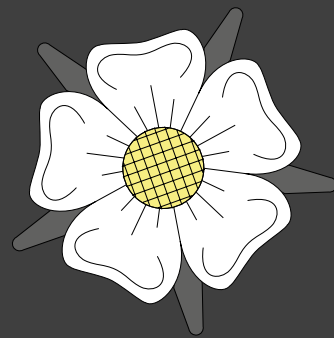


# John Taylor Free School Recruitment Pack



2024/25



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# Welcome TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Applicant

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that the information in this recruitment pack is valuable in furnishing you with the detail to assist you in your application and, more importantly, helping to develop your understanding of what it means to work within the JTMAT community and its family of schools.

Our mission statement within JTMAT is simple, and pre-dates the Trust itself, emanating from the founder school, John Taylor High. It is a statement of intent, and a commitment that we carry through all our work:

“We believe in the power of education to improve lives – and the world.”

Schools within the Trust are staffed with colleagues – teaching and support – who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term “outcomes”, we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as “what survives after what has been learned has been forgotten.” Our schools therefore value educational trips and visits, performances and events, and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.

In all that we do individually and collectively, we endeavour to display six key attributes that will enable us to be successful. They are:

- Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.
- A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
- Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.
- Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.
- Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.
- Collegiality: Listening to others, sharing with others, learning from others.

We want all of the children and young people in our schools to exhibit these qualities also.

I hope that you find the information enclosed useful in your considerations. Much more can be found on our website at [www.jtmat.co.uk](http://www.jtmat.co.uk). Should you share our vision and choose to apply for this position, I wish you every success.

With best wishes.



Mike Donoghue, CEO



**‘We believe in the power of education to improve lives – and the world’**

This statement is at the heart of the John Taylor story. It is a compelling story, and one which we hope you will wish to experience. We are driven to ensure that our community can realise its true potential through learning.

This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve. Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

## What makes us successful?

Our commitment to ensure learning is at the heart of all we do.

Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

### A passion for excellence

Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

### Restlessness and curiosity

Looking for opportunity to be involved and to learn from new experiences.

### Courage to innovate

Leading change – in teaching and learning, curriculum development, organisational structures.

### Tenacity and resilience

Holding to our mission in times of turbulence and remaining resolute until we achieve what we set out to do.

### Collegiality

Listening to others, sharing with others, learning from others



# Information about the Trust

JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winshill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December and Walton on Trent C of E Primary and Nursery School on 1 January 2019. In September 2019, we were joined by Church Gresley Infants and Nursery School and In February 2020 by Paulet High School. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 FE Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022, an all-through free school set to open in Rugeley in 2023, and a further 2FE primary at Branston Locks in 2024.

JTMAT is led by Chief Executive Officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a Chief Operating Officer and central Trust team who bring specialisms in the areas of HR, finance, ICT, estates management, governance and school improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

## JTMAT Schools

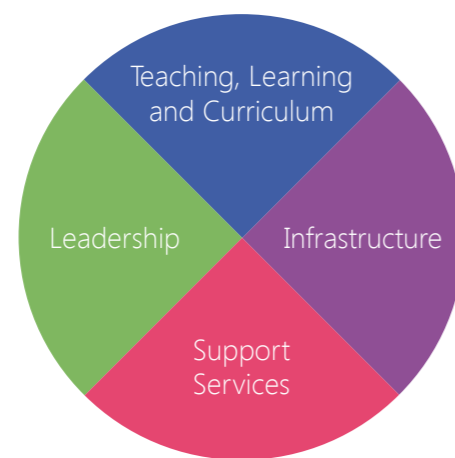


# JTMAT Objectives

Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

The Trust's strategic plan supports achievement of these objectives under four key areas:



Key performance indicators and milestones will enable the Trust to robustly monitor and review progress ensuring growth and development.

# John Taylor Teaching School Hub

Covering the districts of East Staffordshire, Cannock, Lichfield, Tamworth, North Warwickshire and Nuneaton and Bedworth, the John Taylor Teaching School Hub is based at John Taylor High School, an Outstanding 11-18 school near Burton on Trent, and part of John Taylor MAT. Through high-quality service and the forging of local partnerships, we have established a strong track record of, and reputation for, providing exceptional professional development and support for teachers and leaders.

