



TEACHER OF DRAMA



Information Pack

March 2018



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AEB/DO/Pers.AppLett
Date: as postmark

Dear Applicant

Re: Teacher of Drama
Salary Scale: MPS Full time/permanent post

Thank you for your interest in teaching at Queen Mary's High School. I hope you will find the enclosed information helpful and that you will be encouraged to apply for the post. This is a forward looking and innovative school with a clear focus on equipping our young people for their future lives. We value the diverse nature of our school community and the sense of family that we experience is a significant strength.

We are a busy, friendly and energetic school with a distinctive ethos, positive culture and optimistic outlook. If you are interested in joining us and believe you have the enthusiasm to be part of our team here at Queen Mary's High School please complete the enclosed application form and return it by Thursday, 22nd March 2018

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Please be aware that if you are shortlisted for interview you will be required to bring your original qualification certificates together with proof of identity.

Yours sincerely,

DR ALISON BRUTON
Head Teacher



Background Information

Head Teacher: Dr Alison Bruton. BSc MEd EdD

Queen Mary's High School is close to Walsall town centre and as a selective girls' school draws its pupils from a very wide area including Walsall, Birmingham, Sandwell, Wolverhampton and Staffordshire. Currently there are over 750 pupils on roll with around 180 students in the sixth form, including a small number of boys. The pupil admission number will be 150 from September 2019.

The school was founded in 1893 and has a mixture of late Victorian and modern buildings on a compact site. The school has its own playing fields at its brother school Queen Mary's Grammar School. The school is heavily oversubscribed with well over 1,300 girls applying in 2017.

We were most recently inspected in March 2007 and judged by Ofsted to be an outstanding school, in particular the inspectors praised the high academic standards, very positive relationships, the leadership and management and the quality of the curriculum. Since then this standard has been maintained and even improved upon.

Queen Mary's High School Philosophy

Aim

- To enable each student to achieve excellence in all aspects of their life

Objectives

- To provide opportunities for each pupil to achieve the highest possible standards
- To inspire a love of learning for its own sake
- To foster self-esteem and sensitivity to the needs of others
- To develop an appreciation of our cultural heritage
- To equip each pupil to take a responsible place in society

The School Improvement Plan

The School Improvement Plan focuses on the outstanding nature of our provision and consists of four key areas:

- Priority A: Outstanding Teaching, Learning and Achievement
- Priority B: Outstanding Personal Development and Well Being for Students and Staff
- Priority C: Outstanding Leadership to Secure an Outstanding Future
- Priority D: Outstanding Learning Environment

The Curriculum

Queen Mary's High School delivers a broad and balanced curriculum and continues to offer additional academic subjects to challenge our pupils. We are committed to equal opportunities.

Currently, there are five one hour lessons a day and we operate a two-week timetable to accommodate curricular requirements. We are currently considering the alignment of our day and timetable with the local boys' grammar school which would mean a move to a 6 period day.

Post -16 Curriculum

Our successful sixth form offers 16 A levels together with the Extended Project Qualification. A further 8, Level 3 qualifications are available through the Mercian Trust. Over 90% of our sixth formers go onto higher education. We have a small number of Oxbridge entrants in most years.

Student Support

Queen Mary's has a strong pastoral system and effective monitoring of pupil progress. Data is collected and reported using Go4Schools which enables parents to have access to current data about their child's performance, attendance and behaviour, online. We also have Parents' Evenings for all year groups

Queen Mary's has two Pastoral Support Co-ordinators who provide pastoral support for individual students (one for Key Stage 3 and 4 and one for the 6th Form). They also undertake administrative duties for Personal Achievement Managers and form tutors.

Professional Development

We regard the professional and career development of all our staff, teaching and support, as vital to the continued success of the school.

There are plenty of opportunities to share good practice and building capacity in-house is a focus for the school.

Governors

Queen Mary's High School is very fortunate in having a very committed and informed Local Governing Body led by Miss Rebecca Hearsey. The Senior Leadership Team usually attend all full LGB meetings.

Support and opportunities for new staff

- Structured induction programme for all new staff
- Additional programme for NQTs
- Generous non-contact time allowances
- Cover supervisors so cover lessons are infrequent for teaching staff
- A supportive programme of lesson observations and feedback
- Opportunities to observe other colleagues
- Peer mentors attached to all new staff as 'buddies'
- A strong commitment to continuing professional development
- Excellent ICT facilities
- A school committed to continuous improvement in pupil achievement and enjoyment, and continuous development of staff expertise and career potential

Applications

Applications for all posts must be made on the form enclosed. You will also need to include a comprehensive letter of application rather than a curriculum vitae.

If you are invited for interview I do hope you will enjoy visiting us and getting to know the school.

Introducing the Mercian Multi Academy Trust

Dear Potential Applicant

Queen Mary's High School is a Founder Academy of a new Multi Academy Trust or MAT which was officially incorporated on 01 January 2018.

The Mercian Trust brings together five schools working together under a common banner and an over-arching structure of governance, but retaining their autonomy as custodians of their own unique heritage, distinct identity and successful operation.

The Schools are: Aldridge School, Queen Mary's Grammar School, Queen Mary's High School, Shire Oak Academy and Walsall Studio School.

The schools are diverse in character, but united in purpose. We want to prepare all our pupils to realise their potential, thrive in the world of work and make a contribution to the local, national and international community. We want to set them up to live life to the full.



