



Job Description & Personnel Specification

Post title: Phase Leader + TLR 2

Salary: MPS/UPS

Reporting to: Headteacher

Main purpose

The phase leader will be responsible for providing leadership and management of the school's key stage curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a phase leader, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. They will offer guidance and support to key stage teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

The phase leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

Duties and responsibilities

Strategic development

- Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision
- Set high expectations for all pupils and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in key stage learning
- Provide guidance and support to staff within the key stage, working in partnership with parents and the community, keeping them informed and involved in pupils' learning

Teaching and learning

- Show an understanding of the school's current systems for recording pupil progress within the key stage
- Oversee the use of schemes of work and their delivery and measure impact on teaching and learning
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged



Leading and managing staff

- Establish short-, medium- and long-term plans for developing and resourcing the key stage curriculum
- Develop the school's approach to assessment within key stage and lead strategy to improve the quality of teaching and learning
- Take a leading role in inducting new key stage staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within key stage e.g. through observations, analysing performance data, etc.

General duties

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy and lead where required
- Lead whole school and key stage assemblies
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
- Manage and monitor budgets within your area



Personnel Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ Evidence of professional development relevant to this role
Experience	<ul style="list-style-type: none"> ➤ Teaching within the primary phase, including evidence of outstanding teaching directly linked to key stage 1/2 delivery ➤ Team leadership, including during school development and/or improvement ➤ Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight ➤ Developing and delivering staff development programmes ➤ Implementing teaching and learning strategies to improve quality and pupil attainment
Skills and knowledge	<ul style="list-style-type: none"> ➤ Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery ➤ Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff ➤ Excellent communication and organisational skills ➤ Good IT skills, including previous use of safeguarding monitoring software, information management systems ➤ Effective communication and interpersonal skills ➤ Ability to communicate a vision and inspire others ➤ Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> ➤ High expectations for all pupils and belief in bringing out the best in all ➤ Commitment to upholding and promoting the ethos and values of the school ➤ Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to equality





Job Description

As a primary school teacher who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the Key Stage and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum. You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time. In addition, for teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class/es and key stage, ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Effort demands

- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
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Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Identifying effective intervention and mentoring strategies for pupils
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Prepare pupils for internal and external assessments and examinations and participate in arrangements for these.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Whole school organisation and strategy

- Participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits
- Contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff
- Be responsible for improving your own teaching and that of other staff, where appropriate, through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Environmental demands/working conditions

- Will have long periods of sitting or standing
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours

- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you
- Report all concerns to an appropriate person.

Fluency Duty Copyright

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special conditions of service

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other

- Have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher
- Be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's Designated Safeguarding Lead or the Headteacher
- Act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK.



PERSON SPECIFICATION
Teacher

	ESSENTIAL	DESIRABLE	How this will be identified
SKILLS AND EXPERIENCE	<ul style="list-style-type: none">• Relevant and successful teaching experience of improving student outcomes using a range of strategies• Ability to Motivate and inspire children of and young people of different abilities to achieve in a positive environment• Strong organisational and time management skills• Effective use of ICT and data for planning and teaching• Ability to fulfil all spoken aspects of the role with confidence through the medium of English at an advanced threshold level		Application / Interview / References

QUALIFICATIONS	<ul style="list-style-type: none"> Honours degree or equivalent in relevant subject Qualified Teacher Status 	<input type="checkbox"/> Health and safety qualification, e.g, First Aid	Interview / Documents
TRAINING	<ul style="list-style-type: none"> Evidence of and commitment to further professional development 	<input type="checkbox"/> Willing to assist in training colleagues	Application / Interview / Documents
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> Strong and secure knowledge in relevant subject Understanding of the EYFS curriculum, National Curriculum and Ofsted framework Knowledge and understanding of theory and practise of effective teaching and learning 	<input type="checkbox"/> Knowledge of health and safety issues	Application / Interview / References
PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> Eligible to work in the U.K. No contra-indications in personal background/criminal record indicating unsuitability to work with children/young people 		Interview / References Documents

DISPOSITION/ATTITUDE	<ul style="list-style-type: none"> • Enthusiasm for subject and to making a positive difference • Reflective • Resilient with the ability to work under pressure and meet deadlines • Ability to use initiative in varying demands of the role • Ability to communicate effectively with students and parents • Flexible and positive approach to change • Willing to work as part of a team • Professional and self-motivated • Ability to maintain a high level of confidentiality and discretion at all times. 		Interview / References
PRACTICAL/INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Problem solving • Creative 	<ul style="list-style-type: none"> • Willing and able to contribute to the wider school community and activities 	Application / Interview / References
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and responsibilities in work location with reasonable adjustments where appropriate. 		Interview
EQUALITY & SAFEGUARDING	<p>Candidates should indicate an acceptance of, and a commitment to,</p> <ul style="list-style-type: none"> • the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community". • safeguarding and promoting the welfare of children and young people 		Interview

Newhall Park Primary School

Privacy Notice for Job Applicants



Under UK data protection requirements, individuals have a right to be informed about how the school uses any personal data. The school complies with this requirement by providing 'privacy notices' (sometimes called 'fair processing notices') to inform individuals about how their personal data will be processed.

