 

**Appointment**

**Information Pack**



 

|  |  |
| --- | --- |
| **Vacancy** | **Deputy Head** |
| **Location** | Shibden Head Primary Academy |
| **Start date** | 20th April 2020 |
| **Closing date & time** | Monday 4th November 2019 12 noon |
| **Selection date** | Tuesday 26th November 2019 |
| **Salary** | Leadership spine L10-14 |
| **Return application to** | [*www.prospectsonline.co.uk*](http://www.prospectsonline.co.uk) *or e*mail to [d.marshall@focus-trust.co.uk](mailto:d.marshall@focus-trust.co.uk) |

**Welcome from the Academy Headteacher** – Mrs Sarah Thornton

Thank you for your interest in the post of Deputy Head at Shibden Head Primary Academy. I am extremely proud to be the Headteacher of such a welcoming and friendly school.

Shibden Head Primary Academy is a two-form entry school for pupils aged 4 to 11 serving the village of Queensbury in Bradford. A privately-run nursery operates on our site and this also provides before/after school and holiday care for our children.

The staff and governors work closely together to provide a happy, safe, positive learning environment in which children can learn and develop in preparation for the next stage in their education. We encourage a strong partnership with parents and carers to create the very best learning opportunities for children in our school.

High expectations and standards of learning and behaviour were recognised by Ofsted in 2016 which stated, ‘*pupils make an excellent contribution to the harmonious atmosphere through their positive behaviour and enthusiasm for learning’*. Our behaviour code is based on respect for ourselves, each other and our surroundings and this is reflected in very positive comments by visitors to school and when out on educational visits.

We are proud to be a part of the Focus-Trust and value the benefits of being an Academy within a Trust that puts children at the heart of everything.

We extend a warm welcome to potential applicants and invite you to visit us to get a real feel for our vibrant school.

**Timescales**

**Closing date:** Monday 4th November 2019 (12 noon)

**Selection process:** Tuesday 26th November 2019

**We are committed to safeguarding children and all posts are subject to an enhanced DBS check.**

**Academy details**

|  |  |
| --- | --- |
| **Address** | Shibden Head Primary Academy  Hainsworth Moor Grove  Queensbury  Bradford  BD13 2ND |
| **Telephone** | 01274 882458 |
| **Email** | [shibdenhead@focus-trust.co.uk](mailto:shibdenhead@focus-trust.co.uk) |
| **Website** | [www.shibdenheadprimaryacademy.co.uk](http://www.shibdenheadprimaryacademy.co.uk) |

**Job Description**

|  |  |
| --- | --- |
| **Name**  **Job title** | Deputy Head |
| **Grade** | Leadership scale L10 – 14 |
| **Accountable to** | Headteacher |

**Key Purpose**

To assist the Headteacher with the strategic direction, leadership, management and organisation of the Academy in seeking to achieve the highest standards of pupil achievement and Academy efficiency.

To play a major role in assisting the Headteacher to:

* Formulate and model the aims and the objectives of the Academy and the improvement plan
* Establish the policies and guidance through which objectives are to be achieved
* Lead teaching, curriculum development and assessment in order to achieve the best outcomes for all pupils
* Manage staff and resources to achieve the objectives of the academy and improvement plan
* Monitor and evaluate provision and outcomes

**Key relationships**

* Children, parents and staff
* Local governing body
* Academy Improvement Partner and other members of the Focus-Trust team
* Other academy principals
* The directors and trustees
* Other local Academies and stakeholders

**Key responsibilities**

The following information is not intended to be exhaustive but included to give an indication of the type of duties associated with the role of Deputy Head in order to realise the Academy’s vision and outcomes of the academies. The key duties are set out under the following headings:

1. Shaping the future
2. Leading teaching, learning and assessment
3. Developing self and working with others
4. Managing the organisation
5. Securing accountability
6. Strengthening community
7. Child protection and safeguarding
8. Equality
9. Deputise
10. Specific responsibilities

**Shaping the future**

* To develop strategic plans with the Headteacher to develop the quality of teaching and learning across the academy.
* Ensure the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all.
* Motivate and work with others to create a shared culture and positive climate.
* Work with individual staff and teams to translate the Academy's vision into agreed objectives and operational plans which will promote and sustain improvement

**Leading teaching and learning**

* Be an excellent role model to all staff within the Academy and reflect a high level of professional teaching standards.
* Demonstrate and articulate high expectations and set stretching targets for the whole Academy.
* Monitor, evaluate and review class room practice and manage improvement strategies.
* Analyse and interpret data to inform class room practice across the Academy.

**Developing self and working with others**

* Manage positive working relationships with all staff.
* Motivate and challenge all staff to maintain high expectations of professional standards and behaviour.
* Develop and maintain effective strategies and procedures for staff induction, professional development and performance review

**Managing the organisation**

* Recruit, retain and deploy staff appropriately
* Implement evidence-based Academy improvement plans and policies for the organisation and its facilities
* Ensure that policies and practices take account of Trust, national and local policies and initiatives
* Manage the Academy environment to ensure that the Academy meets all health and safety regulations

**Securing accountability**

* Manage staff roles and ensure that responsibilities are clearly defined, understood and agreed
* Work with the governing body or committees to enable then to meet their responsibilities
* Present the Academy’s performance and other Academy initiatives to a range of audiences; parents, Governors, Academy improvement officers and other external agencies.
* Take a lead role in the appraisal of teachers in order to ensure high quality outcomes for children.

