



The Arbib Education Trust

Slough, Berkshire

HR Director

Candidate Pack



Contents

Thank you for your interest
in the HR Director position at
The Arbib Education Trust.

This pack contains:

- Letter to candidates
- Details about the Sponsor and The Annabel Arbib Foundation
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- Information about The Langley Academy Primary and the Langley Heritage Primary
- The job description and person specification

We warmly encourage those considering applying for the position to talk to our Executive Principal, Rhodri Bryant, for additional information. To arrange this, or if you have any further questions, please contact Kirstin Sutherland, in the first instance, on 01753 214472 or via email

kirstin.sutherland@arbibeducationtrust.org

Closing date: **9.00am 22 June 2020**

Interview date: **25 or 26 June 2020**

You can also visit our Trust website at

www.arbibeducationtrust.org

Please take the time to review our Child Protection Policy:

[http://www.arbibeducationtrust.org/documents/policies/2019_rev/ChildProtectionPolicy\(TAET\)\(December2019\).pdf](http://www.arbibeducationtrust.org/documents/policies/2019_rev/ChildProtectionPolicy(TAET)(December2019).pdf)

Dear applicant

I am delighted that you are showing an interest in the HR Director position here at The Arbib Education Trust. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, The Langley Academy Primary and the Langley Heritage Primary. Our vision is to ensure we provide an exceptional education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who wishes to be part of this vision. The Trust is in its sixth year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. This is a new and exciting senior level, strategic post offering opportunity that demands innovation and creativity by someone with the appropriate skill and expertise in HR. The successful candidate will have the ability to use their expertise and transferable skills to direct in the other areas identified, working across the Trust to add value. Applicants may bring skill and experience from outside the educational sector but they should be aware of the needs of the context in which they will be working.

As a Trust we are always looking to maximise opportunities to support every child in the Trust and part of that strategy is to consider MAT growth. It may well be that we do grow as a Trust and this role would have every opportunity to develop alongside that growth which we believe is very exciting. We would be able to discuss this further at interview. Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll as the Sponsor has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly contribute towards bettering education for the young people across the Trust.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment extremely exciting. Please apply if you understand what we are trying to achieve and you would like to be a part of our journey.

Yours sincerely



Rhodri Bryant Executive Principal

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity (number 296358) that supports the philanthropy of Sir Martyn Arbib and his daughter Annabel Nicoll. Sir Martyn set up the Henley-on-Thames based Perpetual Investment business in 1974 and established the Arbib Foundation in 1987. The Foundation has provided charitable donations and financial support to organisations and causes around the UK, with a focus on the Thames Valley. Sir Martyn Arbib, and the Foundation, took a leading role in establishing the River & Rowing Museum in Henley-on-Thames that opened in 1998 and attracts over 100,000 visitors per year. The Annabel Arbib Foundation continues to be the main sponsor of the educational side of the museum.

The principal beneficiary of the Annabel Arbib Foundation is The Langley Academy Trust in Slough. The Annabel Arbib Foundation is the sponsor of The Langley Academy Trust, which comprises The Langley Academy, Parlaunt Park Primary Academy and The Langley Academy Primary. Annabel Nicoll is Sponsor at The Langley Academy Trust.

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Langley Academy Trust.

The Arbib Education Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust. The post holder will have the benefit of working within a strong team ethos in a unique multi-academy trust characterised by its provision of Museum Learning and the vision of its sponsor, the Annabel Arbib Foundation.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Langley Academy Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from a DfE monitoring visit and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding. This was shown to be accurate, when, during our first Ofsted inspection in July 2018, we achieved an outstanding judgement:

"There are four key factors that contribute towards making teaching outstanding at this school. Firstly, teachers know every pupil well as an individual. Secondly, teachers have the very highest

expectations of what can be achieved. Thirdly, teachers understand how young pupils learn best and, finally, teachers have excellent subject knowledge.”

Throughout our growth period, under the guidance of The Trust and by working closely with the Langley Heritage Primary, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

The Langley Heritage Primary was a popular school with recently modernised buildings that converted to a sponsored Academy within The Arbib Education Trust in September 2014.