This privacy notice explains how the school collects, stores and uses personal data about individuals applying for jobs at our school. Successful candidates should refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used.

Who processes your information?

Newhall Park Primary School is the data controller of the personal information provided to us. This means the school determines the purposes for which, and the manner in which, any personal data is to be processed.

In some cases, personal data processing will be outsourced to a third-party; however, this will only be done with your consent, unless the law or our policies allow the school to share the personal data. Where the school outsources data to a third-party processor, the same data protection standards that the school upholds are imposed on the processor.

Data Tools for Schools is the Data Protection Officer (DPO). While the school remains responsible for data protection, the role of the DPO is to oversee and monitor the school's data protection procedures, and to support the school in its compliance with the UK data protection requirements. The DPO can be contacted via the school office on 01274 778577 or office@newhallpark.bradford.sch.uk.

What personal data is collected?

Personal data that we may collect, use, store and share (when appropriate) about our governors and volunteers includes, but is not restricted to:

- Contact details
- Copies of right to work documentation
- References
- Evidence of qualifications
- Employment records, including work history, job titles, training records and professional memberships

We may also collect, store and use information about you that falls into "special categories" of more sensitive personal data. This includes information about (where applicable):

- Race, ethnicity, religious beliefs, sexual orientation and political opinions
- Disability and access requirements

Why does the school collect personal data?

The purpose of collecting and processing this data is to aid the recruitment process by:

- Enabling us to establish relevant experience and qualifications
- Facilitating safe recruitment, as part of our safeguarding obligations towards pupils
- Enabling equalities monitoring
- Ensuring that appropriate access arrangements can be provided for those that require them

Whilst the provision of the majority of personal data is mandatory, some of it is provided to the school on a voluntary basis. Whenever we seek to collect information from you, we make it clear whether you must provide this information (and if so, what the possible consequences are of not complying), or whether you have a choice.

The lawful basis on which the school will use personal data

The school will use a lawful basis to collect and use personal data. Most commonly, the school will use it where it needs to:

- comply with a legal obligation
- carry out a task in the public interest

Less commonly, the school may also use personal data where:

- you have given us consent to use it in a certain way
- the school needs to protect your vital interests (or someone else's interests)

Where we process special categories of personal data, such as ethnicity, the processing is necessary for reasons of substantial public interest. Where this doesn't apply the school will seek consent for specific purposes.

Some of the reasons listed above for collecting and using personal information overlap, and there may be several grounds which justify the school's use of your data.

Storing personal data

The school will create and maintain file for each job applicant. The information contained in this file is kept secure and is only used for purposes directly relevant to your application for work for the school. Once the application process has ended, the school will retain this file and for unsuccessful candidates delete the information six months after the date of employment of the successful candidate. The successful candidates record will form the basis of their employment record.

Personal information that is no longer needed, or has become inaccurate or out of date, is disposed of securely. For example, the school will shred or incinerate paper-based records and override electronic files. The school may also use an outside company to safely dispose of records.

Data sharing

We do not share information about you with any third party without your consent unless the law and our policies allow us to do so. Where it is legally required, or necessary (and it complies with data protection law) the school may share personal data with:

- Our local authority – to meet our legal obligations to share certain information with it, such as shortlists of candidates for a headteacher position
- Suppliers and service providers – to enable them to provide the service we have contracted them for, such as HR and recruitment support
- Professional advisers and consultants

Requesting access to personal data

Individuals have a right to make a '**subject access request**' to gain access to personal information held.

If you make a subject access request, and if the school does hold information about you, the school will:

- give you a description of it
- tell you why the school is holding and processing it, and how long it will be kept for
- explain where the school got it from, if not from you
- tell you who it has been, or will be, shared with
- let you know whether any automated decision-making is being applied to the data, and any consequences of this
- give you a copy of the information in an intelligible form

You may also have the right for your personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a subject access request, please contact the DPO via the school office. You are entitled to submit subject access requests all year round, but please bear in mind that it may be necessary for us to extend the response period when requests are submitted over the summer holidays. This will be the case where the request is complex – for example, where we need multiple staff to collect the data.

Other rights regarding personal data

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe. You have the right to:

- object to the use of your personal data if it would cause, or is causing, damage or distress
- object to the use of your personal data for decisions being taken by automated means (by a computer or machine, rather than by a person)
- in certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact the DPO via the school office.

Complaints

We take any complaints about the collection and use of personal information very seriously. If you think that the collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about data processing, please raise this with the school in the first instance.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Where can you find out more information?