**Strengthening the community**

* Develop links with parents and carers to improve outcomes for children
* Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community
* Build the reputation of the Academy with the outside community
* Create and maintain partnerships with parents and carers to support and improve pupils’ achievement and personal development
* Improve links with neighbouring schools and other education institutions.

**Child protection and safe guarding**

* Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
* Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

**Equality**

* Ensure that the academy reflects a vibrant and inclusive ethos which actively values and promotes diversity, community cohesion, and supports pupils to become successful integrated citizens.
* Actively challenge and address discrimination.

**Deputise**

* Deputise for the Headteacher in their absence.

**Specific responsibilities**

The following specific responsibilities have been agreed:

* Strategic overview of all aspects of Inclusion – pupil premium, LAC, child protection (including DSL role – see below\*) – managing roles and working closely with SENDCO and PIW
* Strategic overview of assessment - liaising with AHTs and EYFS Leader
* Educational Visits coordinator (EVC)
* Ensure that Pupil Premium spending is allocated to maximum effect to improve pupil outcomes.
* Teaching commitment to be agreed on appointment – likely to be up to 2 days

**\* Role of Designated Safeguarding Lead - initially supported by Headteacher**

Take on the role of Designated Safeguarding Lead. This includes ensuring that an appropriately trained number of staff are in place to deal with cases in your absence.

**Managing referrals**

Refer all cases of suspected abuse to the local authority children’s social care and:

* The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
* Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
* Police (cases where a crime may have been committed).
* Liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

**Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* Ensure each member of staff has access to and understands the academy’s child protection policy and procedures, especially new and part time staff
* Be alert to the specific needs of children in need, those with special educational needs and young carers
* Be able to keep detailed, accurate, secure written records of concerns and referrals
* Obtain access to resources and attend any relevant or refresher training courses
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them

**Raising Awareness**

The designated safeguarding lead should ensure the academy policies are known and used appropriately:

* Ensure the academy child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
* Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
* Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
* Where children leave the academy ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file

------------------------------------------------------------------------------------------------------------------------------------------

**Beliefs, attitudes and personal attributes**

* Focused on students achievement; puts children ahead of personal or political interests.
* Resilient and persistent in goals, but adaptable to context and people.
* Willing to develop a deep understanding of people and context.
* Willing to take risks and challenge accepted beliefs and behaviours.
* Self-aware and able to learn.
* Optimistic and enthusiastic.

The post holder is expected to:

* Actively support the work and ethos of the Focus-Trust.
* Undertake such additional duties as may reasonably be requested by the Principal or Chief Executive.
* Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
* 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 policies of the Focus-Trust and academy.
* Ensure that all statutory requirements are met.

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 and/or Trust.

|  |  |  |
| --- | --- | --- |
| **Deputy Head**  **Person 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 |
| ***Leadership and management*** |  |  |
| Ability to build effective relationships with staff, parents, governors and other agencies | E | App/SP |
| Ability to line manage staff | E | App/SP |
| Ability to use HR policies and procedures | E | App/SP |
| Ability to make and implement difficult decisions | E | App/SP |
| ***Shaping the future*** |  |  |
| Implements an improvement plan across a key stage area or class room, identifying the priorities and evaluating the impact | E | App/SP |
| Works with and motivates teams and individuals to implement changes across the Academy | E | App/SP |
| ***Leading Teaching and learning*** |  |  |
| Exemplary teaching expertise | E | App/SP |
| Proven track record of school improvement | E | App/SP |
| Knowledge of how to use data to monitor pupil progress | E | App/SP |
| Knowledge of assessment tools to monitor teaching and learning | E | App/SP |
| Ability to identify effective interventions to ensure pupils maintain good progress | E | App/SP |
| Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback | E | App/SP |
| ***Developing self and working with others*** |  |  |
| Regularly reviews own practice and continually participates in quality CPD | E | App/SP |
| Uses CPD to motivate, enthuse and develop staff | D | App/SP |
| Ability to plan and allocate work effectively | D | App/SP |
| Ability to coach and mentor staff | D | App/SP |
| ***Managing the organisation*** |  |  |
| Implements changes to staffing structures | D | App/SP |
| Recruits, retains and manages a range of Academy staff | D | App/SP |
| Manages the Academy’s environment in line with health and safety regulations | D | App/SP |
| ***Securing accountability*** |  |  |
| Holds people to account for what they have agreed to deliver | E | App/SP |
| Works effectively with the governing body to fulfil statutory duties | E | App/SP |
| Provides performance data to parents, governors and Academy improvement officers | D | App/SP |
| Has experience of leading staff appraisals | D | App/SP |
| ***Strengthening the community*** |  |  |
| Builds relationships with community groups, outside agencies and other Academies which create innovative learning experiences for pupils | E | App/SP |
| Promotes the Academy | E | App/SP |
| Works with parents and carers to improve pupil achievement | E | App/SP |
| ***Child protection*** |  |  |
| Is aware and able to manage effective CP policies and procedures | E | App/SP |
| Experience of DSL / DDSL role | D | App/SP |
| Ability to deal with sensitive issues in a supportive and effective manner | E | App/SP |
| **Qualifications and training** | | |
| Qualified Teacher Status or other educational qualification | E | App/SP |
| A degree or management qualification | E | App/SP |
| Leadership training or qualification | D | App/SP |
| **Personal qualities and attributes** | | |
| Moral purpose (Equality, children and adults treated with respect) |  | SP |
| Excellent communicator (Listening, putting a message across) |  | SP |
| Child centred |  | SP |
| Resilient |  | SP |
| Integrity |  | SP |
| Self-motivated and able to motivate others |  | SP |
| Enjoys challenge |  | SP |
| Works to deadlines |  | SP |
| Enthusiastic and optimistic |  | SP |
| Excellent problem solving/analytical skills |  | SP |
| Self-awareness, knowledge of strengths and limitations |  | SP |