In joining us, colleagues place themselves at the forefront of national education innovations, initiatives, and bespoke, quality professional development by working in a Trust of schools that are part of a DfE designated Teaching School Hub. A range of opportunities become available for staff to develop personally and professionally as teachers and leaders, through access to, and possible facilitation on, a diversity of CPD programmes and work in partner schools to ensure the provision of a high quality 'golden thread' of professional development for colleagues at all career stages, working in all phases and sectors of education.

Our Teaching School Hub affords staff in our partner schools numerous opportunities, whether that be involvement in training the next generation of teachers, facilitating National Professional Qualifications to train middle and senior leaders, participating in exciting research and development projects or being able to study for a Masters-level qualification. The opportunities are extensive and include:

<p><b>Initial Teacher Education (JT SCITT)</b></p>	<p>As a Teaching School hub, we are able to build on our success and expand our provision, reaching out and developing partnerships with more schools across East Staffordshire, Lichfield, Tamworth, Cannock, North Warwickshire, Nuneaton and Bedworth. The John Taylor SCITT works with over 60 local schools and offers Primary and Secondary Initial Teacher Training courses. Many staff from across JTMAT schools share their expertise on these programmes and act as Mentors and Subject Pedagogy Tutors to our trainee teachers.</p>
<p><b>The Early Career Framework</b></p>	<p>The content of the ECF has been designed to build upon, and complement, Early Career Teachers' initial teacher education. It is intended to support ECTs to develop in five core areas: Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviour. We are delivering a fully funded Full Induction Programme developed by Educational Development Trust, in partnership with Sheffield Institute of Education part of Sheffield Hallam University. Opportunities available for staff include in-school ECT Co-ordinator and Mentor roles and ECF facilitators for the Teaching School Hub.</p>
<p><b>National Professional Qualifications</b></p>	<p>The John Taylor Teaching School Hub will be delivering National Professional Qualifications in partnership with our chosen Lead Provider, Ambition Institute. We will be delivering a suite of five NPQs including Leading Teaching, Teaching Teacher Development, Leading Behaviour &amp; Culture, Senior Leadership and Headship. There are opportunities for John Taylor MAT staff to train as a Visiting Fellow with Ambition Institute and develop current and future leaders from across Staffordshire, Warwickshire and the West Midlands.</p>
<p><b>Continued Professional Development</b></p>	<p>We also offer a range of bespoke CPD programmes to meet the needs of teachers, leaders and support staff in our region. All our CPD is high-quality and evidence-based, focusing on developing the quality of provision for Early Years, Primary, Secondary and Special School settings. It is complementary to ITT, ECF and NPQ content and underpinned by and meets the Standard for Teachers' Professional Development. We source the best facilitators to support us to deliver this training and a range of opportunities are available for staff to develop their skill sets, knowledge, facilitation experience and leadership of others to make an impact beyond their own settings.</p>

# JTMAT

## Terms and Conditions of Employment Overview

The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

### SALARY

#### Teaching staff

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

### SUPPORT STAFF

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

In addition, the Trust has adopted local agreements with recognised Trade Unions. These are set out in various documents, which form the Trust's Employee Handbook.

### PENSION SCHEMES

The Trust offers membership of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

### WORKING TIME

The School Teachers Pay & Conditions Document does not set specific working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document.

A teacher employed full-time must be available for work for 195 days, 190 days during term time and 5 days during school closure periods and must be available to work for 1265 hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Support Staff contracts will be based on a full-time equivalent of either 32.5 or 37 hours per week (pro-rata for part-time staff) and payable whole year or term time only, as appropriate to the role.

### WORK LOCATION

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home as the Trust may require from time to time.

### PROBATIONARY PERIOD

Support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 month's notice on either side.

### CONTINUOUS EMPLOYMENT

Under employment law, various employee rights are dependent on the period of continuous employment worked such as the calculation of annual leave entitlement, sick pay and maternity pay. At JTMAT, continuous employment for this purpose starts on the earlier of the following dates:

- a) the date of appointment; or
- b) the start of your continuous employment in a previous post with a local authority or associated employer under the Redundancy Payments (Local Government Modification Orders).

You should also note that if you are dismissed on grounds of redundancy, your redundancy payment will be calculated by reference to your continuous employment with all local authorities and associated employers under the Redundancy Payments (Local Government Modification Orders).

Any redundancy payment due will be calculated using the statutory provisions applicable at the point of dismissal.

### ACTIVITIES OUTSIDE NORMAL WORKING HOURS

Any outside employment, either paid or unpaid, must not in the view of the Trust conflict with or react detrimentally to the Trust's interests or in any way weaken public confidence in the conduct of the Trust's business.

