



Beckfoot  
Trust

# RECRUITMENT PACK

V3 01/05/19

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# Welcome

## Welcome Message from the CEO of Beckfoot Trust: David Horn

### Thank you for taking an interest in Beckfoot Trust

We are a highly successful cross phase multi academy trust established in 2013. We are proud to educate over 7000 learners in ten Bradford schools across Primary, Secondary and Special settings. This includes our Trust 6<sup>th</sup> Form that opens in September 2019 across four of our sites. We aim to create great schools with remarkable learning environments for each of our students to enjoy learning within and succeed. We do not accept mediocrity. We want to smash some of the glass ceilings that have been built up nationally about levels of potential within our communities. We aim for outcomes that place our schools within the top 20% of similar schools nationally

### Beckfoot Trust

We formed the Trust because we wanted to transform life chances for more Bradford children. We wanted to create a group of great schools that serve their local community. All our schools are comprehensive in character and co-educational. The local authority controls our admission arrangements to ensure that our schools serve local communities. We wanted to do something meaningful to reduce the social divide that exists nationally and locally. To ensure that every child regardless of their social background or physical ability can fulfil their talent. We wanted to see a curriculum in place in every school that requires our pupils to have to think and be articulate. For them to take ownership of their career pathway and expect to be successful in life. For them to grow up embracing the key British values of 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.

All of our schools share similarities yet retain uniqueness. We all share a common approach to school improvement. The effective leadership in schools of the curriculum, teaching quality, behaviour management, pupil attendance, safeguarding, monitoring of academic progress and parental engagement is systemised and monitored centrally. We run finance and governance centrally and provide commercial and business support.

All of our schools have a distinct character. We all share the same value statement of 'Enjoy – Learn – Succeed' and from there each school has developed its own aspirational and distinct three-year strategic vision shaped by all within their community.

Five years in, we can say with confidence that we have made significant progress towards our goal. Three of our schools have now been inspected since joining the Trust and in every case they have improved their grade. Two of the three progressed to 'Outstanding' and the third school moved from 'Special Measures' to 'Good' in less than three years. Across the Trust, significantly more of our pupils are achieving national standards in reading, writing, maths at KS2 and GCSE. The pupil attendance trend is significantly upward and we are financially stable. Saying all that, there is a long way to go. We have only just begun!

Investment in people is the key to our future success. We want people to feel that working in a Beckfoot Trust school is a great place to be and that they are led with emotional intelligence by principled, strategic, highly visible and caring leaders. Our People and Talent strategy, supported by our Teaching School, ensures that we focus on maintaining excellent conditions of service for all staff, aligned to national pay and conditions. We invest in leadership development programmes for all. We ensure our schools have dedicated planning time and formalised CPD shaped by high quality appraisal. We are in the process of developing a formalised workload agreement and we survey our staff on this annually. We are creating a more diverse workforce that better reflects the communities we serve.

Probably the most important development has been in the culture of the organisation. The key benefit of a MAT is so that we can collaborate and learn from one another. We trust one another and believe in the collective rather than the individual. We have created a thriving community of schools and system leaders working in formal partnership to create great schools. Colleagues work together across schools, our pupils work alongside one another in arts and sporting events, debating competitions, Oxbridge programmes and much more. We are generous in sharing best practice and humble enough to know that someone else may have a better idea. We seek joined up solutions.

To conclude, we know that this model of working is having an impact for Bradford children. It is lovely to be working in partnership with so many outstanding educationalists who share the same moral purpose. The bottom line is we are building a culture of hope and possibility in our communities.

Read more about us across our website and please contact us at [BeckfootTrust@beckfoot.org](mailto:BeckfootTrust@beckfoot.org) if you would like to visit us and talk about our work in the Trust.

David Horn

February 2019

## About Us

### Our Primary Schools:

#### *Beckfoot Allerton Primary and Nursery School*

Beckfoot Allerton Primary and Nursery is a two-form entry primary school. They joined the Trust in September 2016. Outcomes have dipped in the last few years however under new leadership the school is rapidly re-establishing itself as a fantastic school.

#### *Beckfoot Heaton Primary and Nursery*

Beckfoot Heaton Primary and Nursery is a three- form entry primary school. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. The school has made remarkable progress in its first year and is developing a reputation locally and nationally for innovative practice.

#### *Beckfoot Priestthorpe Primary School*

Beckfoot Priestthorpe is a one form entry primary school. They joined the Trust in September 2017. The schools was judged by Ofsted as 'good' prior to joining the Trust. This is a rapidly improving school with a clear strategy to progress from good to great.

