

Ravensfield Primary School

Headteacher Applicant Information Pack



Welcome



Thank you for your interest in this exciting opportunity to become the Headteacher at Ravensfield Primary School, located in Dukinfield, Tameside.

Ravensfield is the newest member of the CLIC Trust, having joined in November 2024. Prior to joining the Trust, the school had seen a decline in standards over a number of years and recognised the need for a strong school improvement journey. The school was inspected by Ofsted in February 2026. The inspection recognised the early impact of the support strategy from the Trust to secure improvement, including Safeguarding standards being met as well as gains in EYFS and leadership and governance. The inspection also provided clear next steps for the school's improvement journey (in line with the Trust's self-evaluation of the school). The school's main areas for improvement are:

- rebuild fractured relationships with staff so that pupils' best interests and their enjoyment of school sit at the heart of school life
- implement the new behaviour policy fully, ensuring staff follow it consistently well
- raise teachers' expectations of pupils' behaviour, wellbeing and academic success
- ensure pupils' needs and barriers to learning are identified early and that teachers are suitably equipped to adapt their teaching
- ensure teachers have the knowledge and expertise to deliver the curriculum and assess pupils' learning
- ensure pupils' foundational knowledge in writing, communication and mathematics is secured early
- ensure there is a whole-school approach to pupils' attendance
- build on the emerging programme of wider opportunities
- ensure the recent improvements in the early years extend across the whole provision
- those in governance roles should work with school leaders and staff to rebuild trust and confidence

This appointment comes at an important point in the school's journey. We are seeking to recruit a dynamic, calm, fair, values-driven and determined leader as the Headteacher of Ravensfield Primary School at this critical time in the school's improvement journey. The headteacher will need to be passionate about securing high-quality education for all of our pupils and have exceptionally high standards for achievement and behaviour, which they will relentlessly seek to achieve. The successful candidate will work collaboratively with all stakeholders to instil a strong sense of accountability across the whole school community, ensuring that everyone is committed to the school's rapid improvement journey.

The CLIC Trust is committed to collaboration, evidence-informed practice, and ensuring that all stakeholders have a voice in the direction of the Trust's development. We have strong pedagogical knowledge for teaching and curriculum design. The Trust has a strong core offer of support for the schools, from a wide range of specialists. We also work collaboratively with school leaders to develop bespoke individual school support packages. We are passionately committed to delivering high-quality educational experiences that enable our pupils to thrive as confident, caring individuals and lifelong learners. Children are at the heart of everything we do, and we place strong emphasis on positive relationships, high expectations, and a safe, nurturing environment.

The school serves a diverse local community and plays a vital role within it. The school currently has 372 pupils on roll and has a maximum capacity of 480 (including Nursery). Proportions of pupils in receipt of Free School Meals is significantly above average, as is the proportion of pupils with Special Educational Needs. As part of a values-led, cooperative multi-academy trust, Ravensfield benefits from strong collaboration, professional support and shared expertise, while retaining its unique identity and close connection to the local community.

The CLIC Trust and I are committed to ensuring that we select the right person for this important role, with a good match between Ravensfield and the individual being critically important. We encourage contact from prospective applicants throughout the application process (with the option of a phone call or online call with the CEO of the CLIC Trust and visits to the school most welcome). I look forward to getting to know candidates throughout the recruitment process and wish you well with your application.

David Fitzgerald

Chair of Governors

Working at Ravensfield



The permanent leadership structure at Ravensfield Primary School includes a Headteacher, Deputy Headteacher, Assistant Headteacher and SENDCo. The school is also currently supported by an Executive Headteacher from the Trust for two days weekly.

The school benefits from the Trust's central and education teams. This includes support from the CEO / Executive Headteacher, the Education Director, Deputy Director of Education, Trust SEND Lead and a team of specialist Lead Practitioners, currently covering areas such as safeguarding, teaching, inclusion, behaviour and culture, EYFS, English and Mathematics.

In addition, Ravensfield is supported by a wider central Trust team, including colleagues providing expertise in finance, operations, HR, compliance and governance

Our Vision and Values

Our Mission Statement:

Learning, achieving and succeeding together.

This mission underpins everything we do at Ravensfield Primary School and reflects our shared commitment to ensuring that every child is supported to thrive academically, socially and emotionally.

