

# Deputy Headteacher Application Pack January 2019



## **Yew Tree Community School**

Alcester Street  
Chadderton, OLDHAM OL9 8LD  
[info@yewtree.oldham.sch.uk](mailto:info@yewtree.oldham.sch.uk)  
[www.yewtree.oldham.sch.uk](http://www.yewtree.oldham.sch.uk)

Tel: 01612845464

Executive Headteacher: Mrs M R Buckley - Head of School: Mr M R Bhatti



Dear Teacher,

We are pleased that you have spotted our advertisement for a Deputy Headteacher of the MY Schools Together federation of schools.

The federation, which came into effect in September 2012 comprising two schools; Mather Street Primary School of 220 students and Yew Tree Community School of 650 students.

Both schools are under Oldham Local Authority and are approx. 2.3 miles in distance apart.

Our staff have a positive impact in the federation. We concentrate on teaching and learning, staff development, satisfying career aspirations, supporting innovation and pastoral care for our children, their families and for ourselves.

If this is the kind of working environment that appeals to you, please check the job description and person specification (found in the application pack) and decide if the role is for you.

I would be grateful if you return your completed application form to [m.buckley@yewtree.oldham.sch.uk](mailto:m.buckley@yewtree.oldham.sch.uk) The closing date is **Friday 08<sup>th</sup> March at 5pm.**

An informal visits to the school is offered and will be arranged on **Thursday 28<sup>th</sup> February 2019** in the morning.

Yours faithfully,



Mrs M R Buckley  
**Executive Headteacher**

**Deputy Headteacher – MY Schools Together**  
**L7 -11 (Negotiable depending on experience)**  
Yew Tree Community School/Mather Street Primary School

We are looking for an experienced, dynamic and imaginative leader to complement a strong leadership team that has worked together for many years. We want to strengthen our team by adding a leader who aspires to headship.

The successful candidate will already be a member of a SLT, will understand the complexities of running a school on a daily basis and will have led a school through significant curriculum change from conception to implementation to evaluation.

The new Deputy will primarily be based in Yew Tree Community School but will have a senior leadership role within Mather Street Primary School too. Both schools are in areas of significant deprivation and the successful candidate will have a strong commitment to pastoral care for children and parents.

**APPLICATION PROCESS**

1. Please complete the enclosed application form.
2. Please return the application form to [m.buckley@yewtree.oldham.sch.uk](mailto:m.buckley@yewtree.oldham.sch.uk) on or before the closing date of **Friday 08<sup>th</sup> March 2019 at 5pm.**

**INTERVIEW PROCESS – 2 DAYS and an observed lesson**

1. If your application is successful, you will be notified by letter/email on **Wednesday 20<sup>th</sup> March 2019**
2. Successful candidates on day 1 will be invited back to day 2
3. Interviews and observations are scheduled for the week beginning **01<sup>st</sup> April 2019**

**FORMAT FOR SELECTION**

1. Application Form
2. Lesson observation/Interview/tasks
3. A detailed task to be confirmed on day 1

## **DATA PROTECTION STATEMENT**

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

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form is separated from the application form prior to shortlisting and will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 1998 and GDPR Regulations 2018.

## **Safeguarding Children**

MY Schools Together is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **MY Schools Together Professional Offer**

The federation takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, in-school policies.

## **Expectations**

- All staff respect and promote British values.
- All staff are committed to continually improving their teaching or professional skill set.
- All staff engage positively in training and support programmes.
- All staff read and follow the policies and procedures.
- All staff recognise we work together as a team to enrich students' learning and improve outcomes.

## **We offer**

- Teachers' Pension Scheme
- Professional Development Opportunities
- Well-being services including – 24hr GP, Medical Screening, Operation Support, Physiotherapy, Counselling Services and much more
- Free parking
- Staff room

## DISCLOSURE

<b>Post : Deputy Headteacher</b>	
<b>Level of Disclosure Required</b>	<b>Enhanced</b>

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service.

The federation is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE FEDERATION CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The federation will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Code of Practice issued by the Disclosure & Barring Service, which guides the federation's use of Disclosures in Recruitment, is also available from the Business Manager upon request.

## Recruitment Privacy Notice

### Policy Statement

As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you with the shortlisting panel and Admin staff during your application process.

