### **Strategic direction and shaping the future**

- Have overall responsibility for the operational management of the school, whilst contributing to developing and shaping the philosophy and wider Trust
- Shape a strategic plan for the school that identifies priorities and targets to ensure pupils achieve high standards and make progress in line with the School Improvement Plan.
- Work with the Academy Committee and other key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and local community.
- Be aware of external factors, trends and changes in the medium to long-term future that could have an impact on the school.

### **Statutory requirements**

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher
- To meet the professional duties in accordance with, and subject to, the National standards of excellence for Headteachers, as Head of School.

- To seek to achieve any performance criteria, objectives or targets agreed with or set by the Deputy CEO, CEO or Academy Committee in accordance with the requirements set out in the School Teachers' Pay and Conditions Document
- To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively

### General

- To participate in wider Trust meetings and working groups as required
- To hold responsibility for all areas of delegated authority in the Trust Scheme of Delegation.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

## Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be friendly, helpful and welcoming to parents/carers and others visiting or making contact with the Trust.
- To provide a good role model for students and staff.
- To support and uphold the aims, values and ethos of the trust.
- To maintain an appropriate and professional distance with students in more informal situations.
- To celebrate and praise the achievements of staff and students.
- To deal with everyone in the Trust community in a manner which conveys mutual respect.
- Not to behave towards anyone in the Trust community in a manner which is aggressive, intimidating or demeaning in any way.
- Be smartly and professionally dressed.

## Miscellaneous

- To continue personal development as agreed at performance review meetings.
- To engage actively in the performance review process.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.
- To comply with safeguarding policies at all times
- To show a record of excellent attendance and punctuality.
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work.

# Person Specification

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
<b>Training and qualifications</b>			
Qualified teacher status	<input checked="" type="checkbox"/>		A
Degree or equivalent	<input checked="" type="checkbox"/>		A
National Professional Qualification for Headship		<input checked="" type="checkbox"/>	A
Evidence of commitment to Continual Professional Development including recent participation in a range of relevant training	<input checked="" type="checkbox"/>		A/I
<b>Experience of teaching</b>			
Successful high level teaching experience and experience of leading within more than one subject area/key stage	<input checked="" type="checkbox"/>		A/I/R
Successful leadership of whole school curriculum development and initiatives to raise achievement for all children through analysis and pupil performance	<input checked="" type="checkbox"/>		A/I/R

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Promote high standards of pupil behaviour and attitudes to learning	<input checked="" type="checkbox"/>		A/I
Evidence of effective classroom practice including the application of new technologies	<input checked="" type="checkbox"/>		A/I
<b>Safeguarding &amp; Attendance</b>			
Understanding of responsibilities of a member of Trust staff in ensuring compliance with Health and Safety Legislation	<input checked="" type="checkbox"/>		A/I/R
Clear commitment to and understanding of Child Protections matters, Safeguarding Legislation and practice	<input checked="" type="checkbox"/>		A/I/R
Up to date knowledge of safeguarding statutory requirements	<input checked="" type="checkbox"/>		A/I/R
<b>Leadership &amp; Management</b>			
Effective Leadership experience at Deputy Head, Assistant Head or SLT level	<input checked="" type="checkbox"/>		A/I/R

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Secure understanding of strategies for staff performance management, pay and progression	<input checked="" type="checkbox"/>		I
Evidence of strategic planning to raise standards for school improvement	<input checked="" type="checkbox"/>		A/I
Experience of successful implementation of strategies for raising achievement and ensuring effective teaching and assessment	<input checked="" type="checkbox"/>		A/I
Evidence of embracing and leading change	<input checked="" type="checkbox"/>		A/I
Have experience of multi-agency working to support vulnerable children and families, and to promote excellent attendance	<input checked="" type="checkbox"/>		A/I
A full understanding of the National Curriculum and its implementation	<input checked="" type="checkbox"/>		A/I/R
Leadership responsibility of/within a team	<input checked="" type="checkbox"/>		A/I
An awareness of recent national initiatives aimed at raising achievement and school improvement strategies		<input checked="" type="checkbox"/>	A/I/R