Our School Values:

At Ravensfield, our school values are explicitly taught and modelled. They guide our expectations, relationships and decision-making across the whole school community.

Love: We respect and care about each other, ourselves and learning. We strive to create a nurturing environment where everyone feels valued and supported.

Honesty: We tell the truth and are reflective in our actions. We encourage honesty with others and ourselves as part of personal growth and accountability.

Forgiveness: We understand that mistakes are part of learning. We forgive ourselves and others, trusting that mistakes will not be held against us, and we use them as opportunities to learn and develop.

Respect: We respect other people, ourselves and property. We value difference and promote positive relationships built on mutual respect.

Hope: We aspire to be our best. We have ambition for the future and never give up on our dreams, believing in our potential and that of others.

Working at the CLIC Trust



The Vision of the CLIC Trust is:

Changing Lives in Collaboration: Together We Make the Difference

The Trust is based on strong partnerships and collaboration and an extensive Core Offer of support, as well as a drive to save money for the schools through an efficient services offer. The Trust is committed to evidence-informed practice and has forged close links, for many years, with the Education Endowment Foundation.

The Values of CLIC Trust are:

Respect: we respect ourselves, one another and our environment.

Responsibility: we take responsibility for ourselves, one another and our learning. Our every action and interaction builds a secure and united community. We are true to ourselves and offer strength to others.

Resilience: we embrace challenge, recognising that through our mistakes, true learning happens. We take risks, always willing to have a go, never wanting to miss out on opportunities to improve. We don't give up.

Kindness: we show kindness to everyone that we meet in the way that we treat people, in our class, school, locally and globally.

Fairness: we are fair in all that we do, listen carefully and act with integrity.

Empathy: we are empathetic to everyone we come into contact with, through our learning about others and the world and through experiences and opportunities presented to us. We embrace new experiences and do everything we can to ensure that we are leaders of our own learning.

We have established many opportunities for joint professional development across our schools with Conferences, Learning Circles and Collaborative Networks. We use working groups to approach emerging developments, for example, a Curriculum Steering Group, SEND Focus Group, Teaching Steering Group, Digital Steering Group and Sustainability Working Group.

We have an effective central Trust team to offer support to schools, including: CEO; Executive Headteacher; Education Director; Deputy Education Director; Trust SEND Lead; 17 Lead Practitioners (in a wide range of specialisms); Chief Operations Officer; Head of Finance along with two finance officers; Executive Assistant; Senior HR Lead; Compliance Co-ordinator; Governance Professional; and Governance Administrator.

The Trust has robust governance, policies and systems in place to guide its work. The Trust is outward facing, working in close partnership with Manchester and Tameside Local Authorities as well as local clusters/networks.

Other CLIC Schools

Chorlton Park Primary School served a catchment area of Chorlton. It has a pupil capacity of 708 and has a roll of 684. Chorlton Park was one of the founding members of the CLIC Trust in September 2016.



**CROSSLIE
COMMUNITY
PRIMARY
SCHOOL**

Crosslee Primary School served a catchment area of Blackley. It has a pupil capacity of 457 and has a roll of 372. Crosslee joined the Trust in July 2023.

Dane Bank Primary School serves a catchment area of Dane Bank in Tameside. It has a pupil capacity of 240 and currently has 239 on roll. Dane Bank joined the CLIC Trust in November 2019.



Lily Lane Primary School serves a catchment area of Moston. It has a capacity of 690 and currently has 592 on roll. Lily Lane joined the CLIC Trust in March 2023.

Old Moat Primary School serves a catchment area of Old Moat and Withington. It has a pupil capacity of 459 and has a roll of 387. Old Moat was one of the founding members of the CLIC Trust in September 2016.



Rolls Crescent Primary School serves a catchment area of Hulme. It has a pupil capacity of 472 and has a roll of 320. Rolls Crescent joined the CLIC Trust in September 2017.

