

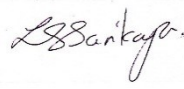


ST. BART'S
MULTI-ACADEMY TRUST

Recruitment and Selection Policy

September 2024

St. Bart's Multi-Academy Trust Recruitment and Selection Policy

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Contents

St. Bart's Mission	5
St. Bart's Vision and Values	5
St. Bart's Sustainability	5
Recruitment and Selection Policy.....	6
1. Introduction.....	6
1.1. Legislation, Regulations and Statutory Requirements.....	6
1.2. Disclosure and Barring Service (DBS)	6
2. Recruitment	7
2.1. Reviewing the Need for Recruitment.....	7
2.2. Role of Planning.....	7
2.3. Job Descriptions and Person Specifications	7
2.4. Advertising	8
2.4.1. How to Advertise	8
2.4.2. Wording of Adverts.....	8
2.4.3. Time Constraints	9
2.5. Recruitment Information Pack.....	9
3. Selection.....	10
3.1. Shortlisting	10
3.2. References.....	10
3.3. Tests and Selection Methods.....	10
3.4. Interview.....	11
3.4.1. The Interview Schedule and Letters of Invite	11
3.4.2. Involvement of Pupils / Students	11
3.4.3. Interview Questions.....	11
3.4.4. The Test.....	11
3.4.5. The Interview Panel	11
3.4.6. The Interview.....	12
3.5. Appointment.....	12
3.5.1. Offers of Appointment	12
3.5.2. Unsuccessful Candidates.....	13
3.5.3. Mandatory Checks	13
3.5.4. ID Checks.....	13

3.5.5. Qualifications.....	13
3.5.6. Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS)	13
3.5.7. Asylum and Immigration Checks – Eligibility to Work in the UK.....	13
3.5.8. Applicants who have lived/worked overseas.....	14
3.5.9. Medical Clearance	14
3.5.10. Single Central Record of Recruitment and Vetting Checks.....	14
4. Final Steps and Considerations.....	14
4.1. Induction.....	14
4.2. Evaluation of recruitment and selection methods.....	15
5. Process for complaints	15

St. Bart's Mission

Our moral purpose is to provide the best education and curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

“I have come that they may have life, and have it to the full.”

St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

Recruitment and Selection Policy

1. Introduction

1.1. Legislation, Regulations and Statutory Requirements

The St. Bart's Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The purpose of this document is to provide a framework for the recruitment and selection of all staff. The policy has been written in line with the principles of Keeping Children Safe in Education and Safer Recruitment practices.

The development, promotion and maintenance of an effective, efficient and fair recruitment and selection policy, is a key function within the commitment to safeguard. It is also fundamental to developing a committed workforce, represented by all sections of the community, including disadvantaged and under-represented groups.

In addition to Safeguarding, Governors and Principals must be aware of the Employment Legislation that affects Recruitment Practices. Further advice on Employment Legislation can be sought from HR.

Fair recruitment and selection should be clear, transparent and consistent, to enable scrutiny if necessary. Failure to uphold such a process could result in the Academy being subject to legal action at an Employment Tribunal.

It is unlawful to have arrangements for recruiting and selecting employees which discriminate directly or indirectly or show an intention to discriminate unlawfully against particular groups of people. There is an unlimited compensatory arrangement for any successful discrimination claims.

Our recruitment policy is fully aligned with legislation surrounding modern slavery, ensuring fair, transparent, and ethical practices throughout our hiring processes. We are committed to preventing any form of exploitation, forced labour, or human trafficking in our recruitment activities. By conducting rigorous checks and working only with reputable agencies, we strive to maintain compliance with the Modern Slavery Act 2015 and uphold the highest standards of integrity and respect for human rights.

1.2. Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

Before beginning employment at the Academy an individual will be asked to complete an online Enhanced DBS application. New starters must have a DBS in place prior to starting.

Where this isn't possible and there is an exceptional circumstance for a new starter commencing prior to receiving a DBS please contact HR for further advice.