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
<b>Professional knowledge and understanding</b>			
Ability to communicate and translate a shared vision into practice	<input checked="" type="checkbox"/>		A/I
Understanding the complexity of accountability required of a Head of School	<input checked="" type="checkbox"/>		A/I
Ability to manage delegated budget	<input checked="" type="checkbox"/>		I
Ability to deliver a balanced curriculum to enable all pupils to achieve their full potential	<input checked="" type="checkbox"/>		A/I/R
Confidence in accessing, analysing, interpreting and synthesising information demonstrating high order analytical skills to make informed judgements	<input checked="" type="checkbox"/>		A/I/R
The use of data to establish benchmarks and advise Dep CEO on target setting	<input checked="" type="checkbox"/>		A/I
Drive improvement and challenge underperformance	<input checked="" type="checkbox"/>		A/I

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework	<input checked="" type="checkbox"/>		A/I
Understanding roles of MAT structures and governance	<input checked="" type="checkbox"/>		A/I
Experience of leading/coordinating professional development opportunities	<input checked="" type="checkbox"/>		A/I
Practical evidence of links with other school, educational establishments and wider community to support transition and enhance teaching and learning and personal development across the whole school	<input checked="" type="checkbox"/>		A/I/R
Knowledge of effective strategies for improving outcomes for pupils with SEN	<input checked="" type="checkbox"/>		A/I/R
<b>Personal skills and abilities</b>			
Highly approachable, has presence and enjoys being visible to staff and governors	<input checked="" type="checkbox"/>		I/R

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Ability to relate to, and a genuine enthusiasm for the outcomes of our students and the development of staff	<input checked="" type="checkbox"/>		A/I/R
Strong commitment to raising standards through working with staff	<input checked="" type="checkbox"/>		A/I/R
Ability to be inspirational, resilient, and good humoured when working under pressure	<input checked="" type="checkbox"/>		A/I/R
Self-motivated and excellent organisational skills and the ability to prioritise workload effectively	<input checked="" type="checkbox"/>		A/I/R
Outstanding communication skills, written and verbal, to a range of audiences	<input checked="" type="checkbox"/>		A/I/R
Confidence to delegate management tasks, trust those responsible and monitor their implementation	<input checked="" type="checkbox"/>		I/R
Able to ensure resources are deployed to the maximum benefit of staff and students	<input checked="" type="checkbox"/>		A/I/R

Criteria	Essential to basic performance	Desirable for fully competent performance	Source: A - Application I - Interview R - References
Ability to collaborate effectively with other partners and build and maintain good relationships with all stakeholders.	<input checked="" type="checkbox"/>		A/I/R
Committed to securing equality, ensuring inclusion, addressing diversity and access throughout the school	<input checked="" type="checkbox"/>		A/I/R
Ability to inspire and develop leadership in others	<input checked="" type="checkbox"/>		A/I/R
Competent user of ICT	<input checked="" type="checkbox"/>		A/I/R
Imaginative, motivational and ability to retain a sense of humour	<input checked="" type="checkbox"/>		A/I

# How To Apply

## Application guidance

Please send completed application form and letter to our HR Team, either by email to [applications@penroselearningtrust.uk](mailto:applications@penroselearningtrust.uk) or by post to Penrose Learning Trust, East Bergholt High School, Heath Road, East Bergholt, Colchester, Essex, CO7 6RJ. Please outline which of the two jobs you are interested in and why.

To find out more about us, please visit our website. If you wish to arrange a visit or have a conversation, please contact Sarah Skinner at [CEO@penroselearningtrust.uk](mailto:CEO@penroselearningtrust.uk)

<b>Closing date for applications is</b>	4pm - Thursday, 12 <sup>th</sup> March 2026
<b>Interview days</b>	1.5 days PM - Wednesday, 18 <sup>th</sup> March All day - Thursday, 19 <sup>th</sup> March
<b>Job start date</b>	September 2026

### Throughout the process, we will:

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions
- Respond to enquiries promptly
- Adopt a fair and consistent assessment process
- Make sure you have all the information you need for interview
- Ensure all offers are fair and equitable
- Provide you with a full insight about what it is like to work for Penrose Learning Trust

### In return, we ask that you:

- Be honest about your experience, aspirations and any concerns you may have
- Provide open and accurate information when submitting your application
- Prepare yourself for the interview and research who we are and how we work

# Application and candidate selection process

## We will



Provide you with clear, accurate and timely information



Give you the opportunity to ask questions



Respond to enquiries promptly



Adopt a fair and consistent assessment process



Make sure you have all the information you need for interview



Ensure all offers are fair and equitable



Provide you with a full insight about what it is like to work for Penrose Learning Trust

## In return we ask that you



Be honest about your experience, aspirations and any concerns you may have



Provide open and accurate information when submitting your application



Respond to enquiries promptly

# Safer Recruitment - information for applicants



Penrose learning Trust is committed to safeguarding and promoting the welfare of learners, the Trust expects all staff and volunteers to share this commitment.

