

Trinity CE High School Information Pack



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TRINITY CHURCH OF ENGLAND HIGH SCHOOL

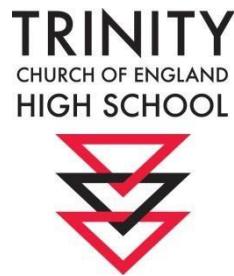
"Faith in the City, Value in People, Excellence in Education"

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HEAD: Julian Nicholls, BSc MA



February 2026

Dear Applicant

Vacancy for the Post of Teaching Assistant KS2-3 Transition

Thank you for your interest in the above permanent position at our school. This pack contains information about the school – its ethos and values, its background and its current position and aspirations, and about the job – our expectations of the successful candidate plus the Job Description and Person Specification. It also includes a DBS information sheet, information about the application and selection process, and our Data Protection responsibilities.

Support staff at Trinity play an important and integral part in the school's life. This is a permanent, term-time only position, working 5 days/35 hours per week. The working hours are 08:15-15:45. The salary is Grade 4, Points 7-11 (£26,403-£28,142 FTE), which equates to a pro rata starting salary of £22,129. Following satisfactory completion of the required checks, this position is due to start as soon as possible following successful completion of pre-employment checks.

When completing the application form please provide full details of your qualifications, employment (paid or voluntary) and the interests and skills that you have that would equip you to undertake this role. Please also outline any experience (paid or voluntary) you have of working in a school and ensure that you provide information to illustrate how you meet the points outlined in '*what we want from you*' and the main tasks of the Job Description. Please ensure that you provide a continuous list of your work history, explaining any gaps or breaks you may have had.

The closing date for applications is **09:00 on Friday 27 February 2026**. Interviews are currently scheduled for **Wednesday 04 March**.

Trinity Church of England High School is committed to the protection and safety of its pupils and operates a Safer Recruitment Policy. An appointment will be subject to an enhanced Disclosure and Barring Service check.

If after reading all of the contents of this pack you wish to apply for the post advertised then I would like to take this opportunity to thank you for your application and your investment of time and, whatever the outcome, I wish you well in the future.

Yours faithfully

Julian Nicholls
Head



Trinity Church of England High School was opened in 1984 with the foundation motto of *“Faith in the City, Value in People, Excellence in Education”*.



We are celebrating our 40th year and continuing the tradition of our foundation promoting the education of students in a community which is positively Christian but welcomes the children of parents of other faiths. Our student body is diverse and ideally we would have a workforce which reflected this diversity – role models from all communities are very much welcome here.

Trinity has become one of the most popular schools serving the City of Manchester and districts beyond. Its teachers, support staff and students work to create a school with a distinctive atmosphere, both demanding and caring, which reflects the hopes that parents have for their children. This outlook contributes towards the genuine sense of partnership between home and school and has helped to provide feelings of security, structure, happiness and well-being.

Located adjacent to Manchester University, Manchester Metropolitan University, Manchester Museum, the Science Park and the Royal



Northern College of Music, we are easily accessible from all parts of the city and are close to the many amenities of the city centre. We make good use of our proximity to both universities, theatres, galleries, museum, the RNCM, Aquatics Centre and SportsCity.

The school's excellent sports facilities comprise a sports hall, fitness suite, gymnasium, dance studio, full-size floodlit artificial pitch and floodlit 5G multi-sport courts.



School departments are well resourced, and this has enabled us to combine the best of tradition with innovative practice. We seek to develop a breadth of experience so that, for example, our science, engineering, computing and mathematics are well balanced by artistic, linguistic, aesthetic, creative, moral and spiritual

activities.

Trinity's most recent full Ofsted Inspection took place in November 2023, and we were judged 'Outstanding' or 'Good' in every category. The most recent National Society (Anglican) Inspection, in November 2023, assessed Trinity in the highest category lavishing praise on the strong relationships in the school.

In its recent history, Trinity benefited from a £21.5 million Buildings & ICT Investment which was supplemented by a £3 million sixth form Centre, opened in September 2016. The 'Outstanding' sixth form is has a capacity of 260 students and has taken the school student population above 1500. In 2022, the school opened up a £1.5 million building extension to enable great consistency of rooming for students and teachers.