The Langley Heritage Primary caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 full time equivalent (fte) Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends this school is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning Their enthusiasm is stimulated by dedicated staff members who share the ambitions of the Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

The Langley Heritage Primary has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. The wider curriculum is constantly under review with both primaries embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

As a result of the hard work and dedication of the community, its staff, the children and the parents, the school was judged as good with outstanding leadership and management in November 2019.

The Langley Academy Secondary is housed in an iconic building, it specialises in Science, pioneers the use of museum learning and aims to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, The Langley Academy aims for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. The Academy strives to be at the forefront of Science education and has developed links with national and regional museums to add an external dimension to learning. We are proud of what we and our students have achieved and we are

confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection, in November 2017, we were rated as good and improving. Highlights from the report include:

“Governors and leaders actively promote the vision through fostering a shared love of learning together with high aspirations for all pupils.”

As one parent commented: ‘My son and daughter have both made spectacular progress under the guidance of passionate teachers ...The leadership team, along with the staff, are an absolute asset to the school community and in helping shape the next generation of learners.’

‘Morale is high and staff recognise that the school is improving. Pupils and sixth formers confidently welcome visitors and are proud to share their work and enjoy working with their teachers. There is a sense of pride, both in The Langley Academy and in the outcomes pupils achieve, that is shared between staff, governors, trustees and pupils.’

Our results are strong. At Key stage 4 we achieved 63% good passes (4+) in English and Maths with a Progress 8 score of +.29. KS5 results improved again last year and a growing number of our leavers move on to university and we were very proud to have our first student take a place at Oxford last year. You will be able to find out more about our results and trends if you are invited to interview.

The Arbib Education Trust

Job Description

Director of HR

SALARY/GRADE

Competitive salary, pro rata term time + 2 weeks (negotiable for the right candidate)

HOURS

Between term time plus two weeks and Full-Time, open to negotiation
8am-4:30pm with breaks included - 37 hours a week

JOB PURPOSE

HR

To provide advice, leadership and guidance in HR whilst ensuring we run a professional, efficient and effective HR administration service across the Trust in accordance with agreed policies and procedures, ensuring compliance with all relevant legislation. This includes discipline, grievance, organisational change, TUPE, salary gradings, and local interactions with staff, as well as advice on the interpretation of personnel policy on matters such as recruitment, equal opportunities, early retirement, voluntary severance, and staff development.

REPORTING TO

Executive Principal

LIAISING WITH

Executive Principal, Headteachers, HR assistants, Trustees, Directorate, Leadership Team, SENCO, Subject Leaders, Student Support Managers, Teachers and Support Staff, External Agencies and Parents.

KEY FUNCTIONS

HR

1. Ensure all HR procedures, policies and practices are developed in line with the Trust's strategic objectives ensuring the Trust is an employer of choice.
2. Act as the externally facing representative for HR for the Trust.
3. Formulate and implement the HR strategy and associated policies within the organisation working alongside executive and educational leaders.
4. To lead the Trust recruitment and retention strategy, including the marketing of the Trust brand and the development of the Trust staff well-being programme.
5. To manage the central HR resource.
6. To support the Executive Principal and Headteachers in the recruitment and appointment of Trust staff.
7. To sit on, advise and report to the Trust Personnel Committee on all HR matters.
8. Advise the Trust Board of Directors and the Executive Team on compliance and risk management issues.

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9. Introduce and drive change management initiatives.
 10. Ensure that the Trust complies with the requirements of the Public Sector Equality Duty.
 11. Develop and maintain all HR related policies and procedures, systems and processes to reflect the Trust's business aims and focus, underpinned by statutory compliance, best practice and added value.
 12. Develop effective professional working relationships with stakeholders at all levels, including colleagues, educational advisory boards, trustees, trade union representatives and external agents.
 13. Advise in respect of and manage change, including workforce remodelling and organisational restructuring.
 14. Assume overall responsibility for staff contracts, employee relation cases such as grievances, disciplinary, performance management etc.
 15. Assume overall responsibility for the recruitment process of the Trust.
 16. Contribute to the Trust's emerging strategies in relation to recruitment and retention, succession planning and talent management, and learning and development.
 17. Develop and monitor staff recruitment, retention, reward, training and development policies and procedures, to assist in ensuring that they are cost effective and that the Trust secures competitive advantage.
 18. Manage HR casework through deployment of HR resource within the Team.
 19. Lead and develop the HR team members and deploy them effectively to ensure that both they and the HR function deliver an efficient, effective and professional HR service to Academies.
 20. Oversee investigations and complex employee relations issues including redundancy and grievance.
 21. Ensure best practice in HR matters throughout the Trust.
 22. Maintain personal professional development to ensure that the knowledge and skills required to manage the HR function are up to date; strive to keep up to date with relevant case law and statutory changes, and the guidance and Codes published by the DfE, EFA, ACAS, LGA, BIS and other professional authoritative sources.
 23. Ensure that Academy leaders and staff are fully aware of HR policies and procedures.
 24. Be a professional role model, and understand and promote the aims and values of the Trust.