#### *Beckfoot Nessfield*

Beckfoot Nessfield joined the Trust in September 2018. A change in leadership of the school from January 2018 has transformed the progress of the school.

### Our Secondary Schools:

#### *Beckfoot School*

Beckfoot School formed the Trust in 2013. It is an 11-18 secondary school with 1625 pupils. The school secured an outstanding Ofsted judgement in 2014. It established a Teaching School in 2015 and secured a 'World Class Quality mark' in 2016.

#### *Beckfoot Oakbank*

Beckfoot Oakbank is an 11 -18 secondary school with 1520 pupils. The school joined the Trust in September 2016. The school moved into a new purpose-built accommodation in April 2018. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. Under fresh leadership the school has identified a clear strategy to accelerate achievement rapidly.

#### *Beckfoot Thornton*

Beckfoot Thornton is an 11 -18 secondary school with 1446 pupils. The school joined the Trust in September 2016. The school was judged by Ofsted as 'requiring improvement' prior to joining the Trust. A change in leadership of the school from April 17 has transformed the progress of the school.

#### *Beckfoot Upper Heaton*

Beckfoot Upper Heaton is an 11 -16 secondary school with 415 pupils. The school joined the Trust in September 2015. The school moved into a new purpose-built accommodation in January 2017. The school was judged by Ofsted as 'special measures' prior to joining the Trust. The school is being transformed, over-subscribed in the lower years and developing outcomes that already place the school in the top 20% of similar schools for progress made in basics.

## Our Special Schools:

### *Hazelbeck*

Hazelbeck is a school for students with special educational needs aged 11 – 19. It was the first school to join the Trust in 2013. Within 18 months the school had moved from one requiring improvement to outstanding in 2015 in every category. Following a recent Ofsted inspection (May 2019), Hazelbeck school continues to be outstanding. It is co-located with Beckfoot School. It is a remarkable school.

### *Beckfoot Phoenix*

Beckfoot Phoenix is a school for students with special educational needs aged 2 – 11 years old. They joined the Trust in September 2017. The schools was judged by Ofsted as 'good' prior to joining the Trust. This is a rapidly improving school with a clear strategy to progress from good to great.

# Our Remarkable Learning Environment

We are creating schools with a very distinctive culture and ethos. Schools where you sense something magical is happening the moment you enter them. We have sought to describe that in this 'Remarkable Learning Environment' vision document.

## BECKFOOT TRUST SCHOOLS REMARKABLE LEARNING ENVIRONMENTS

### WHO WE ARE AND WHAT WE STAND FOR

The Beckfoot Trust is a cluster of cross phase Bradford schools, all located within a 20 minute drive of Beckfoot School, all genuinely comprehensive in character and keen to demonstrate that school to school collaborative practice can create exceptionally successful learning communities.

#### CORE PURPOSE

Beckfoot Trust schools will create remarkable learning environments in which students expect success because of their ambitious attitude to learning, the challenge provided by staff and the support they receive at home.

#### MEASURING IMPACT

Each school creates outcomes for learners that rank them in the top 20% by comparison with students in similar schools by their first inspection.

#### BY 2019

We expect all our schools who joined the Trust before 2017 to be rated either 'Good' or 'Outstanding' by Ofsted. If not yet inspected, we expect schools to be judged to be 'Good' or 'Outstanding' by our External Review lead.

#### COLLABORATIVE PRACTICE

We are equal partners and work collaboratively to establish the 'best idea'. We network. We sow seeds by grouping people together, establishing multiple pockets of collaborative practice across our schools and sharing what we learn.

#### TRUST SUPPORT

The Trust provides a support structure for each school in relation to the following:

- Understanding and defining the approach to school improvement
- Developing consistency while respecting uniqueness
- Knowing schools well and holding them to account
- Supporting succession planning through the Identification of talent, deploying and developing leaders.
- Developing professional development networks
- Training teachers to join our schools
- Co-ordinating shared events that celebrate achievements
- Securing strong governance and genuine local engagement
- Providing commercial efficiency