### DATA PROTECTION

The organisation will comply with the provisions of relevant UK data protection legislation. Job applicants can view the relevant Privacy Notice in the Privacy Centre on the JTMAT website.

# Welcome

## TO JOHN TAYLOR FREE SCHOOL

Welcome to John Taylor Free School. This is the first new school to be built in Staffordshire for a generation and I am delighted to be the founding Headteacher.

We are very pleased with our first Year 11 cohort's set of GCSE results and we are very excited to welcome our first group of Post 16 students, many of whom have been with us for the last five years and have chosen to continue their education with us.

We are also now able to deliver on our promise of vertical tutoring – a personalised approach to ensuring that students are well supported during their time with us. Students will, for the first time, meet every day in small, mixed age groups where the Personal Tutor will get to know each student really well. This enables a positive start to the day with reading, mentoring and discussions about their progress. As a school, it is important that we enable academic success as well as developing those characteristics which enable students to thrive personally and in society – as a JTFS student you will “succeed and thrive”.

We expect students to explore the world around them with a curious and open mind, to learn to lead and know when to be led; to be prepared to try, fail and learn so that they can be even more successful next time around. Team work, resilience, respect and a passion for excellence are all central to our culture and climate. Students, staff and the community around the Free School should be prepared to support each other to live and learn together.

John Taylor Free School is a creative and innovative environment. We are at the forefront of educational research and deliver success through a coaching for excellence model. Our staff are as committed to this vision as I am, and together, we will not settle for anything less. As a member of staff, you will be part of securing the vision of “succeed and thrive” for all members of our community. You will be prepared to be flexible, adaptable and dependable – you are willing to go above and beyond to help our students and be outstanding learners and responsible young people. If you are applying as a teacher, you will be part of the team that prepares for our first cohort of A-Level examinations. You will also be part of a new, thriving learning community that has a coaching culture and values evidence-based research and innovation. If you are applying for support staff roles, you should still be prepared to enjoy the challenge of working with young people and role modelling positive adult behaviours. All our staff are also part of a strong and successful MAT, with the John Taylor Teaching School Hub and SCITT providing excellent opportunities for professional development, leadership training and the chance to support new entrants to the profession. We will support you to succeed and thrive too!

John Taylor Free School is a vibrant and warm community with a positive climate for learning at its heart - join us and you will be part of something special – the chance of a lifetime to create a strong culture of success where coaching underpins continual professional development; excellent standards, mutual trust, respect and learning is what we do, all day every day.

I look forward to hearing from you.

Yours sincerely,



Mrs S Plant  
Headteacher



# Our Team

## OUR SENIOR LEADERSHIP TEAM



## OUR ASSISTANT HEAD TEAM

### POST 16 PROVISION



### INCLUSION



### THRIVE



### EVIDENCE INFORMED PRACTICE



### BEHAVIOUR & SAFEGUARDING



# Our Values

## OUR VALUES

- Positive
- Civilised
- Inclusive
- Self-disciplined
- Proud of our school, our students & our achievements
- Generous of spirit & supportive of each other

## OUR SCHOOL

- Self critical yet dynamic & forward looking
- Inclusive & accessible
- A centre of excellence for teaching & learning
- An exciting place in which to learn

## OUR STUDENTS

- Confident, mature, respectful
- Creative, enquiring, independent learners
- Happy, kind & caring, supportive of others & ready to help
- Enjoying learning & participating in the enriched curriculum
- Proud to fulfil their potential

## OUR STAFF

- Innovative, creative & passionate about teaching
- Respect & care for the students they teach & the colleagues they work with
- Have high expectations & set positive examples to students & colleagues
- See themselves as life long learners
- Trained to use the best approaches & resources
- Committed to research led practice within a coaching for excellence culture