We have a Trust Safeguarding and Attendance Lead and several policies and procedures that that contribute to our safeguarding commitment.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

Please be aware that we may need to share information whilst working in partnership with other agencies when there are concerns about a child's welfare.

We actively support government policies linked to Safeguarding, Prevent and data protection.



## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training

The selection process will include the exploration of the candidate's understanding of safeguarding matters

Pre- employment checks will be undertaken:

An enhanced DBS check is required for all successful applicants

Prohibition, overseas and section 128 checks will also be required

Two professional references will be required

A health questionnaire will need completing prior to starting work

# The Penrose Learning Trust Family - Our Schools



## Claydon High School

- We have high academic standards and provide high quality lessons and bespoke intervention so that every student can achieve the best set of GCSE qualifications of which they are capable. This is partnered with a caring and supportive environment in which they can thrive personally. As a small high school, we get to know our young people well and work with them over their time with us to provide every opportunity for them to be successful. We celebrate these successes in good GCSE results and more widely in their contributions to the life of the school and the local community. We provide opportunities and experiences for students to develop skills to succeed in school and know how important these attributes are for success in future education, employment and training. A significant number of students participate in our leadership programmes and in doing so support younger students in school as well as providing excellent role models. By valuing each individual in our school community, we build relationships which allow us to challenge our students to aim high, be compassionate, work in a conscientious way and be confident in tackling the challenges that life may bring.

### Ethos and values

- Achievement for all

### Our mission

- Every member of our community aims to "Be the best you can be"
- We want all Claydon High School students to have a strong sense of identity, show pride in themselves, and compassion towards others. Through embracing challenges, they will develop confidence, and by making links across their learning they will have a comprehensive and coherent set of knowledge and skills for their futures. Within an outward looking and inclusive school community, our teachers will ignite a passion for learning and inspire our students to strive for excellence, enabling them to contribute to the diverse communities in which they will live and work. These attributes and attitudes, along with a conscientious approach, ensure all students secure and achieve aspirational choices and destinations so they can be the "best they can be" and "be the best for life".

### Our core values

- We CHALLENGE students to be COMPASSIONATE and CON-SCIENTIOUS to develop CONFIDENCE



# Claydon Primary School

- Claydon is a very special primary school with a strong sense of community in which each pupil is a valued and respected member. The staff, parents and governors of the school are fully committed to education and the important role it plays in developing the whole child.
- We welcome all pupils regardless of ability, race and culture and support them in becoming enthusiastic learners, who are happy, confident and secure. We endeavour that our pupils gain skills to be independent in their learning and achieve their very best. We hope that the education we provide will give a foundation for lifelong learning - in school, at home and beyond. It is important to us that we support children in developing the personal qualities required to enable them to be good citizens in Modern Britain and we aim to encourage them to develop in body, mind and spirit.

## Our vision and values

- We strive for all pupils to 'be the best you can be'. This is strongly supported by our school values.

## Our school values

- **Character** - developing pupils as individuals through instilling positive learning behaviour, encouraging reflection and modelling respectable conduct. Our pupils will be individuals with the skill set to make good choices, to be kind, caring, honest and resilient.
- **Collaboration** - promoting the value of working together as a team within a range of groups and contexts; building and strengthening our learners' skills of collaboration to help them be successful, promote tolerance, trust and participation. Our pupils will understand the importance of togetherness, communication and teamwork and be able to work alongside others successfully.
- **Community** - actively encouraging and promoting the importance of a caring and supportive community in which every child can flourish. We will provide opportunities for pupils to engage with and contribute to their local community, as well as raising awareness of the ways in which communities can work together to positively impact global issues. Our pupils know their responsibilities within their communities - school, local and global - and contribute positively towards them.
- **Culture** - providing opportunities to explore and nurture a respectful curiosity for different cultures through a range of learning experiences, assemblies, theme days and visits that will be reinforced by our pupils' further understanding of the British Values. Our pupils will have an understanding of the wider world, significant historical figures, an appreciation of the Arts and through this have a healthy respect for differing opinions and beliefs.
- **Curriculum** - offering a broad and varied curriculum that is designed to continuously develop and build on pupils' key skills and knowledge base. They will have inclusive and aspirational teaching and learning; which includes creative and enriching experiences to inspire and engage them.
- Our pupils develop and master key skills and build their knowledge across a wide range of curriculum subjects in readiness for their exciting future ahead.