Safeguarding / Child Protection:

1. Supporting the school's safeguarding procedures and policies.
2. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the School.
3. Comply with the School's Safeguarding Policy in order to ensure the welfare of children and young persons.

Working Environment:

- The post will be based at one of the schools in the Trust. The post holder must be willing to work and travel across the Trust if required.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- 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.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.

- 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.
- This post is accountable to the Executive Principal. The post holder will be required to maintain effective working relationships with staff and management within the Trust.

Person Specification

Qualifications, training and experience	Essential	Desirable
CIPD Level 7 qualified or equivalent HR experience		✓
Educated ideally to A Level standard but not less than Level 2 or equivalent in literacy and numeracy (GCSE Grade A – C or equivalent)	✓	
Substantial experience of managing HR function in a complex organisation	✓	
Generalist HR experience including grievance and disciplinary matters, capability, performance management, recruitment, employee relations and terms and conditions of employment.	✓	
Up to date working knowledge of employment law and employee relations and communication	✓	
Experience of handling difficult situations and conversations successfully	✓	
The ability to chair meetings effectively		✓
Experience of operating HR databases and implementing HR information systems and processes	✓	
Evidence of further professional development	✓	
Experience of working in an education setting		✓
Experience of working in a unionised environment		✓
Office and Administration experience	✓	
Experience of Change Management	✓	

Professional Knowledge & Understanding	Essential	Desirable
The successful applicant will need to demonstrate knowledge and understanding of:		
Knowledge and application of safer recruitment policy and practices		✓
Ability to collate and present HR data	✓	
Understanding of HR matters and is able to review, develop and implement HR systems	✓	
Ability to communicate with all levels of staff in a confident, calm and professional manner	✓	
Experience of dealing with sensitive and highly confidential information	✓	
Excellent literacy and numeracy	✓	
High organisational skills	✓	
Excellent IT skills including Word, Excel, and SharePoint	✓	
Ability to manage workload and priorities	✓	

Ability to respond to a wide range of enquiries	✓	
Knowledge of school systems and procedures		✓
Flexible and adaptable, and able to work using own initiative	✓	
Strong negotiating and influencing skills	✓	
Good records maintenance skills, including information retrieval	✓	
Good working knowledge of SIMS		✓

Personal Qualities and Skills	Essential	Desirable
Ideally, we are looking for someone who:		
Is committed to providing excellent customer service	✓	
Person of integrity	✓	
Has a cup half full approach	✓	
Ability to maintain confidentiality	✓	
Ability to remain impartial	✓	
Is sympathetic to the needs of the school community	✓	
Has an openness to learning and change	✓	
Has a positive attitude to personal development and training	✓	
Has good interpersonal skills	✓	
Is a good role model for students	✓	
Has passion and believes that every child can succeed	✓	
Is energetic, creative and enthusiastic	✓	
Is co-operative, flexible and responsible	✓	
Is reliable, well organised and committed to high standards	✓	
Is patient, optimistic and has a fantastic sense of humour	✓	
Is able to prioritise	✓	
Is punctual, with a smart appearance	✓	
Has a good telephone manner	✓	

Safeguarding	Essential	Desirable
Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;		
<ul style="list-style-type: none"> treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 	✓	
<ul style="list-style-type: none"> having regard to the need to safeguard students' well-being, in accordance with statutory provisions 	✓	
<ul style="list-style-type: none"> showing tolerance of and respect for the rights of others 	✓	