#### *Up to and including shortlisting stage:*

- your name and contact details (i.e. address, home and mobile phone numbers, email address), national insurance number;
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), teacher number (if applicable), membership of professional bodies and interests;
- details of your referees;
- whether you are related to any member of staff, governors or directors/trustees; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

#### *Following shortlisting stage, and prior to making a final decision*

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;\*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*



- medical check to indicate fitness to work;\*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);\*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);\* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

### **Where do we get information from about during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

### **Why do we use this information?**

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

### **How long will we hold information in relation to your application?**

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. If you are unsuccessful we will hold your personal data only for six months, after which time it will be securely deleted/destroyed.

### **Who will we share information with about your application?**

We will not share information gathered during your application process with third parties, other than professional advisors.

## **Rights in relation to your personal data**

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Stephen Mould – Business Manager

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact Stephen Mould – Business Manager. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

## **Concerns**

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.



## **JOB DESCRIPTION – DEPUTY HEADTEACHER**

<b>POSITION:</b>	<b>DEPUTY HEADTEACHER</b>
<b>ACCOUNTABLE TO:</b>	<b>EXECUTIVE HEADTEACHER AND GOVERNING BODY</b>
<b>ISR:</b>	<b>L7 – L11 (£49,604 - £54,401) Negotiable depending on experience</b>

### **MAIN JOB PURPOSE**

The core purpose of the Deputy Headteacher is to work in partnership with the Executive Headteacher and Head of Schools in securing effective education for all pupils at the school and the continuous improvement of teaching and learning in school. The deputy Headteacher will be responsible for all aspects of the school in the absence of the Executive Headteacher or Head of Schools.

### **KEY RESPONSIBILITIES**

*The role of the successful applicant will encompass the following areas however the specific nature and balance of these responsibilities will vary according to the strengths of the successful applicant and how these complement and/or meet the needs of overall school leadership requirements.*

- To assist the Executive Headteacher in providing professional leadership and management of the school in collaboration with staff and governors
- To work in partnership with the Executive Headteacher and other school leaders in ensuring high standards and continuous improvements in teaching and learning in order to secure the best possible outcomes for all children
- To promote and develop community and family engagement in all aspects of school life
- To promote and safeguard the welfare of all children in school
- To undertake the professional duties of the Deputy Headteacher as set out in the current Teachers Pay and Conditions of Service Document
- To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the Professional Standards for Teachers Document

### **LEADERSHIP AND MANAGEMENT**

- To assist the Executive Headteacher, Leadership Team and Governors in shaping a vision and direction for the school, setting out very high expectations with a clear focus on pupil attainment and progress
- To play a significant role in setting the aims and objectives for the school and in formulating the School Improvement Plan (SIP) along with the Executive Headteacher, Senior leaders and Governors
- To inspire, motivate and influence staff and pupils, taking a lead role in maintaining the highest standards of teaching, learning, pupil engagement and children's safeguarding
- To assist and support the Executive Headteacher in school self-review and self-evaluation in order to effectively plan and manage all relevant school resources to secure continuous improvements in pupil outcomes

- To provide effective leadership, management and support to individuals and/or teams of staff and to contribute to the school's professional development programme including coordinating training or delivering INSET as required
- Monitor and evaluate the quality of teaching and learning
- To assist the Executive Headteacher with the implementation of the school's Performance Management Policy to secure school improvement and individual professional development and performance
- To provide an excellent role model for all members of staff and for pupils in all aspects of school life and offering professional support and guidance as required. To be an exemplar of all school policies and practices and to actively promote the aims, ethos and vision across the whole school community
- To lead on specific aspects of school systems e.g. lunchtime
- To keep up-to-date with local and national initiatives and research options for alternative school systems
- To assist the Executive Headteacher in all aspects of the day to day administration of the school and to undertake the professional duties of the Executive Headteacher in his/her absence
- To implement the governing body's policies and equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special educational needs

### **CURRICULUM DEVELOPMENT**

- To lead on the development, organisation and implementation of a broad and balanced school curriculum ensuring that teaching and learning across all key stages forms a coordinated, coherent curriculum entitlement for all pupils
- To monitor and evaluate school policies and curriculum development, teaching and learning, assessment, recording and reporting to support progress and development with regard to whole school standards
- To ensure that information on pupil progress is used to improve teaching and learning to inform and motivate pupils, and to inform staff, governors and parents in order to secure continued school improvement
- To promote extracurricular activities in accordance with the educational aims and ethos of the school