### THE 10 KEY FEATURES OF OUR SCHOOLS

1. **Core Values:** All our schools share the same Trust Value statement: 'Enjoy - Learn - Succeed'. We believe that you have to enjoy learning to be successful.
2. **Learners:** Every one of our learners, regardless of social background, special educational need or academic starting point, is expected to achieve excellence academically and socially. We want our learners to be literate, numerate and possess good communication skills.
3. **Leadership:** Our leaders shape the culture, the strategic direction and the climate of our schools. They inspire colleagues. They are highly visible. They distribute leadership effectively and empower colleagues to innovate. They assess impact accurately and hold colleagues to account in an emotionally mature way. They are learners and seek regular feedback on the effectiveness of their leadership from pupils, staff and parents.
4. **Curriculum:** As a cross phase Trust, our curriculum seamlessly transitions from early years, to primary and then to secondary settings. We prepare our learners to flourish in the adult world by allowing them to learn appropriate knowledge and work related skills, and experience wider learning activities.
5. **Quality Teaching:** Our teachers design learning. They are experts in planning lessons with clear purpose to ensure that every learner can: a) problem solve, b) work independently and in teams, c) demonstrate leadership, d) create things that were not there before, e) show off what they have learnt, and f) reflect on how to do even better.
6. **Climate for Learning:** The school creates the climate that allows learning to flourish. Learners feel safe, they are rewarded for great attendance and positive behaviour. They both respect and contribute positively to the community.
7. **Staff Welfare and Professional Development:** Our staff are cherished. Their work life balance is preserved. Pointless bureaucracy is abandoned. Staff have formally identified time to plan and work collaboratively. Their professional development is paramount and stems from self-reflection and appraisal. We seek to identify talent and promote from within the Trust.
8. **Parents:** Our schools actively involve parents in all aspects of the school's activity. They are key partners in supporting their child's learning. We communicate effectively with them and encourage them to visit the school regularly to discuss their child's learning and to see them exhibit their work.
9. **Data:** Data is used Trust wide to gather appropriate information so as to systematically and accurately inform learning development for both learners and staff.
10. **Commercial Effectiveness:** Every school is cost effective, links in fully to shared service development and is legally compliant in all aspects including safeguarding

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## Working for the Trust

### *Enjoy – Learn – Succeed*

#### *Our Commitment to you:*

As a member of the Beckfoot Trust you will be a part of a very positive, skilled and aspirational community. You will be well led, professionally developed and cherished. We will ensure you are able to maximise the benefits of working within a successful Trust. This includes:

- Working for an organisation that has clear values and vision, highly aspirational, child centred, and passionate advocates for comprehensive education.
- A culture where every student enjoys learning and expects to succeed.
- Working in schools that are well led. Great leaders positively shape culture and climate. They communicate well and lead by example.
- Promoting wellbeing and work life balance.
- Getting the benefit of scale that comes from working within the Trust.
- Benefit from Trust wide collaborative networks where best practice can be shared to avoid duplication. This includes common schemes of learning.
- Providing dedicated Planning time for teachers to work collaboratively to plan great lessons on Monday afternoons. This is in place across all our schools.
- Easing teacher and staff workload. An absolute commitment to fully embracing best practice nationally with regard to reducing teacher workload.
- The Trust supports a wide range of wellbeing initiatives that will promote a work/life balance. Our initiatives including: Balanced Workload, Mental Health initiatives, Welfare Groups, Staff Social events.
- Access to high quality appraisal annually supported by formalised self-reflection. All leaders complete a Trust 360 Self Evaluation annually prior to appraisal.
- Access through our Teaching School to a very wide range of Trust career stage leadership development programmes. These link into our Trust Succession Planning strategy.
- We seek feedback on our effectiveness at regular stages throughout the year. To further improve as an organisation we need to listen to our employees, students and parents to understand their views and to act on feedback.
- We have a positive relationship and formal processes to negotiate and consult with recognised trade unions.
- Provide a generous approach to a range of flexible working patterns and family friendly policies.
- Offer a contributory pension that is competitive with those offered elsewhere.
- Offer additional benefits including a generous Leave of Absence policy and commitment to the Bradford Living Wage that is more attractive than the National Minimum Wage. There is also access to on-site facilities access to a salary sacrifice scheme (childcare vouchers).

#### **Our Expectations of a Trust Employee:**

- Embrace the Trust and its values and Vision.
- High levels of professionalism and a desire to keep learning new things.
- Be flexible and adaptable in your approach to team working, collaboration and resilience.
- Embrace performance management initiatives to get the most out of opportunities available.
- Positivity and a willingness to work hard and go the extra mile.

***‘Making Beckfoot Trust the employer of choice’***

## Application Process

Please visit our website [www.beckfoottrust.org](http://www.beckfoottrust.org) - Trust vacancies and download the recruitment pack and application form.

### **How to Apply for our vacancies:**

Please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.). Applications should be completed and received by post or email no later than the deadline on the advert.

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. We require details of three referees, one of which must be your current or most recent employer.

Please provide their names, email addresses and daytime contact numbers.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

### **Important Information**

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview programme will be confirmed after the closing date. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

We would strongly encourage you to browse our website as it will also give you a good idea of what our school is like. However, no website can replace the experience of coming into the school and seeing us first-hand. We would warmly welcome you to visit our school and if you would like to take advantage of a tour, do please contact the school office to register for a visit. If you have any further queries please do not hesitate to contact the school office who will do everything they can to assist.