<ul style="list-style-type: none"> not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	✓ ✓	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	

Health and Safety	Essential	Desirable
Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy	✓	
Promote and safeguard the welfare of children and young people you are responsible for or come into contact with	✓	
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	✓	

General Responsibilities

1. Contribute to the overall ethos/work/aims of the Trust
2. Promote and safeguard the welfare of children and young people you are responsible for or come into contact with
3. Playing a full part in the life of the Trust community, supporting its distinctive ethos and encouraging staff and students to follow this example
4. Actively promoting Trust policies and procedures
5. Be aware of and support difference and ensure equal opportunities for all
6. Responsibility for own continued professional development and participate in training and other learning activities and performance development as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Actively support and participate in the museum learning programme
9. To attend academy events as required

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10. Assist in the development of the Trust Improvement Plan
 11. Undertake other tasks as reasonably required by the Executive Principal

For reference, the HR assistant in each academy performs the following roles:

Recruitment: advertising a role

Establish a timeline, with deadlines, for: <ul style="list-style-type: none">• Posting an advert• The closing date• Shortlisting applicants• Appointment of the interview panel• Interviewing candidates
Check that the job description and person specification are up to date and correct
Check the salary to be offered
Check the relocation package, if offered
Compare prices for advertising and get authorisation
Prepare and update application pack
Post the advert

Recruitment: shortlisting and interviews

Confirm availability of the interview panel
Prepare shortlisting packs for the panel
Prepare a reference request grid based on the person specification
Prepare and send letters to applicants selected for interview
Prepare and send rejection letters
Prepare and send letters or emails to request references
Prepare interview tasks and questions and ensure enough copies are prepared
Log receipt of the return of references

Prepare packs for the interview panel with a scoring grid based on the person specification
Check gaps in employment history and ensure these are followed up at interview
At the interview, check photo identification against evidence and qualifications
Prepare and send a letter to the successful interviewee
Prepare and send a letter to unsuccessful interviewees
Ensure all paperwork connected to the process is securely stored for an appropriate period after the interviews
Log equal opportunities data

New starters: pre-employment checks

Collect evidence of new starters' right to work
Complete Disclosure and Barring Service (DBS) checks
Check references with telephone call
Pre-employment medical check form and occupational health professional referral if needed
Collect any personal details not included in applications, such as emergency contact details
<p>Set up a personal file or folder for each new starter. This should include a copy of:</p> <ul style="list-style-type: none"> • Application form submitted by the new starter • All letters regarding the new starter • Application for checks • Evidence of completed checks • The new starter's DBS number
<p>Send a letter to each new starter:</p> <ul style="list-style-type: none"> • Confirming that all checks are complete • Confirming the date of his/her probationary review, where applicable • Welcoming him or her to the school
Issue contract of employment

New starters: induction

Ensure a clear induction policy and process is in place
Prepare a staff handbook, which could include: <ul style="list-style-type: none">• Curriculum information• Key dates• Health and safety guidance• Safeguarding information• Staff lists
Arrange a briefing for new staff with key colleagues present
Schedule new starters' meetings as part of the meetings cycle

New starters: training and development

Ensure the staff training or development policy includes a section related to new starters
Undertake a training needs audit with new starters during their first few weeks
Draw up a training and development plan with each new starter as part of the probation review process/setting appraisal targets

New starters: payroll

Collect new starters' bank details
Ensure that the P46 form has been submitted (dependent on the payroll system)
Notify payroll of: <ul style="list-style-type: none">• New starter's details• Date of first payment• Rate of pay• Terms and conditions of pay• End of employment if the new starter is employed on a temporary contract

Probation (where applicable)

Remind line managers to conduct probation reviews
Collect probation review documents and set the date for next reviews, if necessary
Confirm the permanent contract when probation has been passed

Appraisal

Arrange appraisal meetings and record the dates
Ensure each appraisee receives a copy of the completed documentation
File the documentation for completed performance reviews
Where necessary, reschedule postponed reviews and remind staff involved

Pay awards

Prepare information for pay reviews after appraisal in liaison with the headteacher and the senior leadership team (SLT)
Notify payroll of changes to pay scale decided by the governing body or trust board

