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# ENQUIRE LEARNING TRUST APPLICATION PACK

## PRINCIPAL OF GODLEY ACADEMY

Godley Community Primary Academy, Saint John's Drive, Hyde, SK14 2QB











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# CONTENTS:


- Welcome from the CEO
- Trust Values, Ambitions and Vision
- Supporting you as a Principal
- Academy Information
- Job Advert
- Job Description
- Person Specification
- Why join us?

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# Welcome from the CEO...



Welcome to the Enquire Learning Trust. It is a privilege to lead a community of schools united by a shared commitment to excellence, equity, and opportunity. At Enquire, we believe in the power of education to transform lives—and we are proud to work alongside passionate professionals, dedicated governors, and engaged families to make that belief a reality every day.

**Darren Holmes - Chief Executive Officer**

Based in Wakefield, the Enquire Learning Trust operates 32 primary schools across the north of England. Each of these schools works collaboratively to ensure that all pupils receive the very best start to their education. We know that by working together, we can achieve more than any school could alone.

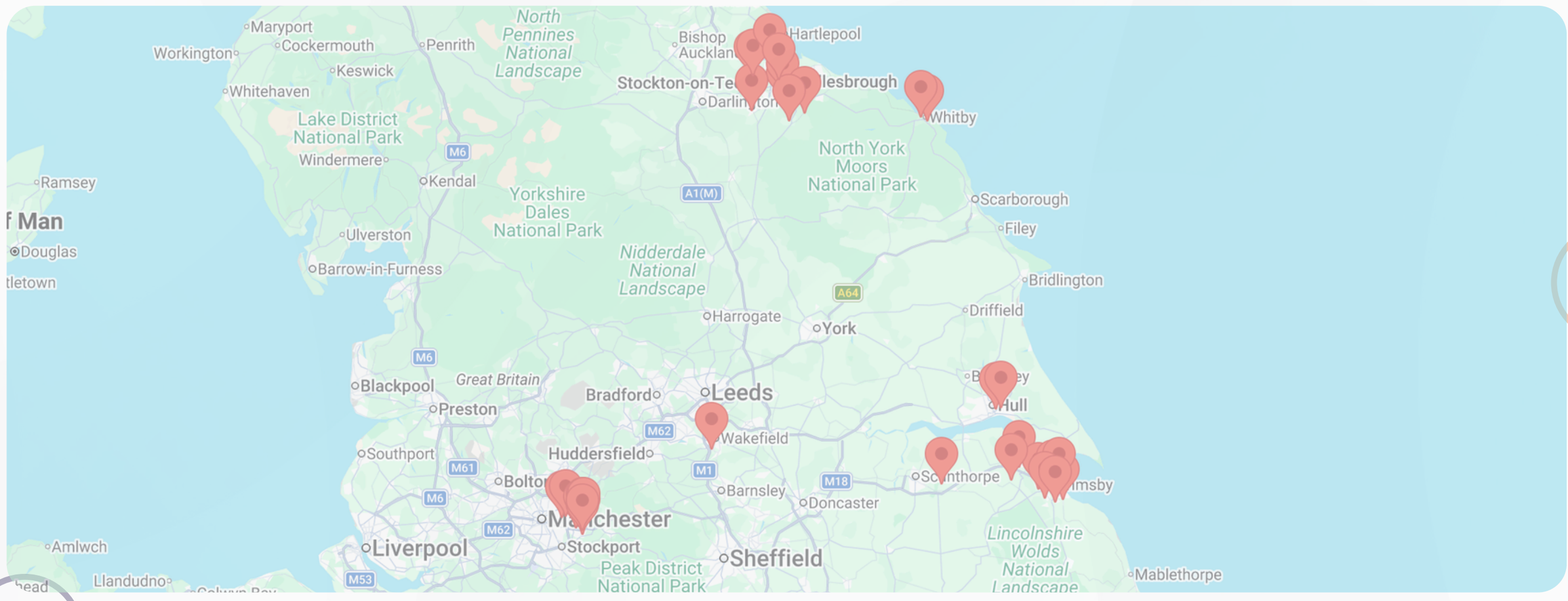
At the heart of our work is a deep sense of botheredness—a commitment to going the extra mile to secure the best outcomes for our pupils, colleagues, and communities. This ethos shapes a culture where care, ambition, and excellence are central to everything we do.