Applying for the Role

Start Date: 01/09/2026 (or as soon as possible)

Salary Scale: L15-21 (£73,105-£84,699) – starting scale point based on experience

Age Range: 3-11 years

NoR: 372 children

For a private and confidential discussion about this exciting post please email vacancies@clitrust.org to arrange a conversation with Jo Ashcroft, the CEO of the CLIC Trust. Visits to the school are strongly encouraged. We have availability for the CEO or Executive Head (interim) to lead visits on the following dates:

- **Tuesday 5th May – between 09:45 – 13:00**
- **Wednesday 6th May – 16.00 onwards**
- **Thursday 7th May – between 13:00-15:00**
- **Monday 11th May – 17.00 onwards**

If these are not convenient, please do still get in touch and we shall do our very best to arrange an alternative.

Only applications submitted on the CLIC Trust's application form will be considered. A full application pack, with more details about the vacancy can be downloaded below.

Closing date: **Noon on Monday 18th May 2026**

Shortlisting: **Monday 18th May 2026** (successful candidates invited to interview by 20:00 via email)

Recruitment for short-listed candidates will take place at Ravensfield Primary School on **Wednesday 20th** and **Thursday 21st May 2026**

Safeguarding

The CLIC Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, DBS checks and other employment checks.

Equality

The CLIC Trust is a Cooperative Trust and does not discriminate on the basis of any individual's protected characteristics and encourages applications from all qualified applicants. We pride ourselves on being a flexible and inclusive employer. We celebrate difference, embrace diversity and support all our people to thrive at work.

Headteacher Job Description: Ravensfield Primary School

The vision is that all pupils benefit from an outstanding, rich and broad education within our Cooperative Values:

Kindness	Responsibility
<p>Create a high-quality learning experience for the communities served by Ravensfield through its range of services.</p> <p>Actively promote positive Emotional Health and Wellbeing for all.</p> <p>Maintain and develop the welcoming, caring and inclusive environment of the school and take responsibility for safeguarding the welfare of all the children.</p> <p>Work flexibly with the Local Governors, leaders and Academy Trust to build effective teams, supporting collaborative approaches to provision, fostering respect, and encouraging openness and sharing of ideas.</p>	<p>To promote and safeguard the welfare of all pupils.</p> <p>Ensure a precise understanding of the current position of the school (using a range of rigorous monitoring and evaluation methods) and set clearly defined outcomes/ milestones. Then develop strategies for school improvement, based on robust evidence, that are realistic, timely and are fit for the school's context.</p> <p>Monitor progress towards achieving the school's aims and objectives and act to secure rigorous self-review which feeds into improvement planning.</p> <p>Implement strategies which ensure high standards of behaviour and attendance.</p> <p>To operate within the trust's framework of accountability.</p> <p>To work with the trust's Finance team to ensure compliance with the appropriate financial frameworks and recommendations by auditors are fully implemented.</p> <p>Monitor budgets and review any variations in expenditure against the approved budget plan whilst considering school cash flow.</p>
Resilience	Respect
<p>Establish and sustain the school's ethos and strategic direction, together with the local Governors, the trust, leaders and other partners and through consultation with the school community.</p> <p>Establish and oversee systems, processes and policies so that the school can operate effectively.</p> <p>Ensure that these school improvement strategies are effectively implemented. Maximise the efficient procurement and use of resources, ensuring value for money is secured in all operations. Explore and realise opportunities for increasing levels of external funding.</p>	<p>Work effectively with Governors, the trust, staff and other partners to define and deliver school's vision. Deliver those aims and objectives through inspirational and motivational leadership whilst providing clear strategic direction.</p> <p>Set, meet, and exceed demanding and measurable targets with supporting development plans.</p> <p>Inspire others through your own behaviours and language, consistently modelling the belief that parents are the experts on their own child and equal partners in the child's education.</p>