## OUR COMMUNITY

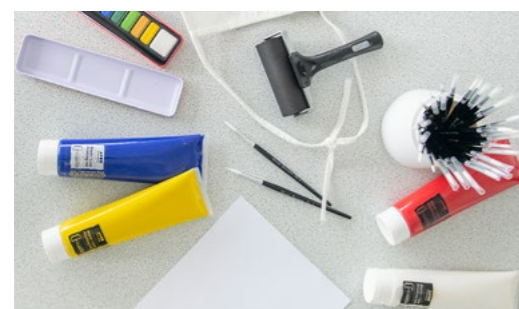
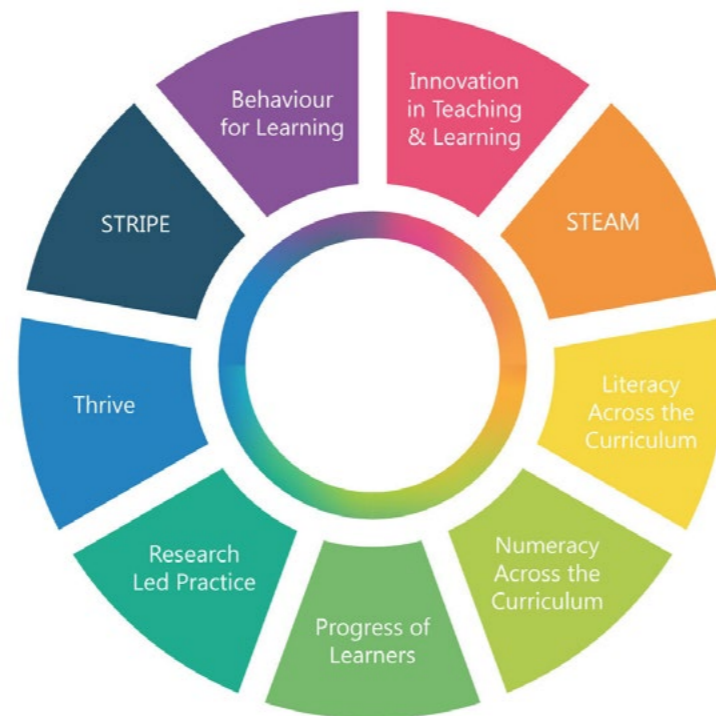
- A welcoming community that respect different cultures, races, genders, abilities & disabilities
- A listening school that engages students in improving school life
- A sustainable school that involves itself in the community at a local, regional, national & international level
- A civilised school that produces mature, well balanced young people

# Our Curriculum

Our enriched curriculum is broad and balanced.

In Years 7 and 8 Driving Questions link the subjects together to ensure that students understand how concepts are interconnected. In Year 9 we have curriculum themes so that during the first three years, students are able to develop their STRIPE skills effectively to enhance their knowledge and understanding of the world around them.

At Key Stage 4 and 5 students will be highly competent learners and confident with their STRIPE skills. They will continue to develop them as they progress throughout their GCSE and Post-16 courses to ensure they are ready for the next stage of their education.



# STRIPE

Students are taught in mixed ability groups. There are 6 lessons in the day (50 minutes each). Students have a Personal Tutorial session 4 mornings a week for 20 minutes; these are in vertically arranged groups of approximately 20 students. Once a week, this is a full 50 minute lesson.

“We believe in the power of education to improve lives – and the world.” This statement, at the heart of John Taylor Multi-Academy Trust, will also be at the heart of the curricular and enrichment programme offered at John Taylor Free School. All themes and subjects, and the effectiveness of their delivery, have been constructed to improve the lives, both current and future, of the students we serve, and in so doing enable them to in turn improve the world around them – locally, nationally, and globally.

Students at John Taylor Free School know that they must “turn up, work hard, and be nice” in order that in turn they can “Be Amazing!” This ethos of rejecting complacency and mediocrity is at the heart of the Free School’s values, and percolates through our curriculum, pastoral care and behaviour management, and into the wider opportunities of leadership and challenge that we present young people with throughout the seven years they are at the school.

Our curriculum is based upon driving questions and themes however, unlike some ‘blended’ learning/ topic-based study, STRIPE achieves the above without compromising the academic and assessment of rigour of a traditional subject-by-subject offer. Our curriculum is designed to enable students to succeed and thrive not only as students of JTFS but as members of their communities and society as a whole.

In Key Stage 3, each scheme of learning is planned to deliver content which explores a driving question. This enables students to develop their STRIPE behaviours whilst at the same time, exploring a rigorous and robust subject curriculum. These driving questions allow all students to explore a common theme across a range of subjects demonstrating connectivity and links with both curriculum content and effective STRIPE learning behaviours.

In Key Stage 4 and 5, subjects plan to develop STRIPE as an integral part of their schemes of learning. Across all years and subjects, links and connections are made which deepen understanding and extend the knowledge students have of the world around them.

## HAVE YOU EARNED YOUR STRIPES?

Students will be rewarded for behaviour which goes “above and beyond” our expectations with merits. The merit system is based on praising behaviour which allows students to succeed and thrive or develops their STRIPE skills.