We are relentless in our pursuit of quality, believing that continual improvement is essential to delivering the highest standards in education. Through reflective practice, innovation, and collaboration, we ensure that our schools are always evolving to meet the needs of every learner.

Our people are our greatest strength. We are committed to recruiting, developing, and retaining exceptional staff, and we recognise the vital contribution of every member of our workforce. From classroom to leadership, every role is valued and supported.
Strong, values-led leadership and committed governance provide the foundation for our success. Together, they create the conditions for sustained excellence and empower our schools to flourish.

We also know that education is most powerful when it is a shared endeavour. That's why we actively engage with parents and carers, building meaningful partnerships that support children's learning and wellbeing.

At Enquire, we strive to exceed expectations - because our children deserve nothing less.



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# OUR VALUES AND AMBITION

At Enquire Learning Trust, everything we do is driven by a clear and unwavering purpose: children come first. Across our academies, excellence is not just encouraged—it's expected. We foster a culture where curiosity, reflection, innovation, and discipline are the cornerstones of powerful learning.

We believe every child has the potential to be a powerful learner. And we're deeply committed—extraordinarily bothered, in fact—about making that belief a reality.

# OUR CORE VALUES

- **Our Purpose** – Children always come first.
- **Our Ethos –** We champion quality, curiosity, reflection, innovation, and discipline.
- **Our Mindset** – We act with intelligent urgency, embrace learning as essential, and care deeply about outcomes.
- **Our Commitment –** We pursue excellence with relentless determination.
- **Our Culture –** We are united in strength, yet always mindful of our collective responsibility—only as strong as our weakest link.

# OUR VISION

Our vision is underpinned by bold, transformative ideas that guide our work and inspire our people:

- Total Quality – Excellence is embedded in every aspect of our Trust.
- Diversity, Inclusion & Equity – We ensure fairness and unlock potential for all.
- Professional Development – We invest in lifelong learning for individuals, teams, and the organisation.
- Technological Excellence – We embrace digital innovation to enhance learning.
- Nurturing Talent – We build meaningful careers and develop future leaders.
- Collaborative Advantage – We harness the collective strength of our Trust to drive improvement.
- Responsible Innovation – We tackle challenges with creativity and courage.
- Botheredness – We go above and beyond for our pupils and colleagues.
- Belonging – We cultivate strong, supportive relationships across our communities.
- Empowering Every Child – We ensure every learner has the opportunity to succeed

# ROOTED IN COMMUNITY, COMMITTED TO IMPACT

Our academies are more than schools—they are pillars of their communities. Each one is unique, shaped by its local context and strengthened by deep-rooted partnerships. We actively involve parents and community members in our governance, with representation on our Trust Board and Academy Improvement Committees.

Together, we are building a future where every child is empowered to thrive—and every community is proud to be part of our journey.










# Supporting You as a Principal

At The Enquire Learning Trust, we believe that great Principals need both the freedom to lead and the support to know they are never leading alone.

Our culture is built on botheredness, being prepared to go the extra mile, to notice when something needs attention, to ask the right questions and, most importantly, to care deeply about the people and communities we serve.

That same botheredness extends to how we support our Principals across The Enquire Learning Trust.

If you are successful in joining Enquire Learning Trust, you can expect to become part of a strong and supportive leadership community, with people around you who understand the opportunities and challenges that come with leading a school.

## What can you expect from us?

**Principal-to-Principal support**
You will be part of a local triad with other Principals in the area, creating a trusted space to share experiences, ideas, challenges and successes. Our Hub meetings are arranged by Principals, for Principals, giving you the opportunity to learn from colleagues who understand the role first-hand.

**Dedicated school improvement support**
You will have dedicated time with one of our three Development Officers. They will work alongside you to provide support and challenge, cross-check your Academy Improvement Plan and help ensure your school continues to move in the right direction. They can also signpost you to the right people and expertise across the Trust whenever you need it.