### **TEACHING, LEARNING AND ASSESSMENT**

- To lead teaching and learning in EYFS, Key Stage 1 and Key Stage 2 as required
- To lead a core or foundation subject(s) at the discretion of the Executive Headteacher
- To be an outstanding practitioner and excellent role model, exemplifying high standards of teaching and learning and high expectations for all pupils and staff
- To carry out teaching duties as required providing a model of excellence for all colleagues
- To use coaching and mentoring to improve standards in teaching and learning
- To provide leadership and support in the development of high quality teaching and learning strategies throughout the school with a focus on continuous improvement in pupil outcomes
- To provide leadership and support for colleagues ensuring good or better teaching practice across the curriculum by maintaining an informed view of standards and the quality of teaching and learning across school

- To support the Executive Headteacher in the analysis of class, key stage and whole school data to evaluate specific areas of pupil progress and attainment to continue to drive standards forward
- To undertake a significant role in maintaining a high standard of pupils' behaviour, discipline and learning engagement and supporting other staff as necessary

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- To ensure the maintenance of a structured environment for effective learning and teaching, good behaviour and for pupils' spiritual, moral, social, physical and cultural development
- Show commitment to continuing professional development and help lead the professional development of all staff through performance management, coaching, mentoring, peer support and target setting
- To actively promote equality of opportunity and inclusion in ensuring that the school provides the best possible education for all pupils taking into account ethnicity, gender, special educational need, disability, pupils learning English as an additional language and others with social and/or emotional needs that may impact on learning and development
- To contribute to the development, organisation and implementation of the school's policies regarding the personal and social development of pupils including pastoral care, behaviour management, guidance and safeguarding
- To liaise with parents and families to support pupil well-being, attendance and active involvement in school life
- To have a commitment to inclusion, equal opportunities and the development of community cohesion

### **THE MANAGEMENT OF STAFF AND RESOURCES**

- To participate in association with the Executive Headteacher in the selection and deployment of teaching and non-teaching staff in the school
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- To participate in arrangements made in accordance with the regulations for the appraisal of the performance of teachers and teaching support staff within the school
- To contribute to staff development and the provision of professional advice and to support the identification of staff training and professional development needs
- To demonstrate effective leadership, representation and liaison both within the school community and with external stakeholders and agencies
- To maintain good relationships with individuals, groups of and staff unions and associations
- To contribute to the formulation of the school's policies and procedures concerning resource management
- To allocate, control and account for those financial and material resources of the school which are delegated by the Executive Headteacher
- Understand how to evaluate and review the cost effectiveness of spending decisions in terms of best value and value for money
- To promote an active learning and working environment which stimulates learning and enhances the appearance of the school

- To contribute to arrangements for the security and effective supervision of the school, the school buildings, contents and grounds including aspects of health and safety

### **RELATIONSHIPS**

- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and presenting reports
- To help in maintaining and developing effective communications and links with parents and families and to provide positive responses to concerns and problems regarding their children's education
- To develop family partnerships for learning including parent workshops and homework
- To liaise with other professional bodies, agencies and services
- To develop and maintain positive links and relationships with the community, local organisations and employers and ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community
- To promote a positive image of the school

### **CONTACTS**

Teaching staff, teaching support staff, other support staff, pupils, parents, governors, visitors to school and other professional agencies

### **RELATIONSHIPS TO OTHER POSTS**

Supervision given to teaching staff, teaching support staff and other support staff as required/directed. Supervision received from the Executive Headteacher or Head of School.

### **SPECIAL CONDITIONS**

The post is subject to an enhanced Disclosure and Barring Service (DBS) check and the applicant will be required to actively promote the safeguarding and welfare of young people and children

## Person Specification/Selection Criteria for Deputy Headteacher at MY Schools Together – Yew Tree Community School

*Source Key: A= Application Form; I = Interview*

*Note: Candidates failing to meet any of the essential criteria will automatically be excluded*