**S**elf Manager  
**T**eam Player  
**R**eflective & Resilient  
**I**nnovate & Create  
**P**articipant  
**E**nquirer



# Extended Learning

We expect all staff to stretch and challenge students to enable them to meet their challenging targets.

Extended learning might consist of the following:

- > Additional challenge in the lesson
- > Pre-reading to ensure students are well prepared for a lesson
- > Revision activities to consolidate learning
- > Completion of tasks/activities which support the learning
- > Group/paired activities to share knowledge or develop understanding

All extension is set using Go4Schools with appropriate deadlines for completion.

## PERSONAL TUTOR GROUPS

Every student has a Personal Tutor group. Each group will consist of approximately 22 students across all years. This vertical system enables mentoring and student leadership which supports all learners to achieve. The Personal Tutor is the main point of contact for students and parents and should be the first person you refer to with any questions about your child during their time at John Taylor Free School.

The Personal Tutor monitors attendance, punctuality and progress throughout the year.

Personal Tutors are supported by Progress Leaders to ensure that students are able to succeed and thrive. The Progress team monitors attendance, progress against targets and attitudes to learning and will support students throughout their journey at John Taylor Free School.

## PROGRESS LEADERS



## STUDENT SUPPORT TEAM

The Student Support Team focus on breaking down barriers to attendance, safeguarding issues and the overall wellbeing of the students. There is a member of the student support team attached to each house.

# Professional Learning

We have a strong commitment to ensuring that our staff can succeed and thrive too. Professional Learning at John Taylor Free School is personalised and uses a coaching for excellence model. Each Wednesday, we have structured sessions from 3 – 5pm to develop our practice in the classroom, enhance our leadership skills and have coaching conversations.

We share and give time to keep up to date with blogs, articles and research summaries which support and challenge our thinking. Professional Learning includes time for collaboration planning, evaluation of learning – we have an open door approach, everyone is welcome to watch and learn from each other.

Early Career Teachers are supported with a bespoke programme and additional time to develop their practice.



## Behaviour for Learning

It is very simple. John Taylor Free School has the highest expectations of students in all aspects of life including behaviour, uniform, attendance and punctuality. We have a firm, but fair approach to student conduct at all times.

### Turn Up, Work Hard, Be Nice.

Students have two questions to consider at JTFS

Does my behaviour allow me/others to **succeed**?

Does my behaviour allow me/others to **thrive**?

These are the basic expectations for all students. Going above and beyond the expectations will be recognised via our reward system. Falling short of these expectations will lead to our positive behaviour management strategy being implemented.





# Routines for Learning

## Mealtimes

All students and staff eat together in the restaurant at lunchtime. No food or drink is to be taken out of this area or consumed anywhere else. This is because we want our staff to take a break from their classroom or desk during the day and have time to eat properly! We also want to build strong relationships with each other and our students during more social times in school.

## Enrichment Programme

An important part of education at John Taylor Free School is our enriched curriculum. This is a half termly enrichment programme with activities which take place before, during and after school. Every student will take part in at least one activity per half term. Activities will rotate so that everyone has a chance to participate in a range of sessions. We like our students to try something new, be adventurous and persevere with a new challenge!

In addition to the formal programme of events, we also have concerts/performances, guest speakers, visits to places such as the theatre, Art Galleries, Museums, areas of interest and events such as the ski trip. The Duke of Edinburgh's Award is another important element of the enrichment programme.



A typical enrichment programme:

### Breakfast Clubs

#### MONDAY

Cereal Club  
Badminton (YR7 & 8)  
LRC  
Chess Club

#### THURSDAY

Cereal Club  
Table Tennis (YR7 & 8)  
LRC  
Chat and Chill

#### TUESDAY

Cereal Club  
Student Ambassador  
LGBTQ+  
Badminton (YR9 & 10)

#### FRIDAY

Cereal Club  
Basketball  
Vocal Group  
KS4 & KS5 Drama Rehearsals

#### WEDNESDAY

Cereal Club  
Origami Club  
Table Tennis (YR11)  
Badminton (YR11)

### Lunch Clubs

#### MONDAY

Crochet Club  
Politics Club  
KS3 Boccia  
DofE

#### TUESDAY

Year 10 GCSE PE  
Student Newspaper

#### THURSDAY

Table Tennis (YR9 & 10)  
Spanish Speaking Games  
Book Club  
Business Board Games