**Direct support from our CEO**
Every school has a relationship with our CEO, Darren Holmes, who provides supervision and personal support to our Principals. You will have direct access to Darren when you need it, whether that is to talk through a challenge, seek another perspective, or have your work and decisions validated.

**Time to develop as a leader**
Three leadership residentials take place each year, giving you dedicated time to step away from the day-to-day, reflect on your leadership, develop your practice and build relationships with other Principals across ELT.

**Practical operational support**
Our CFO and COO visit each school once a term, providing support and guidance around the operational and business aspects of school leadership. Alongside this, you will have access to the expertise of our wider Central Team.

**A supportive start**
Joining a new Trust is a big step, and we want you to feel supported from the moment you arrive. Our induction process is designed around you and your individual needs. You will be allocated a Principal 'buddy' who can share their experience, help you understand how ELT works and support you as you settle into your new role.

*Collaboration at the heart of leadership.*

**We want you to have the confidence to lead your school in your own way, while knowing there is a team around you when you need advice, challenge, encouragement or simply someone to talk to.**

**Because at Enquire, botheredness isn't just about what we do for our pupils. It's about how we show up for each other, too.**

**If you join us, you'll be joining a Trust that is genuinely invested in your success and in the success of your school community.**

# Academy Information - Godley Community Primary Academy

Godley Community Primary Academy is a thriving, inclusive and ambitious school at the heart of the Godley community in Hyde, Tameside. Proud to be part of The Enquire Learning Trust, we are committed to providing every child with the opportunities, support and inspiration they need to succeed.

At Godley, we are passionate about learning and have high expectations for every member of our school community. We strive to ensure that all children achieve their full potential, develop confidence in their own abilities and build aspirations for the future. Our vision, "Believe to Achieve and Shine Together," underpins everything we do and reflects our commitment to helping every child flourish academically, socially and emotionally.

Our mission is simple: to deliver excellence in a happy and nurturing learning environment. We believe that children learn best when they feel safe, valued and inspired. We encourage our pupils to approach learning with confidence and curiosity, developing the knowledge, skills and character that will enable them to become successful learners and active members of their communities. Through engaging, relevant and enjoyable learning experiences, we foster creativity, independence and a lifelong love of learning. Our broad, balanced and ambitious curriculum equips children with the understanding they need to thrive in an ever-changing world.

Collaboration, teamwork and the celebration of achievement are central to our ethos. We value the strong partnerships we have with our families and the wider community and believe that, by working together, we can achieve the very best outcomes for every child.

The culture of our school is built upon our core values of aspiration, respect, responsibility, courage, care and support. These values are embedded throughout school life and shape the attitudes, behaviours and ambitions of our pupils and staff. We encourage every child to dream big, aim high and believe in their own potential, while promoting a culture of kindness, understanding and mutual respect. Pupils are empowered to take responsibility for their learning and choices, developing the independence and accountability that will prepare them for future success. We foster confidence and resilience, encouraging children to embrace new opportunities and approach challenges with determination, while ensuring that wellbeing remains at the heart of everything we do.

What makes Godley truly special is the distinctive character of our school. Our commitment to Team Godley creates a strong sense of belonging, founded on inclusivity, enthusiasm, accountability, meticulousness and positivity. We are passionate about Building Better Learners, developing the lifelong skills of imagination, collaboration, communication and teamwork that enable children to flourish.

We also place great importance on the wider experiences that enrich children's education. Through The Power of Music, pupils develop confidence, creativity, self-expression and cognitive skills, while our strong focus on Oracy helps children become articulate and confident communicators who can express themselves effectively and build meaningful connections with others. Reading lies at the heart of our curriculum, and our commitment to fostering A Love of Books provides rich literary experiences that ignite imagination, broaden horizons and support achievement across all areas of learning.