**About our Academy**

**Academy vision, ethos and values**

At Shibden Head we aim to create a quality environment where everyone involved with the school has respect for themselves, for others and for their community.

By constantly encouraging and recognising positive aspects of work and behaviour, we strive to achieve high standards. We believe that the goals and targets we set should be challenging but realistic so every child has equal opportunity to achieve well and make good progress from their starting points.

We actively promote healthy life-styles and give children the knowledge and understanding they need to make informed decisions about their physical and mental health, safety and well-being as they grow.

Everyone at Shibden Head, be they child or adult, has a role to play and a contribution to make to the life of the school and its place in the community. We believe that the teaching/learning environment we provide should reflect the fact that everyone’s contribution will be recognised and their views will be listened to.

We aim to have a school which provides stimulating, enriching and fulfilling experiences.  Our children are our future; at Shibden Head we work together to give children the academic and life skills they will need for a happy and successful journey towards the next stage in their education.

**Our pupils**

The very large majority of pupils are of White British heritage and few have a first language other than English. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of disabled pupils or who are supported at school action plus or with a statement of special educational needs is well below average. Attainment on entry is broadly in line with age-related expectations.

**Our staff**

Our senior leadership team comprises the Headteacher, Deputy Head and two Assistant Heads. The wider leadership team currently includes three responsibility post holders with responsibility for SEND, maths / community cohesion and Early Years.

In total, there are 19 teachers and 34 support staff. We have a parental involvement worker who works with parents/carers, staff and outside agencies to offer support in parenting and develop parental engagement.

**Our geographical area**

Shibden Head is one of three schools serving the village of Queensbury on the outskirts of Bradford. Queensbury is one of the highest villages in England, with views to the hills of Brontë Country and the Yorkshire Dales to the north and north-west.

In addition to our partner academies within Focus-Trust, we work collaboratively with local schools in the ‘Great Heights’ partnership and with a range of secondary schools in the Bradford and Calderdale areas to which our pupils transfer at the end of Year 6.

**Our facilities**

Shibden Head Primary Academy is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, there is a computer suite, hall, gym, a cooking room and extensive school grounds. Our computer suite contains fifteen PCs; in addition to this, all classes have access to a set of i-pads for use in lessons.

We have our own kitchen and school meals are cooked on site. Privately managed before-school, after-school and holiday care is available to pupils in a building adjacent to the school. A pre-school nursery operates in the same building during the day.

**Our school organisation**

Our pupil admission number is 60 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, each year group has a teaching partner (equivalent to HLTA) and some teaching assistant support. PPA time for teachers is covered by a combination of part-time teacher and teaching partners.

**Our curriculum**

We provide a broad and balanced curriculum with an emphasis on the basic skills all children need to acquire in order to succeed. Our ‘Learning Challenge Curriculum’ is designed to capture children’s imagination and natural curiosity and motivate a desire to learn about the world in which they live.

Children are taught to use new technologies as tools for learning in the 21st century. Pupils learn French from Year 3 to Year 6. In Year 5, pupils benefit from whole-class instrumental tuition and swimming lessons.

**Our extra-curricular activities**

A range of extra-curricular activities operate from Years 2 to 6 in the autumn and summer terms, during which teachers generally run an after-school club once a week. Examples of clubs offered include basketball, choir, gardening and cookery.

|  |  |
| --- | --- |
| **Academy Quick Facts** | |
| **Type of school** | Primary |
| **Age range** | 4-11 |
| **Location/LA** | Bradford |
| **Number of children** | 412 |
| **Number of teaching staff** | 19 |
| **Number of support staff** | 34 |
| **% Pupil premium** | 14.36% |
| **% FSM** | 9% |
| **% SEN** | 7.06% |
| **% EAL** | 0.97% |

**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](http://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
* Other forums to support strategic priorities

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 the Focus Trust website

[www.focus-trust.co.uk](http://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. Return your (i) application form, (ii) knowledge and skills profile, (iii) equal opportunity monitoring 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 speciation 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.

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**