When the DBS has been processed the Academy will view the certificate on the DBS system and can view if there is any information regarding any cautions/convictions/band overs. The suitability for employment of a person with a positive DBS disclosure will vary, depending on the nature of the job and the details and circumstances of the cautions/convictions/band overs. If a positive DBS is received then the Principal must follow the positive disclosure process and decide whether the individual can be cleared for appointment or whether further investigations are needed. For further details please contact HR who will direct you to the guidance for managers when receiving positive DBS disclosures.

It is not possible to accept a DBS that has been cleared under another authority / organisation as they are not transferable. Any employee who has had a break in service will need to complete a new DBS form.

However, if an employee has signed up to the Update Service an online check can be completed using the employee's current DBS certificate information. For further advice please contact HR.

The details of the DBS Disclosure need to be recorded on the Single Central Record.

HR are available to assist with any queries regarding DBS Disclosures.

2. Recruitment

The following provides details of all stages in the recruitment process.

2.1. Reviewing the Need for Recruitment

Reviewing the need to recruit to a vacancy should be the collaborative role of the Principal and the Trust (i.e. Chief Finance Officer (CFO) and Chief Executive Officer (CEO)).

When a vacancy occurs, careful consideration should be given to the need to fill the post. Adequate staffing levels need to be maintained to ensure service delivery does not suffer. However, it may be possible to use this as an opportunity to restructure or redistribute the workload to reflect the changing needs of the Academy.

In cases where it is not proposed to fill the vacancy but to restructure, it will be necessary to consult with staff and trade unions or professional associations. Ultimately, the decision to amend a school staffing structure will be taken by the relevant Governors Committee (for example the personnel committee) based upon the recommendation of the Principal/CEO. Advice should be sought from HR regarding this process.

2.2. Role of Planning

The role of planning for effective recruitment and selection is paramount, particularly in light of the additional time required to undertake the necessary checks on applications received. Therefore, it is strongly advised that the following aspects are considered, prior to advertisement;

- Who will be involved in the process and their role / responsibilities
- Decide on the requirements for the post – qualifications, skills, experience, etc (this will inform the Person Specification)
- Decide which advertising medium to utilise (see [Section 2.4 'Advertising'](#))
- Formulate an Action Plan;
 - Identify key dates for when advertising will be required
 - Identify who will carry out shortlisting and interview. At least one interviewer needs to be trained in safer recruitment
 - Closing date for applications
 - Shortlisting, interview and test dates

2.3. Job Descriptions and Person Specifications

Job descriptions and person specifications are vital documents within the recruitment and selection process. They identify what is required and the role and key responsibilities of the postholder for the effective running of the Academy. They also inform the wording of the advertisement and help to attract candidates. The person specification is integral to the short-listing and interview process. It is therefore imperative that they accurately reflect the duties and responsibilities and the skills and experience of the postholder. An inaccurate job description or person specification can result in poor appointments and increased recruitment costs.

The job description is an outline of the main responsibilities of the post. Support Staff posts will have a generic job profile already uploaded to MyNewTerm or available from office@sbmat.org. Wherever appropriate, this should be utilised. Teaching colleagues do not have generic job descriptions, therefore it is important for Principals to liaise closely with appropriate colleagues to ensure that the job descriptions reflect the roles and responsibilities required of the postholder. Whether the post is Teaching or Support Staff, all job descriptions should clearly state the postholder's responsibility for promoting and safeguarding the welfare of children and young people that they may be responsible for and/or come into contact with.

A person specification should be formulated from a job description. This should identify appropriate qualifications, skills, abilities, experience and knowledge which the successful candidate needs to possess in order to undertake the requirements of the role. The person specification should be utilised to short-list candidates, and therefore thought should also be given as to how the factors that cannot be identified in an application form can be demonstrated through the selection methods. Specifically with regard to safeguarding, the following statement should be included;

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours;
- Attitudes to use of authority and maintaining discipline

The job description and person specification should be included in the **Recruitment Information Pack** (see [Section 2.5](#)).