As a proud member of The Enquire Learning Trust, Godley Community Primary Academy is a school where children are encouraged to believe in themselves, achieve their ambitions and shine together. With a strong commitment to excellence, inclusion and pupil wellbeing, we are dedicated to providing the opportunities and experiences that enable every child to flourish. We are seeking a Principal who shares our vision, values and unwavering belief that every child can achieve, succeed and shine.

# Job Advert
# Principal

**Salary Scale Range: L16-22**
**Start Date: 12th April 2027**
**Contract Type: Permanent**
**Location: Godley Community Primary Academy, Saint John's Drive, Hyde, SK14 2QB**

**About us:**
Godley Academy are looking to appoint an outstanding Principal who is highly motivated, a team player and passionate about raising academic achievements and nurturing the well-being of all children at our school.

**About the role:**
We are seeking to recruit a new leader who will:

- Be a highly motivated, energetic and successful leader with an exemplary track record in leading with integrity, creativity and resilience
- Be an enthusiastic, passionate practitioner, with QTS and at least 5 successful years classroom experience
- Continue to drive a compelling and inspiring vision with strategic leadership to progress the school.
- Understand the complexities of Godley Academy and build upon the solid and successful foundations in place, with a continuous vision for improvement in challenging circumstances.
- Make decisions with the best interests of the children at heart
- Have a positive impact and influence on children, colleagues and the wider community, generating a contagious passion for achieving high standards in learning and delivering outstanding teaching for all
- Have a restless curiosity and eagerness to learn and develop new knowledge, skills and experience to achieve the best way forward for the school;
- Develop and empower colleagues to bring out their best, whilst holding them to account for delivering against clearly defined expectations and standards
- Have excellent interpersonal and communication skills
- Have successfully led a whole school development initiative that has had demonstrable impact on pupil progress and achievement

**What we can offer:**

- Membership of local pension scheme
- Opportunities for development and progression
- Employee Assistance Programme provided by Health Assured
- Cycle to Work Scheme
- Octopus EV Scheme
- Lifestyle savings
- Principal Support

**Visits to school are welcomed please contact the school office and ask for Stephanie Darnbrough (Academy Business Manager) on 0161 368 3162 to arrange.**

**You can apply for this position by visiting The Enquire Learning Trust**

**Closing date and time: 20th November 2026**
**Interview Date: Two Day Interview Process - 8th & 9th December 2026**

**DBS/Safeguarding Statement**
The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an Enhanced Disclosure from the DBS

# Job Description

**Job Title:** **Principal of Godley Academy**
**Location:** **Godley Academy**
**Salary Range:** **L16-22**
**Responsible to:** **CEO - Enquire Learning Trust**

**1.Purpose of the job**
To be responsible for all aspects of the internal organisation, professional leadership, management and control of the academy and for leading supervision over teaching and support staff in accordance with the Instrument of Government. The Principal will have significant delegated responsibilities that are both school wide and Trust wide.

**2.Statutory Requirements**
The appointment is subject to the current conditions of employment for Principals contained in The School Teachers' Pay and Conditions Document, the School Standards and Framework Act 1998, the required standards for Qualified Teacher Status and other current education and employment legislation.

**3.Duties and Responsibilities**
***A. Strategic direction and development of the academy***
Work with the Trust and Academy Improvement Committee to develop a strategic view for the academy in its community and analyse and plan for the future needs and further development of the academy within the local, national and international context:

- To formulate overall aims and objectives for the academy and policies for their implementation;
- To lead by example, provide inspiration, motivation and embodiment for the pupils and parents, of the vision, purpose and leadership of the academy;
- To create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life;
- To secure the commitment of parents and the wider community to the vision and direction of the academy;
- To create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- To ensure that all those involved in the academy are committed to its aims and motivated to achieve them, involved in meeting long, medium and short term objectives and targets which secure the educational success of the academy;
- To ensure that the management, finance, organisation and administration of the academy, to support its vision and aims ;
- To ensure that policies and practices take account of national, local and academy data, and inspection and research findings;
- To monitor, evaluate and review the effects of policies, priorities and targets of the academy in practice, and take action if necessary.
- To ensure a commitment to safeguarding and promoting the welfare of children and young people.

