



North Leamington School



Teaching Assistant Apprentice

Application Pack



Commitment, **O**ppportunity, **R**espect & **E**xcellence
for all and in all that we do



Our CORE Purpose and CORE Values

'We believe in **Commitment, Opportunity, Respect** and **Excellence** for all and in all that we do.'

Our CORE values underpin all that we do:

COMMITMENT to learning and life

We are committed to the principle of 'Everyone Matters Equally' and work in a way that gives everyone the best chance to reach their individual potential. We are committed to and expect high standards. We have a commitment to effective partnerships and instilling a strong work ethic.

OPPORTUNITY to grow and develop

We provide extensive opportunities for our staff and students to participate in to develop their skills and talents through our exciting curriculum offering, with outstanding resources to enrich their learning. We have extensive Student Leadership opportunities allowing students to extend their skills beyond the classroom ready for the next step of their journey.

RESPECT the world we live in

The principle of respect runs through everything we do in school. We respect ourselves and each other, our local and global communities and our environment. Our status as an International School is vitally important to us helping us to enable all our students to become positive, global citizens of the future.

EXCELLENCE in all we do

We promote, develop and celebrate excellence in all we do, encouraging all our staff and students to be the best that they can be, and to set themselves the highest standards.

We are a supportive, caring and happy school. We encourage everyone to take individual responsibility for the school's collective success and actively encourage all stakeholders to work together for the benefit of all.

Our students are the future and we give them opportunities to develop their leadership skills and to act as role models possessing CORE values. This is the message of the school's Code of Conduct. We enable all our students to become active members of local communities and positive global citizens of the future.

In short: we believe in 'Commitment, Opportunity, Respect and Excellence (CORE) for all and in all that we do.'

'Thank you for all of your hard work, not only in helping our children achieve academically, without stressing them, but also for instilling values such as compassion, loyalty and having a good work ethic.'

Parent





Teaching and Learning

Our Teaching, Learning & Assessment policy is underpinned by our CORE values and vision.

Practices in the classroom are characterised by flexibility and personalization, following some key principles that shape provision and ensure consistency:

1. A recognition of the specific needs of the individual as well as the group, so that personalisation allows all students to make optimal progress
2. Clear attention to the concept of Support, Stretch & Challenge for All
3. The development of self-regulating learners through Metacognition
4. A commitment to ongoing assessment through effective feedback strategies
5. Attention to the Diagnose-Therapy-Test (DTT) learning cycle linked closely to Personal Learning Checklists
6. Provision for other whole-school foci such as Literacy, Numeracy and Digital literacy across the curriculum
7. The gaining of greater knowledge and the ability to apply this knowledge (skills)
8. The use of inter-leaving and whole school revision strategies (such as Knowledge Organisers) as a way of consolidating and securing knowledge
9. The use of Home Learning to consolidate, deepen, extend and retain learning

Additional support is provided for students on the Special Educational Needs Register of the school. Help and advice are also offered by the College Staff, the Tutors, IEN faculty and Student Services as well as subject staff, all of whom are understanding of students' anxieties.

Provision here is driven through individual subject areas where teachers support, stretch & challenge according to personal starting points. Irrespective, all learners experience comparable care, guidance, support, stretch & challenge.

'I just wanted to say thank you to you and all the staff for the time, effort and care that you have taken with our son in his time at the School. His results were brilliant and down to the hard work, care and attention of the staff over all the years of his time there...' – Parent

'... email you after our daughter's results to thank you for your work in pushing her over the line. Your well-timed nudges of encouragement and cajoling gave her that little bit of extra momentum and impetus to aim higher and we were delighted that the hard work she put in was rewarded.' – Parent





Curriculum

We provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school
- Prepares students at the school for the opportunities, responsibilities and experiences of adult life

Key Stage 3

Students study the Key Stage 3 Curriculum in Year 7 and 8. This gives students the opportunity to study a wide range of subjects including Art, Design, the Performing Arts, and a Modern Foreign Language, in order to expose them to a breadth of different learning experiences so they can make informed choices as they progress into Key Stage 4.