	Essential (E) Desirable (D)	Source
<b>Qualifications, Experience and Professional Development</b>		
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	E	A
<ul style="list-style-type: none"> <li>• Degree</li> </ul>	E	A
<ul style="list-style-type: none"> <li>• Other relevant qualifications</li> </ul>	D	A
<ul style="list-style-type: none"> <li>• Professional development in preparation for deputy headship</li> </ul>	E	A/I
<b>Leadership and Management Experience</b>		
<ul style="list-style-type: none"> <li>• Substantial and current experience as a senior leader in a primary school</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience in school self-evaluation and improvement planning</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience of monitoring, evaluation and review</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience of securing and sustaining effective learning and teaching to raise standards, successfully challenging underperformance</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience of data analysis and target setting</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience of policy development and implementation</li> </ul>	E	A
<ul style="list-style-type: none"> <li>• Experience of and the ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET)</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Experience of contributing to the performance management of colleagues</li> </ul>	D	A/I
<ul style="list-style-type: none"> <li>• Awareness of financial management requirements within a primary school</li> </ul>	D	A/I
<ul style="list-style-type: none"> <li>• Experience as a Deputy or Assistant Headteacher</li> </ul>	E	A
<b>Teaching Experience</b>		
<ul style="list-style-type: none"> <li>• Evidence of outstanding, sustained and successful experience as a teacher</li> </ul>	E	A
<ul style="list-style-type: none"> <li>• To be an outstanding classroom practitioner setting high expectations and standards of achievement, progress and behaviour</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Ability to use data, assessment and target setting to raise standards and meet the needs of all pupils through high quality teaching</li> </ul>	E	A/I

<ul style="list-style-type: none"> <li>Varied experience and understanding of teaching and learning across the primary age range</li> <li>Experience of teaching in a school in similar circumstances/serving a similar community</li> </ul>	E	A/I
	D	
<b>Personal Skills and Attributes</b>		
<ul style="list-style-type: none"> <li>Be a leader of learning – demonstrating, promoting and encouraging outstanding classroom practice</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Skill in coaching and mentoring colleagues to develop them professionally</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Be able to inspire, challenge, motivate and empower teams and individuals to achieve goals</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to our children</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Build and maintain quality relationships through interpersonal skills and effective communication</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Demonstrate personal and professional integrity, including modelling values and vision</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Manage and resolve conflict</li> </ul>	E	I
<ul style="list-style-type: none"> <li>To be able to work effectively under pressure, to prioritise work and operate to tight deadlines</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Think analytically and creatively when solving problems</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Be aware of own strengths and areas for improvement and listen to, reflect and act upon feedback from others</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Demonstrate a capacity for sustained hard work with energy and vigour</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Demonstrate resilience, optimism and a sense of humour</li> </ul>	E	I
<ul style="list-style-type: none"> <li>An ability to work in partnership with the Headteachers, staff, governors, parents and outside agencies and to actively promote community links</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Show commitment to sustain excellent attendance at work</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Excellent written and oral communication skills</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Confidence in the use and development of ICT</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Commitment to the safeguarding of children and young people</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Aspires to move on to headship and demonstrates a commitment to meeting the ‘national standards of excellence for headteachers’</li> </ul>	E	A/I



## TEACHING APPLICATION FORM

This Local Authority is committed to safeguarding and promoting the welfare of children, young people and expects all staff and volunteers to share this commitment.

Vacancy Details	
<b>Job Title:</b>	Deputy Headteacher
<b>Job reference number:</b>	
<b>School/Location:</b>	MY Schools Together – Yew Tree Community School
Advertising origin	
Where did you hear about this vacancy?	

It is the Council's policy to ensure that all appointments are made on merit. **This part of the form is for monitoring purposes only and will be kept separate from any members of the shortlisting or interviewing panel.** In order to monitor the effectiveness and success of this policy it would be helpful to us if you provide the information requested below regarding your personal details. The details supplied by you on this form are confidential, but will form part of the personnel record of the successful candidate.

Personal Details	
Title:	
First name(s):	
Last name:	
Previous Name (s):	
Date of Birth:	
Address:	
Postcode:	
Contact Number:	
Email address:	
National Insurance Number:	

Date of achieving QTS/Probationary Period:	
If you hold NPQH please state date obtained:	
DCSF/TRN Number:	
Are you registered with the GTC? <a href="http://www.gtce.org.uk">www.gtce.org.uk</a> If <b>yes</b> please provide:	YES <input type="checkbox"/> No <input type="checkbox"/> Registration Number: Expiry Date of Registration:
Are you a member of the Teachers Pension?	YES <input type="checkbox"/> NO <input type="checkbox"/>

### Eligibility to work in the UK

Current legislation means that it is a criminal offence to employ a person who is subject to immigration control, unless he or she has documentary proof showing an entitlement to work in the UK. If selected for interview you will be asked to provide proof of your work entitlements.

Do you have an entitlement to work in the UK?                      **YES**   ☐        **NO**   ☐

### MONITORING EQUALITY AND DIVERSITY

#### Gender

Male   ☐    Female   ☐

Is your gender identity the same as the gender you were assigned at birth?

