



Principal – Queensway

ROLE INFORMATION PACK

Role	Principal (across North and South)
Main Location	Queensway, Hadley, Telford, TF1 6AJ
School Website	https://queensway.school
Status	Permanent
Contract Type	Leadership/Teacher
Salary	L24 to L28
Accountable to	Director of Education (Specialist)
Application deadline	Friday 16 th October
Interview Dates	W/C 30 th November 2026
Enquires and applications to	laura.deakin@lct.education



Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.



Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



Our values



A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective



Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.

Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources,

and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



Paul Roberts

Chief Executive Officer



Leadership of Queensway

As Director of Specialist Education for the Learning Community Trust, I have had the privilege of witnessing first-hand the extraordinary commitment, expertise and compassion that define Queensway.

Every day, staff go above and beyond to ensure that children and young people with Social, Emotional and Mental Health (SEMH) needs, alongside Communication and Interaction needs, receive an education that is not only ambitious and aspirational, but genuinely life changing. At Queensway, we believe that every child deserves the opportunity to thrive, regardless of starting point, circumstance or need. This belief underpins every decision we make and every relationship we build.

Queensway is a school built upon relationships. As a Trauma Informed Gold school, our approach is rooted in the understanding that meaningful progress is achieved through trust, consistency, connection and high expectations. Staff understand the complexities many of our pupils face and work tirelessly to create an environment where young people feel safe, valued, understood and ready to learn.

Over many years, the academy has established itself as a beacon of specialist education across Telford and beyond. Today, Queensway serves children and young people across specialist SEMH and Autism provision and is entering a defining period of growth, development and opportunity. The school is recognised for its nurturing ethos, exceptional pastoral support and unwavering commitment to inclusion. Families place enormous trust in Queensway because they know their children are supported by highly skilled professionals who look beyond barriers and focus on possibilities.

This culture of care sits alongside a relentless commitment to excellence. Queensway holds Advanced Autism Accreditation, recognising the quality of provision for pupils with Communication and Interaction needs, alongside Trauma Informed Gold Status and the UNICEF Rights Respecting Schools Bronze Award. These achievements are far more than external validations; they reflect a school where children's rights, wellbeing, personal development and academic success are viewed as inseparable.

The impact of this work extends far beyond the classroom. Through exceptional teaching, therapeutic support and highly personalised approaches, young people develop resilience, confidence, independence and self-belief. They leave Queensway better prepared for adulthood, further education, employment and life within their communities.

Importantly, the academy demonstrates that specialist provision and academic achievement go hand in hand. Queensway disproves the misconception that vulnerability and disadvantage limit achievement. Our young people achieve exceptional academic, vocational and personal outcomes because staff refuse to place ceilings on what they can accomplish. In 2026, 100% of Year 11 pupils achieved five or more GCSE qualifications at grades 1 to 9, reflecting the ambitious expectations held for every learner. Alongside this, Queensway's extensive vocational curriculum consistently secures outstanding outcomes, with many students achieving the highest levels of distinction in programmes that develop practical skills, confidence and pathways to future employment. We are immensely proud that our young people leave us not only with qualifications, but with genuine destinations, aspirations and opportunities.

The curriculum reflects this holistic vision. It is ambitious, broad and carefully designed to meet the diverse needs of our pupils. Academic learning is complemented by therapeutic support, personal development, life skills and enrichment opportunities that prepare

young people for life beyond school. Whether success is found through GCSE study, vocational learning, personal development or a combination of all three, our aim is always the same: to help every young person become the very best version of themselves.

Central to this success is our commitment to evidence-informed practice and continuous improvement. Queensway has fully embraced Instructional Coaching through Step Lab as a key driver of professional growth and teaching excellence. In line with the Learning Community Trust's wider improvement strategy, professional development is embedded at the heart of school improvement. Staff engage in structured coaching, collaborative reflection and continual refinement of practice, ensuring that every classroom experience is shaped by the very best evidence, expertise and research available. This creates a highly reflective culture where learning never stands still and where staff are empowered to grow, innovate and lead improvement.