Staff training

Ensure that the school improvement plan highlights the school's training priorities and sets out how it will meet those priorities
Ensure each member of staff has a training and development plan as part of his/her probation/appraisal process
Ensure that all training activity is recorded and that records are retained

Sickness absence management

Log sickness absences daily
Remind managers and the staff member to complete a return to work interview after each absence
Complete a monthly sickness return for payroll
Complete a monthly sickness report for the SLT
Identify staff at risk of breaching sickness absence triggers and liaise with managers
Where staff are at risk of breaching sickness absence triggers, consider offering counselling support, if appropriate
Support managers with difficult sickness absence cases
Where appropriate, arrange for a named senior colleague to keep in touch with the absent member of staff to provide support (for example, in cases of serious illness or family bereavement)

Where a member of staff is absent due to stress or a mental health condition, carry out a review of their job role and its context to establish what might be done to improve the situation and enable a return to work
When appropriate, arrange a phased return to work with support where needed
Refer staff who breach sickness absence triggers to occupational health professionals when necessary and monitor any responses
Prepare termly sickness management reports for the governing body or trust board

Other absence

Create a policy and system for staff to request other absence and for the monitoring of such absence
Ensure there is a policy in place that covers the provisions for overtime and time off in lieu of pay, if this applies in the school
Provide reports of other absence and time taken in lieu

Maternity leave

Follow the maternity policy regarding time off and support
Provide a maternity leave information pack to the employee
Carry out a maternity risk assessment
Collect the maternity certificate, form MAT B1, at the correct time, usually no more than 20 weeks before the expected week of childbirth
Notify payroll when the employee goes on maternity leave
Arrange contact during maternity leave, if requested
Arrange 'keeping in touch' days towards the end of the maternity leave period
Remind the employee of her due date to return if she has not been in contact

Paternity leave

Follow the policy regarding time off for paternity leave and log: <ul style="list-style-type: none"> • Requests for paternity leave • Time taken off due to paternity leave

Adoption leave

Follow the policy regarding time off for adoption leave and log:

- Requests for adoption leave
- Time off due to adoption leave

Leavers

Monitor temporary or fixed-term contracts and give notice in line with contract if ending

Respond to resignation letters

Arrange exit interviews with leavers

Notify payroll of leavers within payroll deadline

Routine policies

Keep policies and procedures up to date in line with employment law

Redraft the pay policy every summer

Redraft other necessary policies to a policy review timetable

Casework

Support SLT with complex casework, such as:

- Capability procedures
- Grievances
- Appeals
- Disciplinary actions
- Suspensions
- Whistleblowing claims
- Bullying claims
- Sickness dismissals

Benefits of working across the Trust

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- Access to a wide range of discounts and savings through a partnership with Sodexo. This entitles you to discounts available at cinemas, days out, holidays, 6 major supermarkets, 100+ high street chains, diy stores, 26 restaurant chains and 42 entertainment venues. You will have access to instant offers, reloadable cards and e-vouchers.
- Benenden healthcare at a reduced rate with a Trust contribution. This complements the NHS by offering you speedy access to private healthcare when you're facing a wait. If waiting lists are over three weeks for diagnostic tests or five weeks for treatment/surgery then you have access to private facilities. There is also 24/7 GP access over the telephone and through eConsultations.
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every autumn to all staff across the Trust.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude.
- Enhanced sick pay arrangements.
- Free car parking.
- Working in a very modern environment.
- Onsite Nursery for children over 3 years (based at The Langley Academy Primary School/The Langley Heritage Primary)
- School place for your child with 2 years' service within the Trust

How to apply:

Please complete the online application form which can be found at

<http://www.arbibeducationtrust.org/Vacancies.html>

Completed application forms and a letter of application should be emailed to kirstin.sutherland@arbibeducationtrust.org

References will be sought when we shortlist. Your application will be treated in the strictest confidence.

Closing Date:

9.00am Monday 22nd June 2020

Interview date: 25th or 26th June 2020

Your application will be treated in the strictest confidence. *The Annabel Arbib Foundation and The Arbib Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to Funding Agreement and subject to pre-employment checks. Successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. TAET is an equal opportunities employer.*