Key Stage 4

Students study the Key Stage 4 Curriculum in Years 9, 10 and 11. They are also given many opportunities to fully participate in our wider curriculum activities, which support and enhance subject lessons, and the development of a broad range of skills and experiences. NLS governors and staff are committed to providing a broad range of academic and vocational courses and qualifications at Key Stage 4, appropriate both to the differing abilities and interests of students and to their future career needs. All NLS Year 9 to Year 11 students follow 'Core' courses, taking up 60% of their time. They then make a 'guided choice' of 4 further 'Options', taking up the remaining 40% of their time.

In line with the DfE's ambition for the majority of students to study the full EBacc suite of subjects, students are strongly encouraged to choose options that will lead to them acquiring this qualification. However, we recognise that there are other positive choices that will provide suitable and aspirational pathways for students, therefore they can choose other progression routes.

The curriculum needs of all students are monitored throughout the year through our Guidance Forum. We provide extensive care, guidance and support to all students and ensure there is sufficient stretch and challenge for all learners.

Students have achieved consistently well year on year. In 2022, 80% of our GCSE students achieved 9-4 in English and Maths, 61% achieving 9-5 in English and Maths.

Students that have joined us in Year 7 in September 2022 will study the KS3 Curriculum in Year 7, 8 and 9 and study the Key Stage 4 Curriculum in Years 10 and 11.

Key Stage 5

Students will choose 3 subjects to study in the Sixth Form. The subjects offered and entry requirements are published in the Sixth Form Prospectus each year. In some cases students may be able to study for a fourth GCE A Level qualification. Again, our students achieved very well at A Level. In 2022, 75% of our students achieved A*- B Grades and an average Grade B+.



'I wanted to say thank you for organising the careers event that Isobel attended yesterday. She thought it was fantastic and had lots to say about it. A great opportunity.'

Parent



Learning Environment

We are extremely fortunate to have relocated to a brand-new award-winning building in 2009. We take great pride in our buildings and facilities ensuring that they are well cared for and maintained by our dedicated site team. Our school and its facilities provide great support to the local community bringing many people together on a daily and weekly basis to enjoy the high-quality facilities on offer.

The design concept for North Leamington School was an innovative university-style campus site offering separate buildings for each of our core faculties: Humanities; Science & Maths, Design & Technology and our 'Central Hub' incorporating our specialised Sixth Form area.

Our first class educational and recreational facilities make working and studying here that much more rewarding. Some of our key features include:

- 315 Seat Theatre and a separate 62 seat university-style lecture theatre
- Recording studio, a dance studios and a multi-purpose 30 seat studio space
- State of the art ICT facilities
- Modern restaurant and dining facilities serving high quality freshly prepared food daily
- Outstanding sports complex and extensive grounds including all-weather pitch, multi-use sports ground, indoor gymnasium and sports hall, outdoor basketball courts and football/rugby pitches.
- Two Sixth Form study areas, Common Room and dedicated mezzanine dining area
- Well-equipped Learning Resources Centre incorporating our Library

All our classrooms are equipped with projectors and speaker systems. All teaching staff have networked laptops. The site offers high speed broadband and wireless networks for all computing and printing needs with internet access available to all staff on personal devices.

We have a fully equipped, dedicated Reprographics facility, which provides a first-class service to all our staff members. Our Staff are supported by a dedicated, hard-working and professional Administrative team providing invaluable support to the students and staff.

In this wonderful environment we deliver outstanding teaching and learning where students can develop the ability to become resilient, resourceful, reflective individuals, who can work collaboratively, reach their full potential and cope with the rapidly changing world in which they live.

'Our daughter thoroughly enjoyed herself getting involved with the Open Evening yesterday thank you. We remember the feeling of how impressed we were when we first visited NLS, and it's really lovely that she has now played a part in making others feel the same way as we did (and still do) and that's thanks to everyone involved. The Open Evening was a real success and great to overhear parents and children so enthusiastic'.

Parent





Pastoral Care

At North Leamington School, we allocate each student in Years 7 to 13 into 1 of 5 Colleges. Our Colleges encourage a sense of pride, belonging and healthy competition.

Five of our Assistant Head Teachers each have responsibility for a Year Group as well as a College. These staff are responsible for the pastoral and academic support within their year group, and are a figurehead for the culture and ethos of their Year Group team. They also promote the positive ethos of their College, which spans across 7 year groups in the school. Where we have siblings in school, they are normally allocated within the same College.