As a key part of the Learning Community Trust's specialist strategy, Queensway plays an increasingly influential role in shaping practice across the Trust. Through instructional coaching, evidence-informed pedagogy and collaborative improvement, the academy contributes to a culture where professional growth and educational excellence are inseparable.

Queensway's success has also been built through strong partnerships. The academy works collaboratively with families, local services, external agencies and the wider community, recognising that lasting change is achieved when

everyone works together around the needs of the child. These partnerships have enabled countless young people and their families to overcome challenges, celebrate successes and aspire to brighter futures.

Whilst there is much to celebrate, Queensway now stands at the threshold of the most exciting chapter in its history.

In September 2026, the academy embarks upon a transformative new phase in its development with the opening of a brand-new purpose-built SEMH school, representing an investment of more than £12 million in the future of children and young people with SEND across Telford and Wrekin.

This development is not about replacing what already exists. It is about strengthening and extending a highly successful specialist model. For the first time, Queensway's SEMH provision and specialist Autism provision will be united on a single campus as one school; two specialist sites, one united mission for children and young people with SEND across Telford and Wrekin.

This unique model will allow the academy to retain the specialist identity and expertise that has been developed within each provision whilst delivering greater collaboration, stronger professional learning, enhanced opportunities for pupils and a truly integrated approach to specialist education. It represents a significant step forward not only for Queensway, but for specialist education across Telford and Wrekin.

Every aspect of the design has been shaped around the needs, aspirations and potential of the young people we

serve. Modern teaching environments, specialist facilities, enhanced therapeutic spaces and high-quality outdoor provision will create opportunities that simply have not been possible before. Most importantly, the new school will provide an inspiring, nurturing and aspirational environment where young people can flourish, staff can deliver their very best work and families can feel confidence in the future of their children's education.

The academy enters this next chapter from a position of considerable strength. It benefits from a talented and highly committed workforce, nationally recognised specialist practice, a culture of continuous improvement, strong community relationships and the full support of an ambitious and successful Trust. Strong foundations have already been established. The opportunities ahead are extraordinary.

The next leader of Queensway Academy will therefore inherit far more than a successful school.

They will inherit a proud legacy, an exceptional team and a unique opportunity to shape the future of specialist education.

We are seeking an inspirational and values-driven leader who can build upon everything that has already been achieved whilst embracing the opportunities that lie ahead. We need someone with the vision, resilience and expertise to lead a complex and evolving provision through a period of transformation and growth. A leader who can inspire others, nurture talent, embrace innovation and translate ambition into reality.

Most importantly, we seek a leader who shares our unwavering belief that every child can achieve, every child can thrive and every child deserves the very best education possible.

We are looking for someone who will work collaboratively across the Learning Community Trust, recognising that together we achieve more than any one academy can achieve alone. A leader who understands the power of partnership and community. A leader who is deeply committed to inclusion, passionate about specialist education and relentless in their pursuit of excellence for every child.

Above all, we seek a leader who can inspire staff, engage families, champion the needs of vulnerable young people and unite people behind a shared sense of purpose.

Queensway's story is already a remarkable one.

Its future promises to be even more extraordinary.

Few school leadership opportunities offer the chance to inherit such strong foundations whilst shaping such an ambitious future. With nationally recognised specialist practice, exceptional academic and vocational outcomes, a culture of instructional coaching and professional learning, a £12 million purpose-built SEMH school, and a clear Trust commitment to excellence, Queensway is uniquely placed to become a leading specialist provision both regionally and nationally.

For the right leader, this is a once-in-a-career opportunity.

An opportunity to shape a school.

An opportunity to influence a system.

An opportunity to transform lives.

We look forward to welcoming a leader who shares our ambition, our values and our unwavering belief in the potential of every child, and who is ready to lead Queensway Academy into its next exceptional chapter.

Alison Ashley

Director of Specialist Education, LCT



Why work for the Learning Community Trust?

The Learning Community Trust, is a large employer with staff working in all sectors of education as leaders, teachers, educational and pastoral support, business support, and other services across our growing trust.

We are committed to ensuring that Learning Community Trust is an outstanding employer. Recruiting, developing and supporting the best staff is essential to the success of our Trust and academies. Our head office is based in the heart of Telford, with academies across Telford and Shropshire and excellent road and rail links to the West Midlands and beyond.