Trinity is a 'Single Academy Trust' – we were one of the first in the country to experience the freedoms of academisation and have maintained our independence to this day. We are rightfully proud of the strong foundations that we have given to many students and staff who have either learned or worked here over the last 40 years.

In conclusion, our overall aim is *"To provide a Christian environment in which young people are safe, secure, cared for and happy, and are able to develop into articulate, confident and well qualified citizens of the world."*

Julian Nicholls, Head
School Year 2025-26

Ofsted Report – November 2023

Ofsted have now released their report on what their team found out during their two day visit in November. The report reads very well indeed and everyone involved should be very proud of the great school we have. I would like to thank parents particularly at this point for their support. I received many messages of encouragement and I know that almost two thirds of parents in the Ofsted Parents' Survey said their child was 'very happy' at Trinity - a figure that I've not seen beaten by any Manchester high school in their Ofsted year.

Importantly, the report says that students "***value the strong friendships they cultivate which helps them feel happy***" and that students are rightfully "***very proud of their diverse community***". Our sixth formers were praised as being "***excellent role models for their younger peers***".

Additionally, the inspectors were full of praise for the teaching that goes on in departments, the expert staff and the pastoral care that is part of our outstanding work. They said that all students "***achieve very well***", that there is a "***calm and purposeful environment***" and that the sixth form is "***outstanding***". The inspection team also praised the leadership of the school (from governors to senior and middle leaders through to the 'effective' safeguarding team). They were also very impressed with the personal development of students whilst at Trinity, giving us an 'outstanding' grading in this area - the extra-curricular provision in music, PE and performing arts certainly helped them to make that judgement.

Inspectors added that the school is "***highly aspirational***" that "***students are prepared very well for their lives beyond school***" and that our sixth formers are "***very well prepared for their ambitious next steps***".

Ofsted, like our own self-evaluation, gave us some areas for development. The first is that we develop a reading scheme to support those with weaker English at KS4, the second was that they identified that the behaviour of a "***small number***" of students should be addressed. The school is responding positively to both of these areas.

As with all inspections, the resource of time was limited and I would argue insufficient to really accurately reflect all that is great about the school. Two things I would point out that I feel were completely overlooked; firstly, the exceptional attendance by our students - I know that our attendance is far higher than local and national averages and is a current national priority - so I can't explain why this wasn't mentioned at all. Secondly, the school has a higher than average proportion of Pupil Premium students and as a cohort they perform in line with those who are not disadvantaged nationally. The improving outcomes and progress of this cohort compared to national figures, is something that we are proud of and are continually striving to improve further.

The school is rightfully pleased with the outcome, thank you to all stakeholders - parents, students, staff, governors, the Diocese and the Local Authority who all contributed to making this a positive step in the next phase of developing this great school with many outstanding features!

SIAMS Report – November 2023

I am delighted to be able to let you know that we have received a glowing report from the SIAMS Inspectors. I have chosen to use the Inspectors' first paragraph in full below to introduce the report and following this I have listed ten further comments for you to read.

"At the heart of the city of Manchester, this diverse community is one with God at its heart. Established to serve a multicultural, multi-faith population, Trinity succeeds as a place of faith, valuing everyone and pursuing excellence. In this, it is true to its contextually appropriate Christian vision. This is because leaders, including governors, rigorously and robustly evaluate both the potential, and actual, impact of their policies and decisions. The 'Trinity Together' approach, built on Christian values, provides a common understanding of difference, diversity and inclusion. This enables all to find their place and know that they are welcomed into a culture of care and respect."

Our 'top ten' comments:

"Pupils say they feel safe within the school."

"Parents reflect that they choose this school because it represents modern society and mirrors their care and aspirations for their children."

"Students are enabled in their sporting, creative and spiritual flourishing through a rich provision of formal learning and enrichment activities."

"The school's location supports and encourages the vast array of different partnerships that it embraces and pursues to the advantage of all."

"Inspired by the Christian vision's intention of 'care and happiness', pupils know the value of dignity and respect for all."

"Leaders are mindful of the needs of the community and proactive in their care for all."

"Pupil leadership roles are many and respond to pupils interests and strengths."

"The talented team of religious education (RE) teachers are very capably guided so that pupils enjoy and succeed in their learning."

"The inspection findings indicate that Trinity Church of England High School is living up to its foundation as a Church school."