Our year 7 to 11 groups typically have 10 Tutor groups, where each student has contact with their Tutor on a daily basis. Our Relationships, Sex and Health Education (RSHE) curriculum is also partly delivered through Tutor Time. We use Tutor Time as an opportunity to develop students' leadership skills in delivering sessions to their peers. In year 12 & 13 we typically have 6 Tutor groups in each year.



Binswood

Together we Strive



Blackdown

Take Pride



Croft

Grasp your Future



Manor

Lead the Pack



Park

Climb Higher

'Thank you for giving our son a future...you have given him the best chance possible and that was what we wanted. So please pass on our thanks to all those that have had knowledge to share and patience to give to our son'.



Parent

Commitment, **O**pportunity, **R**espect & **E**xcellence
for all and in all that we do



Sixth Form

We have a welcoming, vibrant and aspirational Sixth Form. It has its own unique location in a university-style school campus. Our students enjoy an adult learning environment whilst benefitting from our state of the art facilities which include: Independent Year 12 and Year 13 study suites with extensive ICT provision, Sixth Form Science laboratories and Art and Photography Studios.

We offer a high quality education and individual support, with the majority of our students going on to take up places at their first choice universities. These include Oxford, Cambridge and Russell Group Universities. We also provide independent careers advice and guidance for students in pursuing prestigious apprenticeships with the likes of Jaguar Land Rover and finding employment.

Many of our students in the Sixth Form remain with us for the whole seven-year experience, having been at North Leamington School. However, a significant number each year are attracted to us from across Coventry and Warwickshire due to the breadth that our curriculum offers, support that we give to each individual through our, Tutors variety in our Wednesday afternoon enrichment programme, as well as providing opportunities in leadership and mentoring with some of our younger students.

We have our own Sixth Form Student Committee run by the Senior Student Leaders working alongside the Sixth Form management team in making decisions relating to teaching and learning; whole school matters, charity and social events. Our students develop their leadership skills whilst taking responsibility for their own learning and play a wider role in the life of the whole school.

We believe in building strong foundations so that students achieve their full potential and go on to be successful in their journey through education and employment. We have high expectations of all of our students and will challenge them accordingly. By being at North Leamington School we want students to have open doors to a variety of opportunities at university and through employment.

'NLS Sixth Form provides a motivating environment to grow as an individual, both academically and socially. There is a strong emphasis and encouragement to achieve and exceed our goals through support from friendly and dedicated staff. The student community is warm and welcoming, which gives great support whilst transitioning into A Levels'. – Senior Student Leader

Starting student leadership this year has been really exciting. Having participated in whole school events and already seeing students' ideas become incorporated into the school, I am looking forward to working with everyone to help create a more focused school experience and environment. I am really keen to build on enrichment and engage everyone in activities beyond their studies." Senior Student Leader – Senior Student Leader





Extra-Curricular Activities

North Leamington School is dedicated to a deep, broad and enriching approach to students' learning. We are delighted to offer our students a vast array of sports clubs and activities that are available during school social time and after school. We have a phenomenal record in terms of sporting prowess.

This sporting provision is complemented by our dedication to the performing arts. We have regular performances that showcase the many talents that students have developed, not only in formal lessons but also in clubs in subjects such as Science, Maths, Drama, ICT and Astronomy. Our annual music concert always receives widespread critical acclaim for the quality of its performances.

Beyond this, we look to ensure that the curriculum offer is wide and engaging through our Wider Curriculum programme which offers additional events and visits; some are openly available while others targeted at year groups or students studying specific subjects. Examples include, Birmingham Botanical Gardens (International Schools), Whitemoor Lakes Residential, Dance Recital and Music Concerts,

We are also proud of the class-specific and extra-curricular offer that comes about through our International Schools status – we have a strong reciprocal relationship with schools in France, Jordan and India.

We are very dynamic in supporting our local community and are well-known for our tremendous charity work. NLS is a truly outward facing school that puts student experience at the heart of things. Beyond that, we offer staff excellent social opportunities with a thriving PTA and wellbeing agenda.

At NLS, Everyone Matters Equally!