- **Flexible working and work-life balance** — We recognise the importance of balancing work with personal commitments. Where the role allows, working patterns, core hours and home-working arrangements can be discussed and agreed, while ensuring the needs of the post, school and Trust continue to be met.
- **Generous pension provision** — Staff are automatically enrolled into the relevant pension scheme, with employer contributions through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Holiday and special leave** — Holiday entitlement varies by role, but support staff receive a generous annual leave allowance plus bank holidays, with additional entitlement awarded after five years' service. Our special leave policy also supports staff through important life events and family milestones.
- **Comprehensive induction, CPD and career development** — We are committed to helping colleagues grow throughout their careers, with structured induction, ongoing training, professional development, instructional coaching and opportunities for progression across our Trust.
- **Health and wellbeing support** — Staff have access to wellbeing resources, free eye tests, flu vaccinations, occupational health support and an Employee Assistance Programme offering confidential advice and support for employees and their families.



- **Counselling support** — Employees can access independent counselling support, helping colleagues and their families receive timely advice and support when they need it most.
- **Family-friendly policies** — We understand that family life and caring responsibilities matter. Our policies are designed to support colleagues through key life stages, including becoming a parent, growing a family or caring for dependants.
- **Financial protection and peace of mind** — We offer supportive sick pay arrangements and death in service benefits, providing reassurance and financial protection should the unexpected happen.
- **Salary sacrifice schemes** — Staff can access practical schemes to support financial wellbeing, including salary sacrifice options.
- **Modern working environments and the right equipment** — Our academies provide safe, modern and well-equipped working environments, with the technology, systems and resources colleagues need to work effectively, including remote access where appropriate.
- **Collaboration across a growing Trust** — Staff benefit from working across a diverse family of primary, secondary and specialist academies, sharing expertise, developing practice and contributing to Trust-wide improvement.
- **Additional staff perks** — Depending on the site, colleagues may benefit from discounted freshly prepared meals, free parking and access to facilities such as gyms and swimming pools at reduced rates or free of charge.



Principal of Queensway

ROLE OVERVIEW

An exceptional Principal of a SEMH and Autism school changes lives. They provide far more than operational leadership; they create the conditions in which children and young people with social, emotional, mental health, communication and interaction needs feel safe, understood, supported and ready to learn. The most effective leaders combine unwavering ambition with deep compassion, leading with clarity, consistency and a strong understanding of specialist education.

They establish high expectations because they care deeply about pupils, staff and families, and they understand that trusting and restorative relationships are the foundation of lasting progress. In a specialist setting, an outstanding Principal provides stability, emotional consistency, purpose and direction, ensuring that every decision is guided by clear values, careful safeguarding practice and an unwavering commitment to doing what is right for children. This approach reflects the Learning Community Trust's belief in being a "Trust with a heart", never leaving a child behind and ensuring that every member of the school community feels valued, respected and supported.

At the heart of great specialist leadership is the ability to unite people around a shared purpose. An inspiring Principal creates a culture where staff are skilled, supported and confident; pupils are enabled to regulate, engage and thrive; and families feel listened to, valued and proud to belong. They lead with integrity, humility and courage, making difficult decisions when necessary whilst remaining visible, approachable and authentic. They champion high-quality education, therapeutic and trauma-informed practice, autism-informed approaches, personal development and preparation for adulthood, building a strong sense of community where every young person is empowered to develop confidence, resilience, independence and aspiration.

Job Description

Main purpose

The Principal will provide inspirational, values-driven and strategic leadership for Queensway Academy, ensuring that pupils with Social, Emotional and Mental Health needs, Autism, Communication and Interaction needs receive an ambitious, inclusive and life-changing education. The postholder will lead the academy through a significant period of development and growth, including the unification of specialist SEMH and Autism provision across one school and two specialist sites, while preserving the relational, trauma-informed and autism-informed practice that defines Queensway's success.