Comment from Deborah Smith, Diocesan Director of Education

"I was delighted to read the recent SIAMS report which highlighted a myriad of ways in which Trinity High School enables both adults and students to flourish within a Christian environment. Keep up the great work."

Julian Nicholls, Head
School Year 2025-26

THE SEND TEAM

Staffing

We have a Learning Support Department which is made up of two part-time Special Educational Needs Coordinators (SENCO), one Deputy SENCO, two Assistant SENCOs, one HLTA, two Grade 4 Teaching Assistants, one specialist SEND Teacher, and a team of Teaching Assistants.

Working with Students

Teaching Assistants are deployed within year groups to support students who either have an Education Health and Care Plan or who have additional educational needs. As well as supporting learning, Teaching Assistants are involved in the Access/Plan/Do/Review cycle and meet termly with all students on the SEND register to update their one-page-profiles, which are then shared with teaching staff. Teaching Assistants also meet all students on the SEND register as part of an 'assertive mentoring' programme which is a positive target setting process focusing on academic attainment, attendance and punctuality and attitude to learning.

We have 2 meeting rooms/ intervention spaces which are set up to be used by our Mental Health Practitioners, Speech and Language Therapist, Sensory Support and our Educational Psychologist.

At Key Stage 4, we run a curriculum pathway for students working significantly below age expected levels. This forms one of the student's options and is an alternative to a GCSE/ BETC. In these lessons, the students focus on life skills and well as functional literacy and numeracy skills.

At Key Stage 3, we run 'booster' sessions in English, Maths, Science and Humanities. Students are invited to attend a block of 10 sessions which are led by subject specialists.

The SEND team runs a wide range of interventions, dependent on the needs of students. These include 'Haven' social groups, Lego therapy, communication, managing emotions, literacy, numeracy and specific learning difficulties. Some of these interventions are led by Teaching Assistants.

Teaching Assistants support educational visits across all key stages and occasionally support individual students accessing off site educational opportunities, such as transition to college courses.

Staff Development

The Department has a wide range of resources to support Continuous Professional Development (CPD) and all staff are encouraged to participate in the training opportunities made available throughout the year within the department. Training is given annually to facilitate Teaching Assistants supporting exam concessions.

Accommodation

The SEND Department has a suite of rooms including a teaching classroom, a life skills room equipped with a kitchen, a 'time out' room which is used for students who, for whatever reason, are unable to access the classroom, or for student who require a short amount of time out. We also have a sensory pod kitted out with the latest technology to create a calming experience for students.

Job Description for the Post of: **Teaching Assistant – KS2-3 Transition**

Introduction

Job descriptions have been written to help produce an effective school. They are written statements of what the jobs involve, what staff are expected to do, and the responsibilities involved in the jobs. They thereby provide a basic framework for the discharging of professional and managerial responsibilities. These basic frameworks provide a means by which job-holders and persons assuming the responsibility for the job-holders can mutually discuss the nature of the job.

Job descriptions also allow others in the school to understand what the jobs entail. They are not meant to be static or exclusive; rather, the nature of a school environment means that flexibility in jobs is desirable and inevitable. It is the spirit in which jobs are performed which is important to an effective school.

Responsible To

To be responsible to the Head through the Deputy SENCO.

Main Purpose of the Job

To support the transition of students with SEND from Key Stage 2 to Key Stage 3 by liaising with the SENCO and Head of Transition in the identification of students who require a bespoke transition to high school. To work with the Assistant SENCO (Intervention) to ensure that the needs of these students are met throughout Year 7 with regard to appropriate and effective interventions and that their progress is tracked and monitored through the Assess Plan Do Review Process.

Main Tasks

1. To ensure the safety and wellbeing of all students and to report any safeguarding or child protection concerns through the school's reporting procedures. To contribute to the safety and wellbeing of colleagues.
2. To support with attending to day-to-day issues that arise in the SEND base.
3. To be available for emergency cover if needed.
4. To support the SENCO in keeping and updating records, information and data, helping to produce analysis and reports as required.
5. To provide objective and accurate feedback and reports as required, to the school on SEND pupil achievement, progress and other matters, ensuring the availability of appropriate evidence, with particular emphasis on the impact that interventions which support successful transition have had on expected outcomes; contributing to Assess/Plan/Do/Review.
6. To lead EHCP Annual Reviews for key students.
7. To share appropriate information on students' needs with staff using systems such as Edukey and CPOMS.
8. To assist the SENCO and Assistant SENCO with the development and implementation of Provision Maps.