#### WEDNESDAY

Year 11 GCSE PE  
Reading Club

#### FRIDAY

A-Level PE (YR12)  
History Club  
Outdoor ED

### After-School Clubs

#### MONDAY

Taylor Swift Club  
LRC  
Film Club  
Bike Maintenance Club  
Rugby

#### TUESDAY

Art - Support and Challenge  
Football (KS3)  
Netball  
Science Club  
LRC  
Dungeons and Dragons  
School Show

#### WEDNESDAY

LRC

#### THURSDAY

Football (KS4 & 5)  
Debate Club  
Hockey  
Blooket Club  
Art Club  
School Show

#### FRIDAY

Rugby (KS4)  
LRC  
Chess/Uno Club  
Football (KS3)  
Football (KS4 & 5)  
Girls Football (KS4)



# Timetable & Term Dates

## TIMETABLE

On Wednesday, we operate a slightly different timetable to enable students to leave at 3:05pm via their normal mode of transport.

As a research-led school with a coaching for excellence model, our staff take part in weekly 2 hour Professional Learning Sessions. These includes research projects to inform teaching and learning, analysis of lessons to share best practice and further reading of current research into effective teaching, learning and assessment. This will ensure the quality of every lesson remains high and at the forefront of educational practice.

### MONDAY, TUESDAY, THURSDAY & FRIDAY

08:50 - 09:20	Personal Tutor Time
09:20 - 10:10	Lesson 1
10:10 - 11:00	Lesson 2
11:00 - 11:20	Break
11:20 - 12:10	Lesson 3
12:10 - 13:00	Lesson 4
13:00 - 13:40	Year 7,8 & 9 Lunch
13:40 - 14:30	Lesson 5
14:30 - 15:20	Lesson 6

### WEDNESDAY

08:50 - 09:05	Personal Tutor Time
09:05 - 09:55	Lesson 1
09:55 - 10:45	Lesson 2
10:45 - 11:05	Break
11:05 - 11:55	Lesson 3
11:55 - 12:45	Lesson 4
12:45 - 13:25	Year 7,8 & 9 Lunch
13:25 - 14:15	Lesson 5
14:15 - 15:05	Lesson 6

Lunch time is split so that Year 7-9 take lunch together and Year 10-13 take lunch together at a different time.

## TERM DATES 2024/25

### Autumn Term 2024

*Note: Staff INSET Day on Monday 2 September, Tuesday 3 September and Friday 25 October*

Term starts: Wednesday 4 September (Year 7, 10 & 12 only) / Thursday 5 September (All years)

Half term: Monday 28 October - Friday 1 November

Term ends: Friday 20 December (12:30 finish)

Holiday: Monday 23 December - Monday 3 January

### Spring Term 2025

*Note: Staff INSET Day on Monday 6 January*

Term starts: Tuesday 7 January

Half term: Monday 17 Feb - Friday 21 February

Term ends: Friday 11 April

Holiday: Monday 14 April - Friday 25 April

### Summer Term 2025

*Note: May Day Bank Holiday on Monday 5 May*

*JTMAT Training Day (School closed to students): Friday 4 July*

*Staff INSET Day on Monday 22 July*

Term starts: Monday 28 April

Half term: Monday 26 May - Friday 30 May

Term ends: Friday 18 July (12:30 finish)

Holiday: Tuesday 23 July - Friday 29 August

# Application Guidance

Vacancies with JTMAT are advertised on our website [www.jtmat.co.uk/vacancies](http://www.jtmat.co.uk/vacancies)

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font. **Please note:** CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application to [hr@johntaylorfreeschool.co.uk](mailto:hr@johntaylorfreeschool.co.uk). Applications received after the closing date/time will not be considered.

If you have any questions, please email Sian Byrne at [hr@johntaylorfreeschool.co.uk](mailto:hr@johntaylorfreeschool.co.uk).

Please note JTMAT does not provide feedback to applicants who have not been shortlisted for a post.

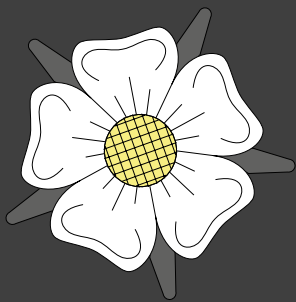
We have the flexibility for some roles to start at Easter or May. Please contact [hr@johntaylorfreeschool.co.uk](mailto:hr@johntaylorfreeschool.co.uk) if this is of interest or you would like to discuss it.

### Safeguarding

JTMAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



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