Yes   ☐    No   ☐

#### Ethnic Origin

<b>White</b>	British	<input type="checkbox"/>
	Irish	<input type="checkbox"/>
	Traveller of Irish Heritage	<input type="checkbox"/>
	Gypsy/Roma	<input type="checkbox"/>
	Polish	<input type="checkbox"/>
	Other White European	<input type="checkbox"/>
	Other White	<input type="checkbox"/>
<b>Mixed</b>	White and Black Caribbean	<input type="checkbox"/>
	White and Black African	<input type="checkbox"/>
	White and Indian	<input type="checkbox"/>
	White and Pakistani	<input type="checkbox"/>
	White and Bangladeshi	<input type="checkbox"/>
	Other mixed	<input type="checkbox"/>
<b>Asian or Asian British</b>	Indian	<input type="checkbox"/>
	Pakistani	<input type="checkbox"/>
	Bangladeshi	<input type="checkbox"/>
	Kashmiri	<input type="checkbox"/>
	Other Asian	<input type="checkbox"/>
<b>Black or Black British</b>	Caribbean	<input type="checkbox"/>
	African	<input type="checkbox"/>
	British	<input type="checkbox"/>
	Somali	<input type="checkbox"/>
	Other black	<input type="checkbox"/>
<b>Chinese or other</b>	Chinese	<input type="checkbox"/>
	Other ethnic group	<input type="checkbox"/>
	Unknown	<input type="checkbox"/>

Religion/Belief			
Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Other	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	No Religion	<input type="checkbox"/>

Sexual Orientation			
Bisexual	<input type="checkbox"/>	Gay man	<input type="checkbox"/>
Heterosexual/Straight	<input type="checkbox"/>	Gay Woman/Lesbian	<input type="checkbox"/>

Caring Responsibilities			
Is there anyone who relies upon you for care and attention AND that you assist with their daily routine?			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please indicate who you provide such care for?			
Adults (18 over)	<input type="checkbox"/>	Children	<input type="checkbox"/>

## REHABILITATION OF OFFENDERS

This post involves working with children, young people or vulnerable adults and is therefore exempt from the Rehabilitation of Offenders Act. You must therefore respond to the question below – failure to disclose such information could result in dismissal but will not necessarily be a bar to employment with us.

Declaration	
Do you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the <a href="#">Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?</a>	Yes <input type="checkbox"/> No <input type="checkbox"/>

If yes, please state;

Do you have any previous offences/s? If so please give details

Nature of Offence/s (i.e. Conviction, caution, bind-over, reprimand, warning or allegation)	Offence/s	Date of Offence/s	Disposal (if known)

### OTHER APPLICANT DETAILS

Are you currently, or have you previously been employed by this organisation?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please provide dates from and to and reasons for leaving (if applicable):	Date from:	
	Date to:	
	Reason for leaving (if applicable):	

Are you related to a Councillor, Governor or senior officer of this organisation?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, please provide details:	Name:	
	Relationship to you:	

### Dismissed

<p>Have you ever been dismissed from any employment for any reasons other than redundancy?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>If YES please give details, including dates, reasons and employer.</p>

### DECLARATIONS

<p>I confirm that I am not subject to any immigration controls or restrictions, which prohibit my working in the UK.</p> <p><b>I confirm that the information supplied by me in this application is complete and correct to the best of my knowledge</b></p> <p>I understand that any false information, any relevant omission or misleading statements may disqualify me from employment or result in my dismissal.</p> <p>YES <input type="checkbox"/></p>
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## REFERENCES

Please provide the names and contact details of at least two referees who can comment on your suitability for this position. One should be your current or most recent employer. (If you are not currently working with children but have done so in the past the second referee should be the employer by whom you were most recently employed in work with children. References will not be accepted from relatives, or persons who only know you as a friend.)

References will be sought prior to interview, the references will ask your current/previous employer/tutor about any disciplinary offences relating to children. Please note that for Headteacher and Deputy Headteacher appointments a reference will automatically be sought from your current L.A.

### Current or most recent employer

Referee name:	
Job title (if applicable):	
Organisation:	
Address:	
Postcode:	
Contact Number:	
Email address:	
In what capacity do you know the referee?	
Are you related to, or the partner of this referee:	Yes <input type="checkbox"/> No <input type="checkbox"/>

### Previous Employer

Referee name:	
Job title (if applicable):	
Organisation:	
Address:	
Postcode:	
Contact Number:	
Email address:	
In what capacity do you know the referee?	
Are you related to, or the partner of this referee:	Yes <input type="checkbox"/> No <input type="checkbox"/>



## Disclosure

In line with the **Data Protection Act 1998**, in signing the declaration you agree to us disclosing information such as your name to the Job Centre and New Deal participants for statistical purposes, this information will not be retained or processed for any other purpose. Once the recruitment process is completed the hard copy data will be kept for 6 months and the computerised record of these details kept for 18 months.