'We would just like to say how impressed we were with the productions we saw last night. Wonderful and superb addressing issues very current at present and good that the students become aware of these topics'. – Parent

'I am emailing you to thank you and your department for organising the excellent maths day for Year 9 last Monday. Our son really enjoyed it and found the introduction to lots of different maths applications very interesting. I think it's really important that pupils get the chance to have trips and not spend all their time in the classroom and I also appreciate the time it must have taken you and your team to organise'. – Parent





Continuing Professional Development

At North Leamington School we are committed to the professional development of all of our staff. We provide an outstanding CPD offer internally, which is accessed by all staff as part of directed and disaggregated time. All staff receive a personalised approach to their development, which is tightly linked to their appraisal and also reflects our shared vision for whole school improvement.

We promote a culture of collaborative learning for both staff and students. We offer a range of collaborative CPD opportunities, both in terms of programmes and events across the school year. We have a collaborative culture where staff are actively encouraged to observe each other teach in an informal manner and learn from one another in the classroom. Departments are organised in Faculties and time is provided for Departments to regularly come together, so that staff can share best practice and develop within their subject areas. We also have an internal coaching structure for all levels of leadership, and all new members of staff are assigned a 'buddy' to help transition into their new role.

The school's approach to CPD is broad, and personalised to the needs of every individual member of staff. All of our CPD opportunities are evaluated for impact and we have a proven track record of developing excellent teachers and leaders, which has resulted in high levels of internal promotion.

'I have been working at NLS for over 18 years and thoroughly enjoy my job due to the supportive training and promotion opportunities the school have offered. The staff here are a fantastic team to work with, providing great support to one another as well as sincerely caring of all the student's wellbeing and academic outcomes. In testament to this I have sent both of my children here and have always felt it was a great decision'. – Member of Staff

'North Leamington School is a fantastic place to work. From our nurturing culture to our academic success. We are passionate about ensuring all learners are hugely successful and prepared for life when they leave NLS'.

– Member of Staff





Staff Wellbeing

We recognise the importance of ensuring that all staff at North Leamington School enjoy a healthy work-life balance in order to ensure they can not only provide the best teaching and learning outcomes to our students, but that the school can promote a culture of progress and wellbeing at all levels.

Our recent Head Teacher Workload Initiative is testament to the value placed on our teams and their needs. We work hard offering a variety of initiatives, services and events to provide a well-rounded sense of wellbeing. A happy working life and career at North Leamington School is supported by some of our key wellbeing initiatives including:

- Whole Staff Induction programme
- 1-1 personalised appraisal system and exemplary CPD programme
- Departmental buddies for new colleagues
- Leadership Development Opportunities
- Regular Celebration & Recognition weeks
- ABCD (Above and Beyond the Call of Duty) Events and Awards
- Sports & social events
- Mindfulness sessions
- Well-equipped staff room and dedicated department bases
- Ample on-site parking
- Laptops with secure home-school access for all teaching staff
- Extended access to school during our wider opening hours
- Access to the modern canteen and dining facilities
- Staff rates on facilities hire

In addition to the above, all staff members have access to complimentary medical and wellbeing support services available 24 hours a day/7 day a week including (but not exhaustive):

- Physiotherapy
- Nurse support service
- Private medical operations
- Emotional support and counselling
- GP Consultations
- Weight management
- Free Flu Vaccine

"North Leamington School is a terrific place for students and staff alike, with wellbeing at the heart of our provision"





Job Description

Teaching Assistant Apprentice

Title of Post:	Teaching Assistant Apprentice (Fixed Term)
Salary/Grade:	31 hours 15 minutes per week, Term-Time Only + 1 week (20% learning time)
Hours:	Term-Time Only + 1 Week
Responsible to:	Associate SENCo
Purpose of Job:	To work alongside other members of the IEN faculty, providing specialist support for teachers and students. To proactively assist teaching staff in the classroom with student care, support and supervision

Key Tasks and Responsibilities:

Curriculum Support

- To support students' learning as directed by the teacher, in context of fostering independence and self-esteem (e.g. modelling use of language appropriate to the task, facilitating discussions and interactions, encouraging students to reflect on their work, finding alternative recording methods)