2.4. Advertising

2.4.1. How to Advertise

All advertisements, whether internal or external, should state the Academy's commitment to safeguarding and promoting the welfare of children and young people. There should also be a reference to the requirement for new appointments to undertake an Enhanced DBS Disclosure.

- All vacancies or change of posts must be discussed with Chief Finance Officer (CFO) and Chief Executive Officer (CEO) prior to advertising on MyNewTerm.
- Once agreed, the vacancy can be uploaded and advertised on MyNewTerm.
- Once uploaded to MyNewTerm, final budget and salary grade checks are performed by the CEO and Head of Operations.
- Vacancy adverts are approved and published on MyNewTerm.

The Principal /Central team may wish to advertise a post internally for employees within their particular Academy/Central team – this can also be advertised using the MyNewTerm functionality.

Recruitment via word of mouth, direct approach, unsolicited applications etc, is likely to be discriminatory and is contrary to the Academy policies and good employment practice. This form of recruitment could also lead to claims of indirect discrimination from potential applicants.

2.4.2. Wording of Adverts

All advertisements, whether internal or external, should state the Academy commitment to safeguarding and promoting the welfare of children and young people for example; 'The Academy is committed to the safeguarding and welfare of children and young people and expects all its employees and volunteers to share

this commitment. This post is exempt under the Rehabilitation of Offenders Act 1974 and the successful applicant will be subject to an enhanced check by the DBS.

The advert needs to be attractive to suitable candidates, but also be informative enough to discourage those that may not be suitable for the post. It is advisable to prepare Recruitment Information Packs in advance of the advert appearance.

The advert should not indicate or imply any form of discrimination, except where a Genuine Occupational Qualification or Requirement applies. When composing the advertisement, consideration should be given to all aspects of the discrimination legislation (disability, sex, race, religion or belief, sexual orientation, age). Further guidance may be sought from HR.

In very limited circumstances, discrimination on grounds of a Genuine Occupational Qualification or Requirement may be lawful. An example of a Genuine Occupational Qualification or Requirement, would be the advertisement for a practising Catholic Headteacher for a Catholic Primary School, as it would be the Headteacher who delivers and leads on religious education within the School. It would be discriminatory, however, to advertise for a practising Catholic Office Manager in a Catholic Primary School, as the administrative staff would not deliver religious education. Further guidance can be sought from HR.

2.4.3. Time Constraints

A closing date for applications should work in line with the advert deadline and appearance date. It is preferable to allow two weeks between advert appearance and the closing date. Time should be planned following the closing date for the shortlisting and interviewing of candidates, it is good practice to include dates for interview within the advert.

2.5. Recruitment Information Pack

The Recruitment Information Pack should contain the following items,

- Covering letter
- Job Description and Person Specification
- Application Form
- Relevant additional information (e.g. information about the Academy, or the City etc.)

The covering letter should detail: information regarding potential interview dates, if unsuccessful applications will be responded to, contact details for informal discussion, return address and closing date (which should be no later than 5pm on the date specified). Decisions to accept late applications will rest with the Academy, but under no circumstances should applications be accepted after short listing has taken place.

Curriculum Vitae (CVs) should not be accepted under any circumstances. To accept CVs would be contrary to the fair recruitment and selection and safer recruitment policy and principles.

It is the responsibility of the recruiting manager to ensure that each section has been completed fully (see [Section 3.1 Shortlisting](#)). In addition, the application form also informs that references will be requested for all short-listed candidates prior to interview. Further checks for Teaching applicants include; DfES number and confirmation of Qualified Teacher Status (QTS) Requests, for support staff applicants; any relevant qualifications associated to the post.

3. Selection

3.1. Shortlisting

Once the closing date has expired and applications have been received, the short-listing process may take place.

The short-listing panel should be the same panel which is involved with the interviews and where possible consist of 3 people, one of which must be safer recruitment trained. Each panel member should be familiar with the job requirements. They should be provided with all documentation in relation to the post, for example, the candidate application form, job description, person specification and copy of advert.