Empathy	Fairness
<p>Contribute to the impactful partnerships and collaboration across the Trust and work effectively with the other leaders to secure creative, responsive and effective approaches to teaching and learning</p> <p>Develop a culture of personal responsibility, recognising excellence and implementing strategies to address under performance as part of a holistic system of professional development.</p> <p>To lead the academic, spiritual, moral, social, emotional and cultural welfare and development of the children at the school.</p>	<p>Lead and manage the school in full accordance with the policies determined by the Trust and governors of Ravensfield and in conjunction with supporting partners</p> <p>Deliver outstanding academic progress, achievement, and success through the development of confident leaders within a culture of inclusiveness. strong pastoral provision and strategies for intervention as appropriate.</p> <p>Development plans will be underpinned by sound financial planning and devised in accordance with priorities and targets and financial resources are allocated appropriately, efficiently, and effectively.</p> <p>Ensure that the school’s statement of purpose, guiding principles and the Trust’s vision and values are consistently at the centre of all decision making, strategy and school development and evident in the daily life of the school.</p>
Strategic Planning	Engagement with the School Community
<p>Working with local Governors and the trust to develop the strategic vision for the school.</p> <p>Ensure that the vision of the Trust is implemented and is understood and acted upon by all.</p> <p>Motivate others to maintain the shared culture and positive climate.</p> <p>Ensure creativity, innovation and the use of appropriate new technologies and other resources to achieve excellence in the school’s curriculum.</p> <p>Ensure strategy meets the needs of the community served by the school.</p> <p>Manage change and new initiatives in line with the trust vision, whilst retaining and building on the school’s existing strengths.</p>	<p>Develop relationships so that the interests of Ravensfield, the Trust and other partner organisations are actively promoted.</p> <p>Ensure that the school actively engages with the community and equally the community engages with the school</p> <p>To have an understanding of the wider community and the school context.</p> <p>Encourage close parental involvement in the day-to-day life of the school and ensure that communication between the school and home is effective.</p> <p>Develop mechanisms for capturing stakeholder voice.</p> <p>Maintain effective management, administrative processes & procedures at all levels.</p> <p>Uphold provision for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.</p>

Leadership of the School	As a Manager of the School
<p>Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.</p> <p>Organise and implement a broad, balanced and dynamic curriculum from EYFS to Key Stage Two, in line with the school's statement of purpose and principles and the vision and values of the trust and reflecting the individual needs of all pupils.</p> <p>Help to foster a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.</p> <p>Embed high expectations and challenge any under-performance at all levels and ensure effective intervention where appropriate.</p> <p>Monitor, evaluate and review classroom practice and implement improvement strategies.</p> <p>Promote a successful and stimulating learning environment that raises achievement and ensures excellence.</p>	<p>Ensure that the school is conducted in line with the school's statement of purpose, principles and the values of the school which is in line with legal requirements.</p> <p>To ensure the school's management and organisational structures are fit for purpose and facilitate continuous improvement.</p> <p>Recruit, retain and deploy staff appropriately and manage them in accordance with the scheme of delegation to achieve the vision and goals of the organisation.</p> <p>Manage and organise the school to ensure that it meets the needs of the curriculum, safeguarding requirements and health and safety expectations.</p> <p>Take responsibility for the day-to-day management, control and organisation of the school reflecting approved policies of the trust with the support of the trust team.</p> <p>Use and integrate a range of technologies effectively to manage the school.</p> <p>Implement successful appraisal/quality assurance (QA) processes with all staff.</p> <p>Ensuring the sufficiency, suitability, and maintenance of the school's physical infrastructure.</p> <p>Work with the trust team to ensure the supervision, security and maintenance of buildings and grounds including the health and safety of all within the premises.</p> <p>To undertake risk assessments as appropriate.</p>

This job description is a general outline of the duties and responsibilities of the Headteacher. The post holder may be required to undertake other duties as may reasonably be required from time to time.

Headteacher Person Specification: Ravensfield Primary School

Method of Assessment Key: A = Application

I = Interview

R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualifications and Training			
Qualified Teacher status	A	✓	
Educated to degree level	A	✓	
Professional development in preparation for a senior leadership role	A & I	✓	
Post-graduate study	A		✓
2. Experience			
Recent successful leadership and management experience in a school	A & I	✓	
Current or previous Senior Leadership experience	A	✓	
Teaching experience across more than one key stage	A & I	✓	
Involvement in school self-evaluation and development planning	A & I	✓	
Line management experience	A & I	✓	
Experience of contributing to staff development	A & I	✓	
Experience of planning for and leading whole school initiatives	A & I	✓	
Experience of policy development and implementation	A & I		✓
3. Skills and Knowledge			
Data analysis skills, and the ability to use data to set targets and identify areas for development	I	✓	
Understanding of components of high-quality teaching, and the ability to model this for others to support development	A & I	✓	
A developing understanding of school finances and financial management	I		✓
Highly effective communication and interpersonal skills	A & I	✓	
Ability to communicate a vision and to bring others along with them	A & I	✓	
Ability to build effective working relationships	A & I	✓	
Proven ability in curriculum planning and an appreciation of the links between curriculum and assessment	A & I	✓	
An understanding of how parents/carers and the wider community can contribute to school improvement	A & I	✓	