***B. Teaching and Learning***
Secure and sustain effective teaching and learning throughout the academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement:

- To create and maintain an environment and a code of behaviour and conduct which promotes and secures excellent teaching, effective learning, high standards of achievement, excellent behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;
- To determine, organise and implement the curriculum and its assessment, and to monitor and evaluate them in order to identify and act on areas for improvement;
- To ensure that effective, appropriate pastoral support is available to pupils;
- To ensure that pupils develop skills in order to learn more effectively and with increasing independence;
- To monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement;
- To ensure proper standards of professional performance are established and maintained;
- To ensure that the academy complies with the statutory requirements that promote equal opportunities for all;
- To develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- To create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

***C. Leading and Managing Staff***
To lead, motivate, support, challenge and develop staff to secure improvement:

- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for each teacher and other members of staff, in work carried out in academy and work carried out elsewhere;
- To participate, as appropriate, having regard for other duties, in the teaching of pupils at the academy;
- To consider the extent to which the Principal's duties may be delegated to any deputy or assistant Principal;
- To arrange for a Vice Principal or other suitable person to assume responsibility for the discharge of the Principal's functions at any time when the Principal is absent from the academy;

- To ensure that communication channels exist in the academy enabling all staff to receive information they need in order to carry out their professional duties effectively;
- To motivate and enable all staff in the academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- To sustain their own motivation and that of other staff;
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- To participate in arrangements for Principal performance management;
- To ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction;
- To ensure that professional duties and conditions of employment as set out in the Academy Teachers' Pay and Conditions document, including those for the Principal, are fulfilled.

**D. Efficient and effective deployment of staff and resources**

To deploy people and resources efficiently and effectively to meet specific objectives in line with the academy's strategic plan and financial context:

- To work with the Trust and senior colleagues to recruit staff of the highest quality available;
- To prepare and consult with staff regarding job descriptions;
- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- To advise the governing body and implement decisions in relation to staffing;
- To advise the governing body on the adoption of effective procedures to deal with the competence and capability of staff;
- To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations;
- To make arrangements, if so required, for the security and effective supervision of the academy buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority.
- To undertake responsibilities as defined in the Health and Safety policy.
- To ensure that appropriate risk assessments are undertaken before sanctioning any participation in any potentially hazardous activity.
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

**E. Accountability**

**To be accountable for the efficiency and effectiveness of the academy to the Academy Improvement Committee members, including pupils, parents, staff, local employers and the community:**

- To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- To report to the governing body on the discharge of the Principal's functions and the affairs of the academy;
- To create and develop an organisation in which all Academy Improvement Committee members and staff recognise that they are accountable for the success of the academy;
- To present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, including parents, Academy Improvement Committee members, the community, OFSTED, and others, to enable them to play their part effectively;
- To ensure that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the academy's targets for improvement.
- To report to the Academy Improvement Committee annually on the performance management of teachers at the academy in relation to the School Teachers Pay and Conditions Document.
- To provide information about the work and performance of staff where it is relevant to their future employment.

**Additionally, as an employee of the Trust:**

- Ensure all work is undertaken in line with Trust policies, procedures and guidance documents including (but not limited to); child protection, health, safety, equality, security and confidentiality.
- Hold ultimate accountability for the implementation and maintenance of GDPR related issues within the academy.
- Pay particular attention to the Information Governance Policy and its subsequent policies and the guidance within, in relation to keeping information and data safe and understanding your individual and collective responsibilities.
- Take responsibility for reporting and acting upon any personal concerns held for the safety, security and appropriateness of data and information storage or processing.
- Ensure compliance with the Trusts Equality Policy at all times and promote the Trust values of equality and treat all employees and colleagues in a professional and respectful manner at all times.