We have a duty to protect public funds and may use this information to prevent and detect fraud. We may also share this information, for the same purposes, with other organisations that handle public funds.

I confirm that the information contained in this application is correct, I understand that my application may be rejected or that I may be dismissed without notice for withholding, or giving false information. I also give my consent to the processing of data contained or referred to in this application in accordance with the Data protection Act 1998 and subsequent legislation.

Signed:

Date:

## Disability

### Equality Act (2010)

This Act protects people with disabilities from unlawful discrimination. We actively encourage applications from people with disabilities.

The Equality Act defines a disabled person as someone who has a physical or mental impairment which has a substantial and adverse long term effect on his or her ability to carry out normal day to day activities.

Do you consider yourself to be disabled according to this definition?

Yes ☐ No ☐

If yes, how would you define this disability?

Please specify any arrangements we can make to assist you if you are invited for interview/assessment.

## TEACHING EXPERIENCE

Please list all teaching jobs held starting with the most recent, including any previous or current employment with this authority (whether directly or through an employment agency). **There should be no gaps in your employment and education history. Please indicate where you were and the dates of any gaps you may have.**

Current/Previous Teaching Posts	
Name of school/employer:	
Job Title:	
Salary:	
Date first went through threshold, if applicable:	
Date from (dd/mm/yyyy):	
Date to (dd/mm/yyyy) (if applicable):	
Age Range taught:	
Status/Curriculum/Responsibilities/Subjects	
Period of notice required (if applicable):	
Reason for leaving:	
Please provide brief details of duties and responsibilities:	

Previous Teaching Post	
Name of school/employer:	
Job Title:	
Salary:	
Date from (dd/mm/yyyy):	
Date to (dd/mm/yyyy) (if applicable):	
Age Range taught:	
Status/Curriculum/Responsibilities/Subjects	
Reason for leaving:	
Please provide brief details of duties and responsibilities:	

### Previous Teaching Posts

Name of school/ employer:	Job Title & Salary	Date from - Date to (dd/mm/yyyy)	Age Range taught	Status/ Curriculum/ Responsibilities /Subjects	Reason for leaving	Please provide brief details of duties and responsibilities

### Employment history other than teaching

Job Title:	Name and Address of employer:	Tel Number:	Date from – Date to (dd/mm/yyyy)	Reason for leaving

If there are any periods of time that have not been accounted for, for instance, periods of travel, or caring for others please give details of them here with dates. The information provided must provide a complete chronology from the age of 16; please ensure that there are no gaps in the history of your employment and other experience.


## EDUCATION AND TRAINING

Apart from giving details of formal education and qualifications, mention any short/non-qualification courses that you may have attended to improve your knowledge and skills, if they are relevant to the job you are applying for. Successful applicants will be required to provide proof of qualifications.

### EDUCATION (formal qualifications)\*

College / University	Qualification/Result/Grade	Date Obtained

Type of Teacher Training (Please tick)*	Early Years <input type="checkbox"/>	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>
	Secondary <input type="checkbox"/>	Special <input type="checkbox"/>	FE <input type="checkbox"/>

### Relevant Training

Date	Course Title	Organising Body

### MEMBERSHIP OF PROFESSIONAL BODIES

Name of Professional Body	Type of membership	Date of Membership	Membership Number

## SUPPORTING INFORMATION

### Skills, Knowledge and Experience

This section of the application form is very important, as this is where you demonstrate your suitability for the job. Read through the advertisement and the job description to get a clear view of what the job involves. The person specification describes the necessary skills, experience and qualifications we are looking for. Pay particular attention to those areas on the person specification described as essential.

Make sure that you tell us how you match the requirements of the job. Therefore, give examples of any relevant ability, experience and qualifications. This may be from your current or previous job, or from community or voluntary work, or from skills transferable from other life experience, particularly if you have been out of paid employment for some time. For example, you may have considerable domestic responsibilities, or may organise social or community activities in your spare time.

- Ensure that the information you provide is well organised and relevant.
- It should show to that extent you have gained the skills and experience necessary for the post.
- Give specific examples of the work you have been involved in, how you went about it and the outcome.
- Always remember to specify your responsibilities rather than those of your section or department