At this stage, as a safeguarding measure, it is imperative that an individual's employment history is scrutinised to ensure that there are no discrepancies or gaps in employment. Further investigation into repeated changes of employment or any unusual patterns or occurrences should be made and verified.

A pro-forma should be used to short list candidates. Job related criteria should be numbered so that it corresponds with the numbers on the pro-forma. The short listing panel can then indicate whether, based on the information within the application form, the candidate meets each criterion. This allows for clear, objective feedback to be provided to unsuccessful candidates and it also is an important part of the recording aspect of the recruitment process. Application forms from all candidates and any interview notes, should be retained for a minimum of six months following an appointment.

Only shortlisted candidates should be asked to disclose relevant criminal history.

3.2. References

It is essential, in accordance with safeguarding and good recruitment practice, for the applicant to provide at least two referees – one of which must be the present or most recent employer (if now unemployed). If an applicant is not currently working with children, an additional reference should be sought from the employer that has previously employed them in a role that involved working with children.

Recruiters should not accept any testimonials or open references provided by candidates.

By seeking references, the recruiter is able to ask the referee specific questions in line with the job description, person specification and other relevant information. It is suggested that reference forms are used to help gain as much valuable information about the candidate as possible.

References should be sought prior to interview wherever possible so that any issues or concerns can be discussed with the candidate at interview.

Should a reference contain information regarding previous disciplinary offences or action, or any allegations made against the applicant, these should be considered contextually. Clearly if the issues are not concluded or repeat offences have occurred, these should be treated with caution. Further support and guidance can be obtained from HR.

Under GDPR guidelines organisations need explicit consent from the individual in order to release disciplinary, absence management and performance records. This applies to both providing and requesting a reference.

If consent is not provided further advice must be sought from HR.

3.3. Tests and Selection Methods

A decision should be on which selection/testing methods will be used at an early stage. Some examples that may be considered are listed below;

- Classroom observation, presentation, data analysis, case studies, presentation, in-tray exercises, observation, computer based exercise, student panel.

If any method is to be used in addition to interview, the candidates should be advised in their invitation to interview letter. Full information should be offered to the candidates regarding which method will be used and any additional relevant information e.g. there will be a requirement to prepare a parent newsletter using Microsoft Publisher. If there is a requirement for candidates to offer a presentation, they must be informed of the context, how long they will be given to present and any equipment that is available to assist them.

Selection/testing methods should be applied fairly, consistently and transparently to all short-listed candidates.

3.4. Interview

3.4.1. The Interview Schedule and Letters of Invite

The Interview Schedule should be formulated in advance of the invitation letters.

The invite to interview should be sent in a timely manner, i.e. preferably allowing at least five working days between receipt and interview date. If this is not achievable, it is suggested that contact be made by telephone which may then be confirmed with an invitation letter.

3.4.2. Involvement of Pupils / Students

The involvement of pupils and students in the selection process should be carefully managed. Consideration needs to be given, as to how such information would inform the decision making process, when appointment is made.

3.4.3. Interview Questions

These should be formulated in line with the selection criteria. A list of generic questions should be formulated i.e. questions that will be asked of every candidate, although dependant on their answer, a different line of probing may take place so that no candidate is treated less favourably. Questions that are unrelated to the role, e.g. asking if a person is married, are inappropriate and could be discriminatory.

The style of questioning should be refined, so as to encourage a full response. Therefore, interviewers should ask 'open' questions for example How, Where, Why, What, Who questions. The object of questioning is to assess an individual's suitability for the post, namely whether they meet the selection criteria and can provide examples of this. The use of scenario style questioning can also be helpful.

3.4.4. The Test

The recruiter should ensure that appropriate locations and/or equipment are available for any selection/testing methods. The candidate should be alerted to what is available to them and time restrictions. If the test involves use of IT, ensure that the equipment is fully functioning and that the candidate cannot access any part of the system that is not appropriate. Should the testing method not involve the interview panel's presence, provision must be made for a person to collect the candidates, instruct, time the test and despatch once completed.