### **Safeguarding Children**

Beckfoot Trust makes reasonable decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

We look forward to meeting you.

## Job Description – Special Needs Teaching Assistant

**School:** Hazelbeck School, Wagon Lane, Bingley BD16 1EE

**Salary/grade:** Actual gross salary £13,113 - £13,848 (under 5 years' service) Salary is paid on the 26th of the month.

**Hours of work:** 32.10 hours per week, TTO + 1 week.

**Reporting to:** Headteacher/Senior Support Staff

### Core Purpose of the Post

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for students who have a wide range of SEN and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

### Main Duties and responsibilities

The Special Needs Teaching Assistant is/will:

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for students and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

### Communication/Working with Others

#### 1. Support for Students

- Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher/person in charge.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher/person in charge.
- Assist with the development and implementation of Individual Targets, Behaviour Support Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the students).

#### 2. Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.

- Provide detailed and regular feedback to teachers on students' achievements, problems etc.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Maintain manual and computerised records as requested.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
- Ensure the health and safety of students at all times.
- Establish constructive relationships with parents/carers.
- Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.
- Provide clerical / administration support e.g. photocopying, filing.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and invigilate exams and undertake routine marking of students' work.
- **Support for the Curriculum**
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies, recording progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist students in their use.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff / person in charge and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- Will be required to work with students of any age within the age-range of the school.

### **Safeguarding**

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

## Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level

### Intermediate Threshold Level

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

## Other Considerations

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK

## Notes

Note: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

**Last review date: 07/06/2018**

**Person Specification: Special Needs Teaching Assistant: Hazelbeck School**

ATTRIBUTES		ESSENTIAL	HOW IDENTIFIED
1.	<b>QUALIFICATIONS</b>	Able to meet NVQ Level 2 standards or equivalent qualification or experience GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 2 Further qualifications, especially if relevant to child development or education	<i>Form</i>
2.	<b>EXPERIENCE</b>	Experience of/willingness to train for working with pupils with special educational needs (SEND), including those with health/medical and physical needs Experience of/willingness to train for a range of therapy and medical interventions including specialist feeding techniques Experience of/willingness to train for Behaviour Management and Care and Control (including physical intervention) Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level Good ICT skills Experience of working with young people with specific difficulties e.g. MSI, Autism, PMLD Trained in a range of medical interventions, such as tube feeding, administration of medications, suction, etc. Trained in positioning of pupils for access to a range of activities. Team Teach trained	<i>Form</i> <i>References</i> <i>Interview</i>
3.	<b>TRAINING</b>	Appropriate recent INSET experience including special educational needs programme or similar Moving and Handling Training Awareness of Multi-Academy Trusts and Teaching Schools	<i>Form</i> <i>Letter</i> <i>Interview</i>
4.	<b>SPECIAL KNOWLEDGE</b>	An awareness of the learning needs of pupils who have special educational needs Awareness of child development and learning processes. Awareness of behaviour management strategies and good practice Experience of the age range of the school Knowledge of relevant learning programmes/strategies  Awareness of Health and Safety requirements	<i>Letter</i> <i>Interview</i>
5.	<b>PERSONAL CIRCUMSTANCES</b>	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school	<i>Letter</i> <i>Interview</i>

		Interest in the school's wider role in the community	
6.	<b>DISPOSITION AND ATTITUDE</b>	<p>A passion for education and a deep-felt desire to make a difference for young people.</p> <p>To like young people and be liked by them</p> <p>To possess educational vision underpinned by values</p> <p>To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</p> <p>Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'.</p> <p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example.</p> <p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself.</p> <p>Understand the importance of work/ life balance.</p> <p>Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.</p> <p>Desire for significant professional development.</p>	<p><i>Letter</i></p> <p><i>References</i></p> <p><i>Interview</i></p>
7.	<b>PRACTICAL AND INTELLECTUAL SKILLS</b>	<p>Critical thinker, Open Minded, Evaluative, Imaginative. Visionary. Risk Taker, Good oral and written communicator. Look smart and professional</p> <p>Skills and enthusiasms beyond work that can be used to fire the imagination of young people and colleagues</p>	<p><i>Letter</i></p> <p><i>References</i></p> <p><i>Interview</i></p>
8.	<b>PHYSICAL</b>	<p>Resilient</p> <p>Excellent attendance and punctuality.</p>	<p><i>References/</i></p> <p><i>Int'view</i></p>
9.	<b>EQUALITY</b>	<p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p>	<p><i>Letter</i></p> <p><i>Interview</i></p>