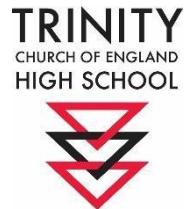
9. To work with the Assistant SENCO (Interventions) in liaising with therapists, social care staff, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into Provision Maps and for Health Care Plans.
10. To support the SENCOs in visiting primary schools and liaising with the parents/carers of students with additional needs.
11. To support the SENCOs in ensuring transition information is detailed and shared with appropriate colleagues.
12. To take a lead in identifying students who are struggling during the Key Stage 2 to Key Stage 3 process, including holding meetings with other TAs who are supporting Year 7 students.
13. To support the SENCOs in ensuring that students with additional needs are identified and appropriate support put in place on transition days.
14. To take a lead in planning a SEND Morning for identified students during the transition process.
15. To support the SENCO in ensuring that information regarding SEND is produced and shared with parents/carers and students in a clear and easy to follow format.
16. To support the SENCO in promoting parental engagement through the organisation and delivery of informal information and support meetings.
17. To attend and participate in regular meetings.
18. To participate in training and other learning activities as required.
19. To work with colleagues in meeting the needs of students with complex needs.
20. To promote the inclusion and acceptance of all pupils.
21. To undertake other duties as required in line with the grade and responsibilities of the post.

2025-2026

Person Specification for the role of: Teaching Assistant – KS2-3 Transition

Attributes	Requirements	Essential	Desirable
Education Qualifications	Must have at least RQF L2 in English Language and Mathematics	✓	
	Qualified to NVQ L2 TA or equivalent qualifications or experience		✓
	Up to date Safeguarding training		✓
Experience	At least two years' experience of working with students/children as a Teaching Assistant or similar community-based role	✓	
	Experience and knowledge of working with and contributing to the assessment, planning, production and review process of EHCPs, or a willingness to learn	✓	
	Experience of working with students who have Social, Emotional and Mental Health needs		✓
	Experience of liaising with parents/carers and external agencies		✓
	Experience of delivering individualised programmes and/or interventions		✓
	Experience of having led meetings and ensuring any outcome actions are completed, either in a school or other workplace environment	✓	
	Experience of delivering lessons to small groups		✓
Personal & Professional Skills & Attributes	Ability to build positive and professional relationships with students and their parent(s)	✓	
	Highly ambitious on behalf of students with the ability to motivate and enthuse pupils to improve and sustain their attendance and behaviour and strive for success	✓	
	Organised with a high level of literacy and administrative skills, and an excellent eye for detail	✓	
	Excellent communication and record keeping skills	✓	
	High expectations of students in terms of behaviour and achievement	✓	
	Ability to work as an effective team player	✓	
	Ability to work calmly under pressure and to adapt quickly and effectively to changing circumstances or situations	✓	
	Have a creative approach to problem solving and use this to inspire and motivate students	✓	
	Must have a positive outlook and a determination to maximise outcomes for all students	✓	
	Ability to use own initiative	✓	
	An understanding of the need for confidentiality when dealing with sensitive information	✓	
	Evidence of having taken part in face to face or online training relative to SEND or a willingness to do so	✓	
	Resilience	✓	
	Knowledge of supporting students within all four areas of need	✓	
Knowledge	Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment	✓	
	Good understanding of intervention programmes and strategies, especially in literacy, numeracy and behaviour management	✓	
	Knowledge of issues surrounding Child Protection and the care of Looked After Children	✓	
Other	Supportive of the school's excellent staff attendance and punctuality record	✓	
	Willingness to attend any relevant training opportunities	✓	
	Ability to drive and access to own transport		✓

Teaching Assistant KS2-3 Transition



Contract term: Permanent

Contract type: Term-Time only, 35 hours per week

The working hours are 08:15-15:45

Scale: Grade 4, Points 7-11, which equates to a pro rata starting salary of £22,129.

