



Appointment Information Pack



Vacancy	KS2 Teacher & Maths Leader responsible for basic skills
Location	Deepish Primary Academy
Start date	Monday 16 th April 2018
Closing date& time	Friday 5 th January 2018 @ midday
Salary	£22,917 - £38,633 & TLR 2B (£4441 p.a.) Focus-Trust follows the Teacher Pay & Conditions
Return application to	c.drake@focus-trust.co.uk

Welcome from the Academy Principal

Thank you for your interest in the post of Teacher and Maths Leader with responsibility for basic skills at Deeplish Primary Academy.

We are looking to build upon our last successful Ofsted inspection which has taken us out of Special Measures to our new grading of Requires Improvement with some elements of Good. One of the areas we need to address is the children's understanding of and use of basic skills in Maths.

We want an experienced KS2 teacher to join our close and successful team to further drive improvements in Maths. The successful candidate will work under the direction of the Vice Principal in raising standards in Maths across the whole academy.

I am extremely proud to be the Principal of such a warm and friendly school as Deeplish. We are making great progress in improving the school and we are looking for a lively and energetic teacher with a track record to join our team.

Deeplish is a very popular school based in the heart of a strong and close knit community with a firm commitment to prepare children for an ever changing world.

Whatever the needs of our children we aim to ensure they thrive at Deeplish, feeling safe, having fun and enjoying success. We want our pupils' time in our school to be memorable, build on what they know and can do and help them become lifelong learners.

We value the partnership between home and school and encourage all parents to take an active part in the education of their children. The partnership between school staff, parents, governors and other stakeholders is an essential one. Children are at the heart of all we do and their social and emotional well-being, as well as their academic achievements are very important.

Prospective candidates are welcome to visit the Academy, please contact Mrs Drake to arrange a suitable date and time.

Shortlisting will take place on Friday 5th January 2018.
Interviews will take place on Wednesday 17th January 2018.

Post to commence Monday 16th April 2018.

Academy details

Address	Derby St, Rochdale, Lancs. OL11 1LT
Telephone	01706 392480
Email	c.drake@focus-trust.co.uk
Website	www.deeplishprimaryacademy.co.uk

Job Description

School/Academy	Deeplish Primary Academy
Job title	KS2 teacher & Maths Leader responsible for Basic Skills
Accountable to	Principal
Line manager	Vice Principal

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

- To ensure all pupils achieve high standards of learning and well-being.
- Be responsible for leading and co-ordinating, raising standards and improving teaching– basic skills in maths
- To be an exemplar of excellent professional primary practice and provide a model of excellent professional practice for all staff – raising standards throughout the school
- To identify and share best practice across the whole school – critically assessing best practice in the delivery of basic skills in maths
- To liaise with the Vice Principal to use data in a diagnostic manner to identify the strengths of the school and its areas for development
- Play an active role in school strategic planning as a member of the school's leadership team.

Main duties – Maths Leader with specific responsibility for basic skills

- Represent the views and interests of your year group and core subject in the Leadership Team and, in so doing, share leadership responsibility for:
 - Raising standards of teaching and learning
 - Academy self-evaluation
 - Academy improvement planning
 - The development of school policies and procedures
 - Annual whole academy budgeting and reviews
 - Staff deployment and development across the academy
- Contribute and organise school activities, such as parents' evenings, parental workshops and liaison with the local community.
- Represent the school when the Principal/Vice Principal/Assistant Principals are not available.
- Lead the appraisal of a group of teaching assistants.

Curriculum Development & Teaching and Learning

- Be responsible for ensuring broad and balanced curriculum with a specific focus on Maths provision across the whole school, focused on high achievement.
- Support the organisation of the Key Stage, including timetables, rotas and effective deployment of support staff, with a specific focus on the needs of Maths.
- Liaise closely with SLT and other members of the MLT to ensure continuity and progression across year groups and Key Stages.
- Develop and enhance classroom practice in all curriculum areas across the whole academy with specific focus on Maths in order to raise standards and improve achievement.
- Ensure a rich and stimulating environment for children through the development and maintenance of appropriate resources in Maths.

- Ensure that children and staff are appropriately prepared for statutory and optional tests and assessments in Maths.
- Ensure that assessment tasks are completed termly, collate assessments and have responsibility for recording attainment on subject lists in order to improve pupil progress.
- Lead moderation of Maths both in the Academy and take part in moderation activities across the Trust and LA.
- Be accountable for and implement strategies to raise standards of pupil achievement and progress in maths.
- Report to the Senior Leadership Team on standards and attend Governors' meetings as requested.
- Lead the development of effective curriculum links with Focus-Trust, LA, partner schools, the community and external agencies in close collaboration with the Inclusion Lead and SLT and SMT.
- Lead INSET programmes within school.