4. Personal Qualities			
A strong moral compass and relentless drive to improve the life chances of pupils	I	✓	
Ability to work under pressure and prioritise effectively	A & I	✓	
Excellent change management capability.	A & I	✓	
Highly effective, open and transparent communicator who can use their skills to draw out the best in others	A & I	✓	
A commitment to always maintaining confidentiality	I	✓	
A commitment to safeguarding and equality	A & I, R	✓	
Approachable, caring and empathetic personality	I	✓	
Courage and confidence in decision making	I	✓	
Ability to relate positively to children at all stages of the Early Years and Primary phase	I, R	✓	
A high level of self-motivation, time management and flexibility	A & I	✓	
5. Values			
Shares the CLIC values of Respect, Responsibility, Resilience, Kindness, Fairness and Empathy.	A & I	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	A & I	✓	
A genuine passion and a belief in the potential of every pupil	A & I	✓	
Motivation to continually improve standards and achieve excellence above norms.	A & I	✓	
Commitment to equality of opportunity and the safeguarding and welfare of all pupils	A & I	✓	
6. Other Stuff			
Willingness to travel between schools in the Trust	A	✓	
Willingness to work in schools across the Trust	A	✓	
Willingness to attend training and CPD opportunities locally and nationally	A	✓	
Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check and references.	A	✓	
Right to reside and work in the UK.	A	✓	

How to Apply

Only applications submitted on the CLIC Trust's application form will be considered and please ensure all required information is provided. A separate personal statement and covering letter are not required.

Please email your completed application form to: vacancies@clitrust.org.

Please ensure referees are aware of your application and that they are able to provide a swift turnaround.

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Shortlisting: **Monday 18th May 2026** (successful candidates invited to interview by 20:00 via email)

Recruitment for short-listed candidates will take place at Ravensfield Primary School on **Wednesday 20th** and **Thursday 21st May 2026**

We aim to appoint a candidate starting full time from 1st September 2026.

Please refer to the Guidance to Applicants (below) prior to making your application and refer to our following policies available on our website:

- Keeping Children Safe in Education
- Equality and Diversity Policy
- Child Protection/Safeguarding Policy
- Safer Recruitment and Selection Policy and Procedure
- Privacy Notice for Applicants
- Data Protection Policy

Ravensfield is committed to safeguarding and protecting the welfare of children and expects all staff, volunteers and visitors to share this commitment. Appointment to this post is subject to an Enhanced Disclosure and Barring Service Check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2025)

Guidance for Applicants

General

The application form plays a crucial part in the selection process, in deciding whether you will be invited to interview but also at the interview itself. It is vital you complete the form fully and accurately. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advert, job description and person specification and any other accompanying information carefully before you start. All sections of the application form must be completed.

Personal Details

All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK. Verification of identity is required before confirmation of appointment.

Present or most recent employment

It is important to give full information, including the organisation or school you work in, or most recent employment if not currently working, full dates, address and other required details. Be careful not to leave any unexplained gaps. Details of part time and relevant voluntary work should be included.

References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. It is our policy to approach the referees of all shortlisted candidates. We reserve the right to approach any previous employer for a reference. If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.

The reference request, is not limited to but, will contain some of the points below:

- If they are completely satisfied you are a suitable candidate to work with children
- Your Position & Role
- Your salary and responsibilities
- Dates of employment
- Any disciplinary action
- Reasons for leaving
- Ability to maintain confidentiality
- Any causes for concern about your behaviour or judgment
- In what capacity they have known you and for how long
- About your ability to meet the person specification:
 - Ability to lead a team
 - Ability to inspire staff
 - Relationships with colleagues
 - Relationships with children
 - Relationships with parents and carers
 - Ability to inspire children
 - Ability to communicate effectively
 - Encouragement of high standards
 - Working as a team
 - Reaction to constructive criticism
 - Influence on the school culture and morale.

Education, Qualifications and Training

Ensure you give all the information regarding qualifications and training, including dates, educational establishments and make clear the level of any examination or assessment. Include any skills training you have received.