This is a great opportunity to come and work in our highly rated secondary school in central Manchester. You will provide comprehensive support within the SEND department, including managing day-to-day issues, maintaining records, coordinating interventions, and leading EHCP reviews. You will also facilitate smooth transitions for students with additional needs, liaise with staff and external agencies, and promote parental engagement through clear communication and support initiatives.

WHAT WE CAN OFFER YOU:

- The opportunity to join our very successful and over-subscribed school of 1500 students aged 11-18, supported by a hugely talented and hardworking staff team;
- Employer-funded membership of HSF Health Plan Core Scheme, helping you and your family (dependants under 21) to cover the costs of everyday healthcare, plus access to HSF Assist which includes a GP Advice Line, Virtual Doctor, Counselling, Legal Helpline and Perkbox benefits;
- Membership of the Greater Manchester Pension Scheme, with excellent employer contributions;
- Staff Wellbeing Fund for initiatives, activities and social events that support staff mental and physical health, plus wellbeing benefits such as Cycle to Work and free use of the Fitness Suite;
- Excellent facilities in new and refurbished buildings, supported by the latest resources to support learning, plus free on-site parking, canteen facilities, and staff room;
- We are a socially inclusive and equal opportunities school and committed to and actively promote equal opportunities for all our students and staff.

WHAT WE WANT FROM YOU:

- Experience and understanding of safeguarding and child protection issues, or be willing to undertake training in these areas;
- Well organised and efficient approach to routine tasks, with excellent time management skills, ensuring systems are in place to meet deadlines;
- Good communication skills with the ability to work well within a team, yet able to demonstrate an ability to work unsupervised utilising their own initiative;
- Numeracy and literacy skills at least equivalent to RQF Level 2;
- Qualified to NVQ L2 TA or equivalent qualifications or experience;
- Good ICT skills and experience of using the school's MIS to allocate cover and make room changes is preferred;
- Experience of working in a busy environment with competing priorities and deadlines, ideally in an educational setting and with experience of using EveryHR and SIMS;
- Ability to remain calm and helpful under pressure, dealing skillfully with unanticipated situations and ensuring a professional response at all times;
- Supportive of the school's excellent staff attendance and punctuality record, which in turn supports student attainment.

Training will be provided on safeguarding and school specific IT applications.

CVs will not be considered - please complete the MyNewTerm online form. For more information about our school please visit our school website: www.trinityhigh.com. The closing date for applications is **09:00 on Friday 27 February 2026**. Interviews will be held on **Wednesday 04 March 2026**.

Trinity CE High School is committed to safeguarding and protecting the welfare of young people and expects all staff to share this commitment. The school operates a Safer Recruitment policy. The successful applicant will be subject to appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.

Trinity CE High School Safer Recruitment Procedure

Trinity CE High School is committed to safeguarding and promoting the welfare of all students. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

Level of Disclosure Required: **ENHANCED**

This post is classified as having substantial access to children and so is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Shortlisted applicants will be sent a form to complete and required to declare:

- All unspent convictions and conditional cautions;
- All spent convictions and adult cautions that are not protected (ie that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). For further information on filtering please refer to [Nacro guidance](#) and the [guidance published by the Ministry of Justice](#) (see, in particular, the section titled 'Exceptions Order').

We recognise the contribution that people with criminal records can make as employees and volunteers and welcome applications from them. The Governing Body is an equal opportunities employer and is committed to eliminating prejudice in employment. A person's criminal record will not in itself debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis and will take the following into consideration:

- Whether the conviction is relevant to the position applied for;
- The seriousness of any offence revealed;
- Your age at the time of the offence(s);
- The length of time since the offence(s) occurred;
- Whether the applicant has a pattern of offending behaviour;
- The circumstances surrounding the offence(s), and the explanation(s) provided;
- Whether your circumstances have changed since the offending behaviour.

If you are shortlisted to attend for interview you will be asked to complete a confidential Criminal Records Declaration Form, which you will send to the HR Manager. The information disclosed on the form will not be kept with your application form during the application process. The information will only be seen by those who need to see it as part of the recruitment process.

It is important that applicants understand that deliberate attempts to conceal the information requested in the confidential form could result in disciplinary proceedings or dismissal. Further advice and guidance on disclosing criminal records can be obtained from [Nacro's Criminal Record Support Service](#).

All applicants who are offered employment will be subject to a criminal record check, and a check will be made with the Disclosure and Barring Service (DBS) before the appointment is confirmed.