3.4.5. The Interview Panel

Consideration must be given to the size of the panel in relation to the nature of the post. In normal circumstances the interview panel should consist of no fewer than two persons where possible 3 people, preferably one who is safer recruitment trained. To ensure fairness and consistency, the panel should consist of the same people throughout the recruitment process.

The panel must ensure that there is no conflict of interest and are required to declare whether they are related in any way to the applicants at the earliest stage of the process, if this occurs the panel member will need to withdraw from the recruitment and selection process to ensure fairness.

3.4.6. The Interview

The panel should meet prior to the interview to establish roles, including deciding who will offer feedback to all candidates. It is also necessary to decide how any selection / testing will be assessed and how these results will relate to the interview outcome. Consideration of scoring thresholds should also be given.

The Candidate Assessment Form list;

- Criteria against which the question (s) is being formulated
- Question resulting from each criterion
- Suggested essential factors to be included in the answer for each question

The Interview Panel Chair should welcome and introduce themselves to the candidate and explain the process/structure of the interview. Candidates should also be offered the possibility of asking their own questions.

Any self-disclosures made on the application form can be discussed at the interview stage.

Each panel member should make an assessment on the Candidate Assessment Form in relation to each of the selection criteria. Listed below is a suggested marking scheme:-

6 = Excellent

5 = Good

4 = Satisfactory

3 = Less than satisfactory

2 = Poor

1 = Very poor

Marks should then be compared, and a common mark agreed by the Panel, by way of discussion and reference to the interview notes. Do not average out differences in marks. Agreement must be reached by all panel members. Selection testing assessments should be considered at this point.

The panel should identify the successful candidate through their interview score and results from any relevant tests or classroom observations. If the panel conclude that there are no successful candidates in this recruitment cycle, the School may wish to re-advertise the post.

3.5. Appointment

3.5.1. Offers of Appointment

The Chair of the Interview Panel should offer the successful candidate the post, making it clear that the offer is conditional subject to receipt of satisfactory pre employment checks including; DBS, references, medical clearances and a successfully completed probationary period where appropriate.

Upon acceptance, the appropriate appointment form should be completed and formally issue the offer of appointment. Verbal offers and acceptances constitute legally binding agreements.

3.5.2. Unsuccessful Candidates

It is recommended that unsuccessful candidates are contacted as soon as possible by a member of the panel. Constructive feedback should be offered, but it may be that a more convenient time needs to be arranged to allow this to happen.

3.5.3. Mandatory Checks

The following checks should be made prior to appointment. References should have also been sought as detailed in 3.2.

3.5.4. ID Checks

Prior to any offer of employment, the prospective employer should satisfy themselves that the person is who they claim to be. Candidates should therefore have brought with them proof of identity. Ideally, one item of evidence should be of a photographic form which details the individual's address i.e. Photocard driving licence or a passport. Contact HR for a full list of which documents may be accepted and what to do if no photographic evidence is available.

If a worker is provided by a third party, e.g. a recruitment agency, the ID checks above will also apply.

Original documents only should be seen – a photocopy will not suffice and should not be accepted.

3.5.5. Qualifications

Candidates should provide evidence of their qualifications when they arrive for interview. Examples of evidence would be; certificates, diplomas or a letter from the awarding institution. If original documentation is not available, a certified copy should be obtained by the candidate. No other copies should be accepted. For Headteachers and Teachers, proof of QTS, NPQH, progression to UPS and DfES number should also be obtained.

Copies of qualifications and registrations should be kept on the employee's personal file in accordance with safeguarding recommendations. These details should not be utilised for any other purpose than that for which they have been required, in line with GDPR.

3.5.6. Qualified Teacher Status (QTS) and Qualified Teacher Learning and Skills (QTLS)

All Teachers must hold Qualified Teacher Status (QTS)

For Teachers who have obtained QTS after 7th May 1999, verification should be obtained that the statutory induction period has been successfully completed.