The Principal will be accountable for securing the highest standards of education, safeguarding, personal development, behaviour, wellbeing and outcomes for every pupil. They will create the conditions in which pupils feel safe, understood, supported and ready to learn; staff are skilled, confident and professionally developed; and families, governors, Trust colleagues and external partners work together around the needs, aspirations and potential of each child.

Working within the Learning Community Trust, the Principal will champion the Trust's commitment to being a "Trust with a heart", ensuring that no child is left behind and that Queensway continues to strengthen its reputation as a beacon of specialist education across Telford and beyond. The postholder will contribute to wider Trust improvement, system leadership and the development of specialist practice across the Trust.

Duties and responsibilities

Strategic leadership and school improvement

- Provide clear, visible and inspirational leadership, setting a compelling vision for Queensway Academy that reflects the values, ambitions and strategic priorities of the Learning Community Trust.
- Lead the academy through a period of transformation and growth, including the successful development of the new purpose-built SEMH provision and the strengthening of one united school across two specialist sites.
- Secure continuous school improvement through robust self-evaluation, effective planning, evidence-informed practice and clear accountability at all levels.
- Work collaboratively with Trust leaders, governors and senior colleagues to deliver strategic priorities and contribute to the wider development of specialist education across the Trust.

Education, curriculum and outcomes

- Ensure that the curriculum is ambitious, broad, inclusive and carefully designed to meet the diverse academic, vocational, social, emotional and personal development needs of pupils.
- Secure high-quality teaching, learning, assessment and intervention so that pupils make strong progress from their individual starting points and are well prepared for adulthood, further education, employment and life within their communities.
- Maintain high expectations for every learner, ensuring that vulnerability, disadvantage or additional need do not place limits on aspiration, achievement or opportunity.

- Champion personalised pathways, including GCSE, vocational, therapeutic, enrichment and life skills provision, so that every young person can develop confidence, resilience, independence and self-belief.

Safeguarding, wellbeing and culture

- Ensure that safeguarding, pupil welfare and wellbeing are central to all decision-making and that statutory responsibilities are met consistently and effectively.
- Promote a safe, nurturing and aspirational school culture rooted in trauma-informed, restorative and autism-informed approaches.
- Build and sustain trusting relationships with pupils, staff, families and partners, ensuring that every member of the school community feels valued, respected and supported.
- Lead behaviour, attendance and inclusion strategies that support pupils to regulate, engage, learn and thrive.

People leadership and professional development

- Lead, develop and inspire a talented workforce, creating a culture of professionalism, collaboration, reflection and continual improvement.
- Embed high-quality professional development, including instructional coaching and evidence-informed practice, to improve teaching, leadership and pupil outcomes.
- Develop leadership capacity across the academy, empowering staff to innovate, take responsibility and contribute to school and Trust-wide improvement.
- Ensure effective performance management, workforce planning and staff wellbeing arrangements are in place and aligned to academy and Trust priorities.

Partnerships, community and system leadership

- Build strong, purposeful relationships with families, governors, local services, external agencies and community partners to improve outcomes and opportunities for pupils.
- Represent Queensway Academy and the Learning Community Trust with professionalism, integrity and moral purpose.
- Contribute to the development of specialist practice across the Trust and wider local area, sharing expertise and learning where appropriate.
- Work collaboratively and constructively with Trust colleagues, recognising that collective leadership strengthens provision and outcomes for children and young people.

Resources, accountability and compliance

- Deploy resources effectively and efficiently to support strategic priorities, long-term sustainability and the best possible outcomes for pupils.
- Ensure that academy policies, procedures and systems are implemented consistently and that statutory, regulatory and Trust requirements are met.
- Use data, evidence and professional judgement to identify priorities, evaluate impact and inform decision-making.
- Maintain the highest standards of ethics, conduct, confidentiality and professional accountability, acting as a role model for pupils, staff and the wider community.

Professional development

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Undertake appropriate and regular training and development to maintain knowledge and improve practice.
- Attend briefings and participate in professional development opportunities.
- Keep up-to-date with current educational developments and legislation affecting all areas of school (Including Health and safety, Finance, IT, HR, Estates)
- Participate in regular performance management for self and lead appraisal reviews for direct report staff.