Any information will be treated with the strictest confidence and you will only be prevented from obtaining employment if it is considered that you have a criminal record that makes you unsuitable for the post in question. This information is sent out with application packs for all posts.

A form similar to this will be sent to shortlisted candidates prior to interview:

Self-Declaration of Criminal Record & Criminal History (Exempt Positions)

If you are unsure about how to answer the questions on this form, please contact Nacro's Criminal Record Support Service on **0300 123 1999** or **helpline@nacro.org.uk**. All enquiries to this service are confidential and they will not ask for any personal details, unless you want information or advice sent to you.

Surname:		First name:	
Title of post applied for:			
<p>1. Do you have any unspent convictions or conditional cautions? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>2. Do you have any spent adult cautions (simple or conditional) or convictions that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended)? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>3. Are you on the DBS Barred List? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>4. Have you been prohibited from teaching? YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>5. Do you have any information about any criminal offences committed in any country in line with the law as applicable in England and Wales? YES <input type="checkbox"/> NO <input type="checkbox"/></p>			
<p>And please be aware that if you have lived abroad for abroad for more than 3 months in the past 5 years you will need to provide us with a Certificate of Good Conduct/Police Clearance Certificate from the country or countries you've resided in.</p> <p>If you have answered YES to any of the questions, you now have two options for disclosing your criminal record:</p> <p>Option 1: You can disclose your criminal record on a separate sheet, if you mark a cross (X) on the line below and attach the details in an envelope. The envelope should be marked CONFIDENTIAL and state your name and details of the post.</p> <p>I have attached details of my conviction separately_____ (please mark with an X if appropriate.)</p> <p>Option 2: Please provide details in the space below. Please enlarge the box or add another sheet if more space is needed.</p>			
<p>DECLARATION</p> <p>I declare that the information provided on this form is correct. I understand that the declaration of a criminal record will not necessarily prevent me from being offered this role at Trinity CE High School.</p> <p>Signed: _____ Date: _____</p>			

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information. Referees will be asked about whether the applicant has been the subject of any safeguarding concerns, so referees should be a senior person with the appropriate authority.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to a further six months). The probation period is a trial period, to enable us to assess an employee's suitability for the job for which they have been employed. It provides us with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

Our Recruitment Process

At Trinity we are committed to promoting a diverse and inclusive community and we reject any form of harassment, discrimination or victimisation. We are committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses.

We want to provide a positive experience at interview and want our recruitment process to set up candidates for success.

The Application Process

The school's policy is that we do not organise tours of the school pre-application/interview, in case it disadvantages those candidates who do not have the same opportunity to visit. If called for interview all candidates are given a tour of the school by a senior member of staff. We hope you understand our position and that this does not put you off applying for this role.

To apply for this position please go to the advertisement for this post on the Tes website and complete all fields on the online application form prior to the deadline. If you require an application form, please contact recruitment@trinityhigh.com.

Please ensure that the form is completed by the closing time & date of **09:00 on Friday 27 February 2026**. Interviews are scheduled for Wednesday 04 March.

Unfortunately, due to the large number of applications that we receive, we are unable to respond to unsuccessful applicants. Feedback is only provided to shortlisted candidates who attend for interview.

Candidates who are shortlisted will be contacted to inform them that they have been selected and to confirm their availability to attend for interview. This will be via the Tes Portal in the first instance, followed by email and/or phone-call, so please ensure that your details are correct and provided in full on your online application.

On confirmation of attendance, candidates will be informed of the relevant information needed to prepare for a skills test and/or interview, depending on the post they have applied for.

The Interview Process

On confirmation of your attendance, you will be emailed information regarding the arrangements for the day, such as time of arrival and information about the format for the process.

Candidates are asked to bring relevant qualification certificates, plus photographic ID and DBS certificate (if they have one). These are checked by HR on arrival at reception.

Following the lesson or test, the recruitment and selection panel will analyse the results, and further shortlisting may take place prior to the interviews.

Trinity Church of England High School is committed to the protection and safety of its pupils. An appointment will be subject to an enhanced Disclosure & Barring check.

Data Protection Statement

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record.

All processing of personal data by the school is undertaken in accordance with the principles of the General Data Protection Regulation 2016.