You will be required to produce original documentary evidence of any qualification relevant to the job and listed in the Person Specification.

Personal Statement

This statement is an essential part of the application form. This is where you should describe your experience, skills and abilities. As a guide, maximum of 4 sides of A4 are sufficient. You must demonstrate competence in all areas listed in the Person Specification and Job Description by giving short examples. Describe how you match the requirements of the job; including experience gained from previous jobs; community or voluntary work. Ensure that the information you give is well organised, relevant and brief.

Disclosure of Criminal Records (DBS)

If you are selected for appointment to this post, you will need a complete a DBS application. A DBS is carried out in the strictest confidence and is made only in connection with your application of employment and for no other purpose. If you are selected for employment, you will be required to give full details of any criminal record in confidence, prior to completing an application for DBS. Please use the Declaration Form Provided with all the vacancy information. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision.

The Police Act 1997 (Criminal Records) Regulations, requires that those applying to work with children or adults at risk should be subject to a check by the Disclosure and Barring Service (DBS) to ensure that they are suitable for such work. All posts in schools are covered by this requirement.

If you are shortlisted for a post in a school, you will be required to complete a disclosure which will be submitted to the DBS. The type of criminal record certificate applied for will an Enhanced Disclosure, which are applicable for staff in schools. All previous convictions, cautions, reprimands and warnings recorded will be disclosed other than those that have been filtered in line with legislation.

Having a criminal record will not necessarily bar you from employment. Decisions about the employment of someone with a criminal record will take account of the relevance of the offence to the post in question, the length of time since it occurred and the circumstance surrounding it. The outcome of all disclosure applications will be sent in writing to the applicant.

In order that the DBS can be sure that they are checking the record of the right person, applicants will be asked to provide proof of identity. The documents that the applicant will need to supply will depend on the route the application takes.

If shortlisted for the post, you will be asked to provide proof of your identity.

If you have worked abroad you will be asked to complete a for a certificate of good conduct, in addition, for teaching posts, which is a letter of professional standing from the professional regulating authority in the country in which you have worked.

Please complete the CLIC Trust Self Declaration, in a sealed, named envelope, marked confidential, to your interview should you be invited. We only open this envelope after we have made a conditional offer. All other envelopes will be securely destroyed.

Declaration

We ask for application forms to be signed, and where they are e-mailed to us, applicants will be asked to sign the application form immediately prior to their interview. This declaration asks applicants to confirm all information given is complete and accurate. If documents provided by the candidate are found to omit any relevant information or contain false information the Trust reserves the right to immediately remove the candidate from the process, withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.

The Trust uses the Home Office revised Code of Practice for Disclosure and Barring Service Registered Service.

Interviews

We recruit and design interviews to find out more about your best qualities in different ways:

- We want to hear about what you've done in your career so far
- In the interview we will focus on the competencies we have identified as essential for the role you've applied for.
- We are seeking examples of how you have dealt with a range of situations and are happy for you to use examples from your professional career so far, but examples from your personal life, education or voluntary experiences would be great too
- Don't forget this your opportunity to sell yourself, so go for it!
- For lots of our roles we will ask you to complete practical tasks: lesson observation, IT tasks, and practical tests so that we can find out more about your competencies.

Further Checks

The offer of employment by the selection panel and acceptance by the candidate is binding on both parties subject to:

- Verification of identity (including Birth Certificate)
- Verification of right to work in the UK
- Proof of relevant qualifications
- Satisfactory DBS Enhanced Disclosure
- A Certificate of Good Conduct (if applicable) which may include EEA sanctions and restrictions
- Barred list check
- Teacher prohibition (if applicable)
- Section 128 check (if applicable)
- Pre-employment medical screening
- Satisfactory references
- Disqualification under the Childcare Disqualification Act 2006, as amended
- The successful candidate will be informed, normally by offer letter, that the appointment is subject to satisfactory completion of these checks

Equality

The CLIC Trust is a Cooperative Trust and does not discriminate on the basis of any individual's protected characteristics and encourages applications from all qualified applicants.

Canvassing any employee, or member of the Board of Trustees or its Committees, directly or indirectly, is prohibited and will be considered a disqualification.

We pride ourselves on being a flexible and inclusive employer. We celebrate difference, embrace diversity and support all our people to thrive at work.