Pastoral Care

- Promote the general progress and well-being of individual pupils across the specific Key Stage.
- Lead Key Stage assemblies and Collective Acts of Worship when necessary.
- Be responsible for monitoring pupils' welfare and standards of behaviour in the Unit, supporting and guiding staff on appropriate strategies, meeting parents where necessary and alerting the Senior Leadership Team to more complex difficulties.

Team Leadership in the Key Stage

- Lead by example, promoting good classroom organisation and management and being proactive in new initiative and curriculum development.
- Establish good relationships, encourage good working practices and support and lead teachers in the Key Stage.
- Lead, support, motivate and direct support staff within the class / Key Stage.
- Support in the organisation of team meetings to ensure that school policies and practices are being delivered, taking and sharing minutes.

Main duties – Teacher

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms, around the academy and when learning off-site, in accordance with the Academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area or strand of school improvement (excl NQT).

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and values of the Focus-Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Comply with the requirements of all policies, procedures & handbooks of the Focus-Trust and individual academy.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

KS2 Teacher & Maths Leader responsible for basic skills

Personnel Specification

Key:

App- application form

Ref- Reference

SP- Selection process. This could include a range of exercises, including an interview

Knowledge, experience and skills		
	Essential/ Desirable	How identified
Experience	E/D	App/sp
Ability of raising attainment of all pupils	E	App/sp
Ability to reflect on practice and improve teaching methods to increase pupils achievements	E	App/sp
Ability to continually improve teaching and learning through schemes of work, assessment and extra curriculum activities etc.	E	App/sp
Experience of raising attainment and accelerating progress in maths across KS2.	E	App/sp
Knowledge		
Up- to- date knowledge of the primary curriculum	E	App/sp
Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour	E	App/sp
Knowledge and understanding of Maths across the curriculum, with a specific focus on basic skills.	E	App/sp
Having high expectations of children employing strategies to raise standards of attainment, particularly in Maths.	E	App/sp
A secure knowledge and understanding of curriculum areas and be able to plan lessons in collaboration with colleagues.	E	App/sp
A proven track record as an excellent, creative teacher who motivates and inspires children.	E	App/sp
Ability to act as a role model of good classroom practice and model effective strategies for staff.	E	App/sp
Experience and understanding of planning for, monitoring and evaluating the progress of pupils.	E	App/sp
Skills		
Able to play a full and active role in a team	E	App/sp
Clear understanding of expectations, accountabilities and consistency	E	App/sp
Aligned with the Trusts values	E	App/sp
Motivated to continually improve standards and achieve excellence	E	App/sp
Commitment to the safeguarding and welfare of all pupils	E	App/sp
Excellent classroom practitioner	E	App/sp
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	E	App/sp
Excellent communication, planning and organisational skills	E	App/sp
Recent leadership experience, including leading a curriculum area.	E	App/sp
Experience of leading appraisal / performance management reviews.	D	App/sp
Ability to act as a role model of good classroom practice and model effective strategies for staff.	E	App/sp
Fulfil wider professional responsibilities		
Understand when and how to seek advice and support.	E	App/sp
Able to develop and maintain good relationships with staff, parents, pupils, governors and the community	E	App/sp
Committed to own development as a professional.	E	App/sp
Able to reflect on own practice and identify areas for improvement	E	App/sp
Qualifications and training		
Qualified Teacher Status or other educational qualification	E	App
Qualified to degree level and above	E	App
Evidence of further professional development.	E	App/sp
Personal qualities and attributes		
Moral purpose (Equality, children and adults treated with respect)	E	SP
Excellent communicator (Listening, putting a message across)	E	SP
Child centred	E	SP
Resilient	E	SP
Integrity	E	SP
Self-motivated and able to motivate others	E	SP
Enjoys challenge	E	SP
Works to deadlines	E	SP
Enthusiastic and optimistic	E	SP

About our Academy

Academy vision

'Growing great learners'

Our pupils

The children at Deeplish are a real strength of the school. Pupils' behaviour, their relationships with all people and their eagerness to learn makes the school a great place to be. Pupils get on well together and their relationships with each other and their teachers are characterised by warmth and mutual respect. We have a very active School Council who play a key role in how school runs and how we will take the school forward in the future.

Our staff

The staff at Deeplish are committed to providing the best possible education for all children. They work extremely hard to nurture and develop children so they achieve their full potential in a supportive environment.

Our geographical area

Deeplish Primary Academy is located near to the centre of Rochdale. We are at the heart of a close knit community and work in conjunction with our parents to make the best possible outcomes for our children.

Our facilities

Deeplish is a modern school (completed in December 2011) which is currently growing to be a fully two form entry. The classrooms are light and spacious and well equipped to ensure the children have a learning environment conducive to the 21st century. We are extremely fortunate to have large grounds which have been designed and developed to support childrens' learning.