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# Person Specification

| | Ess | Des | MOA |
|---|---|---|---|
| **Knowledge/Qualifications** | | | |
| Graduate with Qualified Teacher Status | * | | A/C |
| Achieve NPQH or other recognised leadership course – including the Enquire Learning Trust's Leadership Development Programme. | | * | A/C |
| Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements | * | | A/I |
| Comprehensive knowledge of performance management requirements in an educational context | * | | A/I |
| **Experience** | | | |
| Experience of senior management at assistant or vice principal level | * | | A/I/R |
| An excellent classroom practitioner with the highest expectations for the welfare and progress of all students | * | | A/I/R |
| Have a thorough understanding of curriculum development | * | | A/I/R |
| Experience of monitoring and improving the quality of teaching and learning | * | | A/I/R |
| Proven experience of developing excellent working relationships with all stakeholders | * | | A/I/R |
| Proven experience in the analysis of performance data for the purposes of target setting and evaluation | * | | A/I/R |
| Have experience of strategic planning | * | | A/I/R |
| Have a proven commitment to excellent and respectful behaviour from the whole academy community | * | | A/I/R |
| **Skills** | | | |
| Demonstrable ability to work effectively in a wide range of partnerships to achieve academy improvements | * | | A/I/R |
| Proven ability to lead and manage significant whole academy initiatives | * | | A/I/R |
| Excellent management, motivational and communication skills | * | | A/I/R |
| Lead, manage and co-ordinate staff through an effective team based approach | * | | A/I |
| Ability to understand complex organisations and work with clearly defined line management and supervision structures | * | | A/I/R |
| Ability to monitor and evaluate the work of others; to offer support and intervention where necessary | * | | A/I/R |
| **Behaviour and other related characteristics** | | | |
| Commitment to raising standards and achieving the highest standards of achievement for young people | * | | A/I |
| Ability to work on own initiative and be pro active | * | | A/I/R |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility | * | | A/I |
| A commitment to abide by and promote the Academy's Equal Opportunities, Health and Safety and Child Protection Policies | * | | A/I |
| A commitment to safeguarding and promoting the welfare of children and young people | * | | A/I |
| The post holder will require an enhanced DBS | * | | C |

# Contact Details:

**School Name - Godley Academy**
**School Address - Godley Community Primary Academy, Saint John's Drive, Hyde, SK14 2QB**

**HR Contact: Leah Collins - Director of People**
**Telephone: 01924 792960**
**Email: hr@enquirelearningtrust.org**

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.

DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

All documentation will be treated confidentially and processed in accordance with Data Protection regulations

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# WHY JOIN US?

We believe that our people are our greatest asset. That's why we offer a range of benefits designed to support your wellbeing, finances, and work-life balance.

## HEALTH AND WELLBEING

### Health Assured Employee Assistance Programme

All employees have access to Health Assured, a confidential support service providing:

- 24-hour wellbeing, information and counselling helpline
- Access to a dedicated wellbeing app
- Legal and financial information
- Mental health and wellbeing support
- Online resources, videos and tools

Whether you need practical advice or emotional support, help is available whenever you need it.

## FINANCIAL BENEFITS

### Cycle to Work Scheme

Our Cycle to Work Scheme helps colleagues save money on bicycles and accessories while promoting a healthier and more sustainable commute.

### Octopus Electric Vehicle Scheme

Through our partnership with Octopus Electric Vehicles, employees can access electric car leasing through a salary sacrifice arrangement, making the switch to greener travel more affordable.

### Wills and Benefits Service

Employees can access specialist services and advice to help with future planning and provide peace of mind for themselves and their families.

## LIFESTYLE BENEFITS

### Tastecard Membership

Enjoy access to Tastecard at a discounted rate, offering savings on:

- Restaurants and dining out
- Cinema tickets
- Days out and attractions
- Travel and leisure activities

## EMPLOYEE DISCOUNTS

Benefit from access to a wide range of discounts on everyday spending, including:

- Shopping and retail
- Technology and electronics
- Supermarkets
- Travel and holidays
- Leisure and entertainment

## WORKING TOGETHER

We are committed to creating a positive, supportive workplace where colleagues can thrive professionally and personally. Our benefits package is designed to help you look after your wellbeing, save money, and enjoy a healthy work-life balance while making a difference to the children and communities we serve.
Supporting our people, so they can support others.