# Colchester Academy

- Colchester Academy strives to ensure that our young people receive the very best education, realise their full potential, and are prepared to become responsible and successful citizens. Together we have an unrelenting focus on the individual and create a culture where we develop students' character, with absolute commitment, giving our young people the currency, they need for their future.
- With unwavering dedication and passion from a talented group of staff, we provide the very best opportunities to all young people within our community, both inside the classroom and beyond. This helps enrich their education with many and varied opportunities.

## Mission and Values

- Colchester Academy is a values-driven school, with our core purpose, 'to be the change for those who need it most', underpinning everything we do.
- Through our mission of 'striving for excellence; ensuring equity' we aim to ensure that every child fulfils their potential and develops the valuable skills that will enable them to succeed beyond school and in life.
- We are committed to giving our students the best possible learning experiences and opportunities whilst studying at Colchester Academy. We provide rigorous academic challenge in addition to educational and personal development activities to gain a rich and rounded learning experience, so that all students get every opportunity to achieve their potential.

## Our values are

- **Resilience:** Working hard and sticking at things when they are difficult
- **Excellence:** It means excellence in every area
- **Respect:** Of ourselves, our community and of others, we are kind



# Dale Hall Community Primary School

- Our school thrives on a culture of high expectations where everyone is committed to making a real difference. We aim to give our children the very best possible start to their education, developing personal aspiration and a lifelong love of learning. Our inspirational and talented staff team are committed to every child achieving their potential so we place a huge importance on supporting the 'whole' child. We have worked hard in the last few years to build an exciting and immersive curriculum which fully engages and involves the children in the process of learning. We encourage our children to reflect, relish challenges, and embrace their mistakes as part of the learning process.

## Vision

- To be a successful, vibrant and creative community of learning within a framework of inclusion, well-being, nurture, respect and tolerance.

- To excite, engage and challenge each child, motivating them to explore and develop a lifelong love of learning, supported by teachers who are passionate about their work and are themselves lifelong learners.
- To be a forward thinking, research led school with positive, collaborative and supportive relations with other schools and academies.

#### Aims we are embedding to achieve our vision:

- Provide a safe and supportive environment with high expectations and learning strategies which are tailored to support the whole child.
- Enable children to be happy and purposeful, growing in confidence and self-esteem, reaching their potential and given every opportunity to excel and shine.
- Give our children the tools and skills that will prepare them for the next stage of their education and later life. To learn and develop in a positive growth mindset environment where mistakes are valued as a part of the learning journey.
- Provide an immersive, exciting curriculum that delivers skills and knowledge yet captivates children's interests and enables them to follow their own lines of enquiry.
- Ensure our talented and inspirational staff feel valued and supported and have opportunities to develop their expertise further through targeted and purposeful training and development to enable them to contribute to their maximum potential.
- Encourage parents to participate in the many aspects of school life, to ensure we communicate well and are working together for a common purpose, sharing experiences and extending learning together.



## East Bergholt High School

- We believe that our students have the right to the very best teachers who have access to high quality professional development; a world class curriculum that is tailored to their individual needs; and a safe and secure environment in which they can thrive.
- East Bergholt High School (EBHS) has all these key ingredients. We strive for the very highest academic achievement for all children. The combination of academic achievement and character built from engaging in activities beyond the classroom, will ensure our students can be successful in the future.