Our school organisation

- Principal
- Vice Principal
- Assistant Principals
- TLR holders
- Teachers
- Support staff

Our curriculum

We offer a broad and balanced curriculum which gives the children a wide range of experiences to develop the whole child. Our curriculum is geared to giving children a firm grounding in the necessary skills to succeed in an ever-changing world as well as providing them with the solid foundations of reading, writing and maths.

Our extra-curricular activities

We place a high value on extra-curricular activities as these help to develop the whole child. Examples of these are our drama, football and English Speaking Board clubs.

Academy Quick Facts	
Type of school	Primary
Age range	3-11
Location/LA	Rochdale
Number of children	430

Number of teaching staff	17
Number of support staff	34
% FSM	32
% SEN	7
% EAL	94

About The Focus-Trust

Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The Focus-Trust Charter

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter outlines the behaviours and expectations for everyone.

Commitment

'Learning together – making the difference'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Share expertise and best practice for the benefit of all learners

Be **fair**, honest and inclusive – demonstrating integrity

Dare to do things differently and have a go

We expect **learners** to:

- **achieve** well;
- **feel safe and secure** to **take risks** and make mistakes;
- **want to improve** and know how to improve;
- have **high aspirations** and be ready for the next steps in learning and life;
- have **high expectations** of self;
- be **independent, resilient** and **respectful** of self and others;
- be **tolerant** and **open-minded**;
- be **happy** and **confident**;
- have both **independent** and **collaborative learning skills**; and
- be **proud of their community** and know how to contribute to it.

'Learning together – making the difference'



We expect **teaching** and the **curriculum** to:

- challenge, excite and engage;
- be based on prior assessment and use well-judged teaching strategies in order match individual needs accurately;
- provide constructive feedback to ensure that all children make significant gains in their learning;
- promote independent and collaborative learning;
- promote British values and prepare pupils for life in modern Britain; and
- embed basic skills which are used and applied.

We expect **parents and carers** to:

- ensure that their child has excellent attendance;
- ensure that their child arrives at school on time and is collected on time;
- support their child with home learning;
- attend meetings with their child's teacher; and
- support the ethos and work of the academy.

We expect **staff** to:

- take responsibility for pupil outcomes;
- demonstrate high expectations of behaviour, personal development and academic progress;
- create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
- value and reward both effort and excellence;
- model respect and tolerance;
- enjoy working with children;
- want every child to be the best they can be;
- adopt an aspirational, no excuse, approach to their work;
- ensure learning is challenging for all pupils;
- ensure that parents and carers are respected and treated as partners in learning;
- be proactive, take responsibility and keep up to date; and
- make a difference to the academy.

We expect **leaders** to:

- be ambitious for the success of the academy and the Trust, showing relentless determination;
- model Focus-Trust behaviours and values;
- ensure that teaching maximises progress;
- hold staff to account for their practice and the outcomes the children achieve;
- take responsibility for the success of the academy;
- take responsibility for the wider success of the Trust and all its children;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community; and
- value both effort and excellence.

Professional development opportunities with the Focus-Trust

All the academies within the Trust are willing partners who have actively chosen to join the Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group. Each of the academies within the Trust is autonomous and has their own distinctive ethos which meets the need of their community.

From the outset, a half termly Leaders' Forum (attended by Principals and their Deputies) has met. The purpose of the Leaders Forum is to deal swiftly with operational issues and focus mainly on pedagogical/educational issues. This has enabled a great deal of sharing of best practice from within the academies. Staff benefit from the opportunity to link across a wider community of diverse academies.

A range of other forum groups are in place and have received overwhelmingly positive feedback and support. These include:

- English Leaders – externally facilitated
- Mathematics Leaders – externally facilitated
- Science Leaders – externally facilitated
- Early Years Leaders – externally facilitated
- Governors
- SENCOs
- Business Managers
- Y2 teachers
- Y4 teachers
- Y6 teachers
- Phonic leaders

All of the above forums have enabled staff at all levels to benefit from enhanced professional development and mutual support.

The Trust runs its own programme for the induction of newly qualified teachers. It welcomes School Direct students and has successfully recruited them into permanent teaching positions in our academies.

For more information about how Focus Trust develops its staff, please go to the Focus Trust website www.focus-trust.co.uk

What you might need to know before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Terms and conditions

Terms and conditions at the Focus Trust reflect those found nationally.

Pensions

The Focus Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Continuous Service

The Focus Trust recognises continuous service with local authorities

Employer Relations

The Focus Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the academy have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the academy or contact the Principal for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Complete the Disqualification by Association form
7. Return your (i) application form, (ii) knowledge and skills profile, (iii) equal opportunity monitoring form and (iv) Disqualification by Association form by the closing date and time.

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements.

Disqualification by Association form

All job applicants are expected to complete the form to assist us in complying with statutory requirements.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**