Student Support

- To assist with the physical and medical needs, personal care and welfare of students
- To build relationships with students with SEND, including those with EAL, in order to support them and advise staff in how to handle them in the most effective manner
- To carry out appropriate activities as planned, either with small groups or individuals e.g. promoting increased attention and staying on task, helping with physical difficulties whilst encouraging independence
- To support students in accessing the curriculum through interaction, using appropriate language
- To identify and report uncharacteristic behaviour patterns in students and report these to the teacher
- To assist with the supervision of students e.g. as they arrive/leave the class, at break time and, if contracted, at lunchtime
- To accompany students as directed e.g. out of the classroom, on visits, trips or out of school activities
- To deal with minor accidents or upsets



Teacher Support

- To assist in the day-to-day management of the classroom environment, to maximise the potential for learning
- To assist in the management of student behaviour
- To participate in record keeping e.g. by providing verbal information to contribute to recording student achievement
- To provide feedback to the teacher about the learning activities, responses to them and the support provided

Budget and People Management

- None

General Requirements:

All school staff are expected to:

- Maintain confidentiality according to organisation and legal requirements
- Uphold school policies, routines and codes of conduct as set out in the staff handbook or other documentation made available to staff
- Undertake other such reasonable duties as may be required from time to time
- Work towards and support the Trust's vision and objectives
- Be aware of and follow the Child Protection Policy
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's Health and Safety Policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Diversity Policy to promote equal opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct, and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Show a willingness to undertake training and professional development either in-house or externally

Context of Post

This post should be seen in the context of the School Improvement Plan, the Aims and Values of the school, and the OFSTED Inspection Report.



Person Specification

Teaching Assistant Apprentice

Skills and Knowledge

Ability to relate well to both children and adults	Essential
Ability to empathise with students, especially those with learning difficulties	Essential
Good communication, including good listening skills	Essential
Working knowledge of common ICT applications, especially Microsoft Word, Excel and Outlook	Essential
Ability to present information effectively, verbally and in writing.	Essential
Ability to transfer theory/training into practice and demonstrate skills of problem-solving, drawing on experience	Essential

Qualifications/Attainment

Educated to at least GCSE level	Essential
---------------------------------	-----------

Experience

Experience of TA work	Desirable
Experience of ICT as a learning tool	Desirable
Working as part of a team	Essential
Working with young people of secondary age	Desirable



Attitude/Approach

Able to form good working relationships with colleagues, and to relate appropriately to students	Essential
Able to be sensitive to the needs of children	Essential
Committed to safeguarding and promoting the welfare of children	Essential
Willing and able to work independently and as part of a team	Essential
Flexible and adaptable	Essential
Able and willing to acquire new skills and committed to own professional development and to undertaking appropriate training.	Essential
Able to maintain confidentiality	Essential

REFERENCES

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.



The Apprenticeship Qualification

<https://hoet.co.uk/apprenticeships-teaching-assistant/>

3

Course Code
330454

Total Apprenticeship Duration
20 months

- On-Programme
17 months
- Assessment Window
3 months
- On-Campus
4 remote sessions

Recommended EPA Organisation
Training Qualifications UK

HOET
Head of Regional Training Ltd



Apprenticeship Standard TEACHING ASSISTANT LEVEL 3

OVERVIEW

Teaching Assistants are primarily responsible for supporting classroom teachers in ensuring students' learning is enhanced either in groups or individually by making sure that pupils understand the work set, know their learning objectives and stay on-task to achieve the desired results. Improving pupils' self-esteem, social inclusion and self-belief plays an essential role, ensuring their wellbeing and that they thrive in a positive, nurturing, safe environment.

Teaching Assistants work across all grade levels and age ranges, including those with special needs and those who are emotionally vulnerable.

Teaching Assistants participate actively in the learning process by assisting learners to access the curriculum. In addition, they participate in class meetings, serve as role models, act honestly and contribute to class planning and activities. To improve pupil growth and performance, they

promote fundamental British Values as well as spiritual, moral, social and cultural development.

Typical job roles include Teaching Assistant, Learning Support Assistant, Specialist Support Assistant and Support for Specialist Curriculum Areas.