#### Vision

- At EBHS, we will inspire every student, regardless of background or need, to be the best they can be. We want all our students to make outstanding academic progress, and to develop the strength of character to be happy and successful in their lives. Our students will be well equipped to flourish in an ever-changing world and well-prepared for the jobs of the future. Conducting themselves with kindness and positivity, they will be able to make a difference as truly global citizens.
- At EBHS, we will create an inclusive community, where:
  - Everyone is safe, there is a strong focus on emotional wellbeing, and every-one is aware of their rights and responsibilities
  - Everyone is committed to continual self-improvement and lifelong learning
  - Diversity is celebrated and its benefits embraced

- Underpinning our vision will be a world class curriculum that is tailored to students' individual needs and supported by the very best resources. Working together with our partner schools in our trust, we will recruit, retain and train the very best staff, achieving excellence through collaboration.

#### Core values

- Be kind
- Be positive
- Be the best you can be



## Elmstead Primary School

- Our team of teaching and support staff, school governors, parents and community all work together for the benefit of all our children.
- We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, achieve, and strive to become lifelong learners. We do this by providing a learning environment that is stimulating and challenging; a broad and balanced curriculum and by enabling each child to develop a 'Growth Mindset'.
- At Elmstead Primary School we expect everyone to show mutual respect and believe that everyone should be given opportunities to grow academically, socially, morally, culturally and spiritually.
  - We will encourage a 'Growth Mindset' in all members of the school community.
  - We will acknowledge effort and achievement.
  - We will complement one another, celebrate and be inspired by others' successes.
  - We will be sensitive to each other's needs and encourage independence.
  - We will show our humanity whilst giving each other time and listening to one another.
  - We will greet each other with a smile and behave in a friendly way towards one another.
  - We will value good manners and presentation.

#### Our values

- Courage, Open-Mindedness, Nurture, Endeavour, Communication and Teamwork, we will help prepare children positively for life in modern Britain and promote democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.



## Frinton on Sea Primary School

- Frinton-On-Sea Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and for the future.
- Through our engaging curriculum, we ensure that children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum, where individual talents can be spotted and nurtured to make sure that all children experience success and develop their full potential.
- The school has a dedicated team that works hard to reach high standards in everything we do, and this is further embedded through our successful relationships with parents, the local community, and the other schools in the local area. We firmly believe that education is a partnership between home and school and regard you as an active partner in your child's education and value your interest and support.



## Great Bentley Primary School

- Great Bentley Primary School is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and for the future.
- Through our engaging curriculum, we ensure that children can foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum, where individual talents can be spotted and nurtured to make sure that all children experience success and develop their full potential.
- The school has a dedicated team that works hard to reach high standards in everything we do, and this is further embedded through our successful relationships with parents, the local community, and the other schools in the local area.



# Hadleigh High School

- Hadleigh High School offers a caring, nurturing and secure setting that enables every member of our school community to be the best they can be in all that they do. Moreover, our relatively small size is an asset in ensuring that all our students are known as individuals.
- We are passionately committed to excellence for all and have high aspirations for ourselves, our students and the community we serve. Our intention is for our students to gain access to the best apprenticeships and universities in the country.

## Our Core Purpose

- To improve the life chances of our students.

## Our Mission

- To strive to be the best version of ourselves.

## Our Vision

- All young people at Hadleigh High School, regardless of background or need, strive to be the best version of themselves through working hard, aiming high and being kind. They will make outstanding progress academically, secure excellent destinations post-16, and become well-rounded, happy individuals who go out into the world and make a difference.
- Our students are encouraged to be diligent learners, who are resilient and able to adapt to an ever-evolving world. They are able to question the world in which they live and learn how our history and culture shape us. They take pride in their achievements and those of their peers, and have a strong sense of moral purpose.
- Our young people will achieve success as a result of our strong culture of unwavering high expectations, where all students are supported and treated as individuals. Our excellent pastoral care ensures all our students flourish through their personal development, positive habits and healthy relationships.
- The school has an uncompromising focus on securing the highest calibre staff, and will be a beacon of outstanding classroom practice. We will harness the power of our community, national networks and the benefits of being part of the Penrose Learning Trust.
- Our curriculum will be thoughtfully sequenced, balanced and aspirational, delivered by outstanding teachers who ensure the highest levels of progress. As a result, our students will be inspired to pursue excellence and embrace learning throughout their lives.

## Our Core Values

- We expect all members of our school community to Aim High, Work Hard and Be Kind.