If you would like to find out more information about how we use and store your personal data, please visit our website <http://www.newhallparkprimary.net/> to view our Data Protection Policy.



Recruitment Information

Newhall Park Primary School

Newhall Road

Bierley

BD4 6AF

Telephone: 01274 778577

Email: office@newhallpark.bradford.sch.uk

Website: www.newhallparkprimary.net

Headteacher: Karren El Kheir

Succeeding Together

Welcome to our school



Dear Applicant

I am delighted that you are considering applying for the post of Phase Leader/class teacher at Newhall Park Primary School. We are a two-form entry school with an excellent Early Years provision. Alongside the high quality education we provide to pupils, we create a safe, calm and fun learning environment with a wide range of extracurricular activities. This means that we are a vibrant and lively school and we seek to appoint people who will reflect our school's personality.

The school was judged to be 'Good' at our latest Ofsted inspection in November 2021 and we are very proud of many things about our school.

- Our children are positive, keen to learn and enjoy coming to school
- The hardworking staff are receptive to new ideas and work collaboratively together, welcoming professional development opportunities
- Vulnerable families benefit from strong support within school
- Pupil numbers are increasing each year and we have a 39/39 place Nursery
- Our parents are supportive and committed to the school
- We enjoy many positive and well established links with other schools.

Governors are passionate about teaching and learning and believe that every child should have the very best possible education and opportunities within their primary years.

We believe that comprehensive education is incomparable if done well and Newhall Park reflects the community it serves. We believe that all our pupils, regardless of starting point, can achieve great things. We never give up on any child.

To ensure this happens we wish to recruit positive, forward-looking and committed individuals who will work effectively with myself, the Senior Leadership Team and colleagues across the school.

If you share our values and think you have what it takes to help drive forward our agenda for excellence and continuous improvement then please come and visit us to look around.

I look forward to meeting and interviewing motivated candidates interested in joining our successful school.

A sincere thank you for your interest.

A handwritten signature in black ink that reads "Karren El Kheir". The signature is written in a cursive, flowing style.

Karren El Kheir
Headteacher

About Us

Newhall Park Primary School is a good school with a strong emphasis on nurture. We concentrate on breaking down barriers for the children to enable them to thrive. People matter and the people who matter to us the most are our children.

Our commitment to the redistribution of opportunity for all is reflected in our curriculum. Equality is paramount and we work tirelessly to develop the skills and knowledge in all our children that they will need to succeed in life. The key aim of the curriculum at Newhall Park is to prepare our children for their future lives in education, the work place and as citizens of the world. It is our role to broaden horizons and open possibilities. We take this role very seriously.

The staff are a dedicated team and there is a strong focus on empowerment through training, coaching and promoting positive well-being.

The excellent start begins in Nursery and continues throughout the school with staff providing a happy, caring and purposeful environment, and a curriculum that excites and stimulates children's imaginations and creative thinking.

The school performs well with children making good progress and making the best of their potential and developing excellent learning skills. We nurture and support talent and interests, however diverse, and we want every pupil to have special memories of their time here. Staff work hard and enthusiastically, in close partnership with parents and members of the Governing Body.

We have a breakfast club and after school care club.



School Values

Our school motto "Succeeding Together" is reflective of the great value we place on the partnerships we share with our families and the local community.

- We are very proud of our school.
- We believe that the partnership between home and school is crucially important.
- We aim to provide a **secure**, **happy** and **inspiring** environment at Newhall Park with an ethos of achievement for all.
- We emphasise positive behaviour and encourage all members of our community to be **respectful** towards others and **determined** in their approach to challenges.

Secure
Respectful
Happy
Inspiring
Determined

Application Process

Please visit our website www.newhallparkprimary.net and download the recruitment information, job specification, person specification and application form.

How to apply for our vacancies

- Complete the application form providing full details of your education and employment history, including any unpaid or voluntary work.
- Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.).
- Applications should be completed and received by post or email no later than the deadline on the advert.
- Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.
- We require details of three referees, one of which must be your current or most recent employer. Please provide their names, email addresses and daytime contact numbers.
- Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview. CVs are not accepted as part of the application process.
- Please ensure you fully complete the application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

Important Information

- Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted.
- Details of the interview programme will be confirmed after the closing date. If you have not been contacted within two weeks of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.
- We would warmly welcome you to visit our school and if you would like to take advantage of a tour, please contact the school to make arrangements for a visit.

References

References will be sought for shortlisted candidates prior to the assessment date. Please make sure your referees are aware of your application and that they are able to provide a swift turn round. Preferred referees are your last two employers and you should provide their official organisation contact details.

Safeguarding

Newhall Park Primary School is committed to safeguarding and promoting the welfare of children. All posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required. Any conditional offer of employment is contingent upon satisfactory vetting including the satisfactory completion of an enhanced DBS check and the receipt of satisfactory references.

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.