COURSE CONTENT

KNOWLEDGE	SKILLS	BEHAVIOURS
<ul style="list-style-type: none"> Understand how pupils learn & develop Using technology Working with teachers to understand & support assessment for learning Keeping children safe in education Curriculum 	<ul style="list-style-type: none"> Developing strategies to support Communication & team-work Problem-solving & the ability to motivate pupils Working with teachers to accurately assess Using technology 	<ul style="list-style-type: none"> Building relationships & embracing change Adding value to education Professional standards & personal accountability Team-working, collaboration & engagement Promoting equality, diversity & inclusion

ENTRY REQUIREMENTS

Individual employers may set their own entry requirements. The apprentice must already be employed for over 16 hours per week. Candidates must have achieved Maths and English at Level 2 prior to their training. Those who have

not must achieve this prior to taking the end-point assessment and we will support this. Maths & English tests must be taken under exam conditions. It is also important to have previous experience within schools.



Training Qualifications UK
End Point Assessment



ON-PROGRAMME DEVELOPMENT & TRAINING

Using the **OneFile** online portfolio, candidates will compile evidence demonstrating occupational knowledge, skills and behaviours; underpinning the confidence and competence gained in all aspects of the standard. We will support you with one-to-one workplace visits, workshops, workbooks and remote sessions. All of these will contribute to the candidate's requirement of off-the-job training. HOET will work with both the

employer and the candidate to develop a training and development plan to ensure the remaining requirements will be met.

Candidates will be supported with mock End-Point Assessments (EPA) which will include practical observations, Q&A sessions and a professional discussion. Development feedback will be provided at the end of these mocks to ensure candidates

are given the support required to achieve EPA.

DAY COURSES

The 4 mandatory day courses include a delivery of theory, written & practical tasks to support EPA preparation. They include: Understand how pupils learn and develop; Assessment for learning; Keeping children safe in education; Communication and teamwork.

GATEWAY & EPA

GATEWAY

This is the preparation area for candidates' EPA, and can only be entered once the standard requirements have been met and we are in agreement with both the candidate and the employer that they are ready for EPA. During this time, further mock assessments will be completed. Candidates will be required to submit their portfolio of evidence to the EPA organisation. There will then be a planning meeting to finalise the preparations for the EPA. Candidates will be required to have achieved Maths and English at Level 2.

END-POINT ASSESSMENT

EPA is completed on the date we agree with the candidate and employer; this is usually within 12 weeks of entering Gateway and is finalised once all the required documentation has been submitted. The EPA will be completed face-to-face and lasts 4 hours. This will consist of a 2-hour practical observation, which is split into four 30-minute observations, at the end of which will be a 15-minute Q&A session. The professional discussion will be completed at the end of the observation, supported by a portfolio of evidence. The discussion will be

structured to establish the candidate's understanding and application of the knowledge, skills and behaviours.

All elements of the EPA are combined to determine the EPA grade according to guidance in the assessment plan, which can take up to 3 weeks.

The recommended EPA organisation for this standard is **Training Qualifications UK**.

ADDED VALUE

ANSPEAR CPD PLATFORM

We are pleased to offer our Level 3 Teaching Assistant apprentices access to over 100 CPD courses through **Anspear**. Specialism pathways include: Classroom Skills, Pastoral & SEND, Teaching Methods, Literacy, Staff & Wellbeing and Maths & Science.

HLTA PROGRESSION

Apprentices who complete the Level 3 Teaching Assistant Standard with us can take advantage of a 40% discount on our Level 4 HLTA qualification.



EMPLOYER & LEARNER SATISFACTION



OF EMPLOYERS WOULD RECOMMEND US* OF APPRENTICES WOULD RECOMMEND US*

* From our 2020-2021 Employer & Apprentice Survey

Heart of England Training

info@hoet.co.uk

0800 028 1576

www.hoet.co.uk

...training for a brighter future



HOW TO APPLY

All applications must be completed and submitted online or by emailing to:

hr@northleamington.co.uk

Alternatively post your application to:

**Human Resources
North Leamington School
Sandy Lane
Blackdown
Leamington Spa
CV32 6RD**

Or you can apply via the TES portal online.

If you have any queries regarding the application process please contact Jennifer Ingram HR Manager or Brian Langley HR Assistant on:

T: 01926 338711 Ext 8408 / Ext 8488

E: hr@northleamington.co.uk

North Leamington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are made subject to receipt of a completed application form, satisfactory references, an enhanced DBS disclosure, online search checks and the right to work in the UK.