As part of the recruitment process the Academy should obtain verification that Teachers hold Qualified Teacher Status.

In exceptional circumstances, the Academy may consider employing an unqualified Teacher / Instructor, whilst attempting to recruit a qualified Teacher. This is not recommended and should be avoided wherever possible.

3.5.7. Asylum and Immigration Checks – Eligibility to Work in the UK

Employers must ask candidates for proof of eligibility to work within the UK. If there are any doubts regarding a person's eligibility, contact HR for further advice. Checks of eligibility to work in the UK should be recorded on the Single Central Record. For full information on what ID can be accepted to prove eligibility to work in the UK please visit <https://www.gov.uk/government/publications/right-to-work-checks-employers-guide>.

3.5.8. Applicants who have lived/worked overseas

For most EU, EEA and Swiss citizens, you will need to check their right to work online using a share code and their date of birth. Full guidance can be found here: <https://www.gov.uk/guidance/right-to-work-checks-employing-eu-eea-and-swiss-citizens>

Overseas Trained Teachers, as stated in the Education (Specified Work and Registration) (England) Regulations 2003, may work as an Unqualified Teacher in a School (not a PRU) for up to four years, provided they have completed professional teacher training recognised by an appropriate competent authority in that country. Following the four year period, the individual must have obtained QTS.

In addition to a DBS, if any candidate has worked or been resident overseas for longer than three months, within the previous five years, including UK citizens who have worked or lived overseas, there is a requirement for them to apply for a 'Certificate of Good Conduct'.

The employee will carry out this check in line with Home Office and DBS guidance. Details of this process can be accessed via:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

3.5.9. Medical Clearance

Medical clearance must be sought in respect of all appointments. This should be carried out immediately upon offer of the position, such offer being conditional upon medical clearance. HR will issue the appropriate forms with the offer of employment.

Medical clearance through the Occupational Health Unit will be required for casual staff and therefore will need to fill in a medical questionnaire, which will be referred to Occupational Health if appropriate.

Please note: the above process does not contravene the Equality Act 2010. Those individuals whom are considered to have an illness, condition or disability that has a long term effect on their ability to carry out normal daily activities may be covered by the Equality Act 2010 and should not be treated any less favourably. Therefore, if an individual has a condition, advice should be sought from HR regarding reasonable adjustments that may need to be made to an individual's work place, e.g. Access to Work assessment, additional risk assessments, equipment requirements, consideration of working routine, etc.

3.5.10. Single Central Record of Recruitment and Vetting Checks

Academies should keep and maintain a Single Central Record of Recruitment and Vetting Checks. This should record all staff who are employed to work at the Academy, all staff that are employed as supply staff, volunteers, governors who work as volunteers and people who are not staff members but provide teaching or instruction. In addition, contractors, PFI and sub-contractors and work experience will also be subject to enhanced DBS's.

4. Final Steps and Considerations

4.1. Induction

An induction programme should be provided for all staff and volunteers newly appointed to the Academy, regardless of their previous experience. At its most basic level, the programme should cover;

- Code of Conduct
- Health and Safety
- Fire Muster Points

- Domestic Information
- Union/Professional Association information
- Policies and Procedures – including, Disciplinary and Grievance, Supporting Attendance, Respect at Work, Capability, Whistleblowing and Confidential Reporting, Safeguarding Children and Safer Recruitment, Physical Intervention, Internet Usage etc.
- Safe practice and the standards of conduct and behaviour expected of staff and students/pupils within School
- Attendance at child protection training appropriate to the person's role should also be arranged.

4.2. Evaluation of recruitment and selection methods

On completion those involved should review each stage of the process to identify successes and to consider constructive suggestions for the continuous improvement of the process for future recruitment.

5. Process for complaints

Any complaints about the recruitment and selection process should be sent to the Academy.



ST. BART'S

MULTI-ACADEMY TRUST

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