Other Responsibilities

- Responsibility for safeguarding and promoting the welfare of children.
- Comply with and assist with the development of 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 comply with all schools policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the Schools and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review by the line manager in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Person Specification

	Essential	Desirable
Qualifications	• Qualified Teacher Status • Degree level qualification • Relevant professional leadership qualifications.	• National Professional Qualification for Headship, Executive Leadership or equivalent senior leadership development. • Specialist qualification or accredited training relevant to SEND, SEMH, Autism or therapeutic approaches.
Work or Relevant Experience:	• Successful senior leadership experience within a school, academy or trust setting. • Experience of leading school improvement and securing improved outcomes for pupils. • Experience of leading, developing and motivating staff teams.	• Experience of leading specialist provision, SEND, SEMH, Autism or alternative provision. • Experience of working collaboratively with governors, families, external agencies and community partners.
Skills/Knowledge	• Strong understanding of curriculum, pedagogy, assessment and school improvement. • Ability to lead, support and develop staff through effective performance management and professional development. • Strong organisational, strategic planning and decision-making skills. • Ability to prioritise effectively and manage competing demands in a complex school environment.	• Knowledge of trauma-informed practice, SEND, SEMH, Autism and therapeutic approaches. • Strong financial and resource management skills. • A deep commitment to inclusion, equity and ensuring that every child achieves their potential. • The ability to develop leadership capacity at all levels and create a culture of continual professional growth.

Person Specification

	• Understanding of data protection, confidentiality and information governance responsibilities. • A clear understanding of safeguarding responsibilities and the statutory framework surrounding education. • The ability to analyse information, identify priorities and translate strategy into measurable action.	
Personal Attributes	• Visible, approachable and values-driven leadership style. • Ability to build positive, respectful relationships with pupils, staff, families and partners. • Flexible, reliable and able to respond calmly to changing priorities. • Brings initiative, enthusiasm, commitment and moral purpose to the role. • Communicates clearly, professionally and sensitively with a diverse range of audiences.	• Integrity, honesty and professionalism. • Warmth, humility and empathy. • High levels of personal resilience and determination. • Optimism, enthusiasm and a solution-focused mindset. • Strong moral purpose and unwavering commitment to children. • Excellent judgement and a calm measured approach. • A commitment to lifelong learning and personal growth. • The ability to inspire confidence through actions as well as words. • A genuine belief that every child can succeed
Special Conditions	• Sufficiently fluent in spoken English to ensure effective performance in the role • Able to work at times to meet the needs of the service • Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check	



How to apply

Please complete our application form which can be downloaded from [Our vacancies - Learning Community Trust](#) following the relevant job advert. Please complete highlighting your relevant experience, skills, and personal qualities. Once completed email to the email address on the front of this role information pack by the deadline.

Interviews will be offered to applicants who best match the person specification and job description.

If invited for an interview, bring evidence of qualifications and documents for the DBS application process.

We are committed to providing a fair and accessible recruitment process. If you require any adjustments at any stage, please contact us using the email address provided at the start of this pack.

Important Notes:

- Please complete all elements of the application form, incomplete forms will not be put through shortlisting.
- CVs are not accepted.
- If shortlisted, references will be requested before interview
- All shortlisted candidates will be visited in their current setting ,where possible.

Please note that by submitting an application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at [Privacy Policy - Learning Community Trust](#)

Trust commitment to Safer Recruitment and Safeguarding:

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment:

- All offers of employment are subject to an Enhanced DBS check, children's barred list check and, where applicable, a prohibition from teaching check.
- An online social media check will be undertaken for all shortlisted candidates prior to the interview.
- This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website.
- Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English.
- It is an offence to apply if barred from engaging in regulated activity relevant to children.
- Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online check and an Enhanced DBS check.
- References will be requested and checked prior to any interview and in line with the Learning Community Trust recruitment and selection process.
- Applicants must have current right to work visa status, this role does not support visa applications

For more information regarding our commitment to safeguarding, visit

<https://lct.education/statutory-information/safeguarding> to find view the latest statutory guidance.



Learning Community Trust
2.02-2.06 Grosvenor House
Central Park
Telford
TF2 9TW



For more information please visit lct.education