Diversity underpins this Trust; seamless collaboration is what makes it work. That's what the DfE said when they came to visit us last year. They noted the enthusiasm, and enterprise, curiosity and commitment that you can see written large in the faces of the Mercian staff.

Thank you for your interest in joining Queen Mary's High School. It is an exciting prospect. The successful applicant will be expected to be ambitious, dynamic and innovative not only for QMHS, but also for the MAT as a whole. You will be joining a supportive community with an appetite to make a real difference in our town. The DfE described our plans as a "compelling vision for Walsall."

You can be involved in turning that vision into reality. We look forward to receiving your application.

Yours sincerely

Timothy Swain
Chief Executive Officer





The Drama Department

Drama is a very active and successful department within the school. The department aims to combine a wide and popular range of public performances with rigorous standards in academic studies. The department philosophy is that students should, whilst enjoying and fully participating in their Drama, also see it as a discipline that needs to be approached in a serious and dedicated way, as a result, helping them to acquire transferable life skills for the future. We offer a secure and welcoming environment where students relish the chance to; think creatively, be both independent and collaborative in communicating their beliefs and feelings, and develop their interpersonal skills.

The Drama Department is currently made up of a Subject Leader and a second member of staff who teach all KS3, 4 and 5 lessons between them.

At Key Stage 3 all students have one Drama lesson per week timetabled in the Drama studio or Richardson Hall. They are in mixed ability groups and follow a programme of practical schemes of work which range from 'Mask and Mime' to 'Commedia Dell' Arte. There is a strong push to incorporate the working methods of Frantic Assembly and Kneehigh within all of the keystages; Year 9 students work on a Frantic Assembly inspired physical unit exploring the script of 'Blood Brothers'. The full outline of all schemes can be seen on the school website. Regular assessment is complemented by written responses in individual booklets where students record preparation of work, target set, evaluate performance and record their progress over the course of the key stage.

At GCSE students follow the AQA (8261 specification) and are taught for 5 one-hour lessons over the fortnightly timetable. This is a mix of practical workshops, textual study and theoretical work. Students complete two practical assessments over the two years; the devised unit is moderated and the scripted is performed to a visiting examiner. The pupils study the text of 'Blood Brother's' for their written examination and see a range of live theatre for Section C questions. In 2017, 100% of students achieved A*-B overall grades, which far exceeded the national average. On average about 30 students opt for this course per year.

Drama is offered at A level, again following the new AQA specification (7262) and taught by both teachers. We do not currently have an existing cohort however uptake for 2018 is relatively high and we are looking forward to delivering the new specification for the first time. Again, students will complete a devised and scripted unit applying the working methods of an influential Practitioner or Theatre Company; we tend to favour physical theatre and our pupils thrive on working in this way. The set texts of study for the written examination are 'Our Country's Good' by Timberlake Wertenbaker and 'A Servant of Two Masters' by Carlo Goldoni. In the past we have performed well at A level with 2017 and 2016 results of 100% A*-C Again here, A-B grades are above school average.

Our examination Drama students have a fine record of not only finding employment in the performing arts industry, but also being successful in a wide range of career paths from Law and Sciences to Journalism, Fashion Design and the Humanities.

The Drama department is actively involved in the promotion of extra-curricular visits and events both inside and out of school. Recent theatre visits include Kneehigh's 'Brief Encounter' at The Birmingham Repertory Theatre and Frantic Assembly's 'Things I know to be True' at Warwick Arts Centre. There is a very strong tradition of Junior Show productions for Years 7, 8 and 9, which see Sixth Form students taking responsibility for direction and technical work, under the guidance of the Drama Department. In 2017, the show was 'Beasts and Other Beauties' which very successfully ran for one evening performance (snow interfered with the second performance) and two matinees. Over 70 girls were involved, under the direction of a team of 15 Sixth Form students. We were able to work successfully with the Fairtrade team and PTA in school, who raised funds through the sale of refreshments for all of the shows. Profits from shows are used to fund future work and also to subsidise theatre trips for students. In addition, there is a wide range of public performance of examination work at GCSE and A Level, with all assessment work finding a public or school audience.

The Drama Studio is well equipped with lighting and sound and is a pleasant space for students to prepare and present work in. There is a booking system if students wish to work in the room before school, at lunchtimes, or at the end of school. This booking system is well-used and reflects the level of engagement and commitment that students have towards the subject at Queen Mary's.



TEACHER Main Scale

Job Description- What is expected of teachers at QMHS is underpinned by the Teachers' Standards and an acceptance of Ofsted's view that "the most important role of teaching is to promote learning and to raise pupil achievement".

PREAMBLE

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

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and
- address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of
- standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in
- classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and
- rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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



**QUEEN MARY'S HIGH SCHOOL
SPECIFICATION FOR TEACHING POST**

QUALIFICATIONS	<ul style="list-style-type: none"> • Good Honours Degree • Professional teaching qualification
EXPERIENCE	<ul style="list-style-type: none"> • Experience of 11 – 18 age range • A' Level experience • Good track record in terms of results at GCSE/A' Level • Form Tutor experience • An awareness of the importance and role of the subject in contributing to pupils wider development • Ability to use national and school data in target setting and monitoring
TRAINING	<ul style="list-style-type: none"> • Relevant in-service training • Clear sense of responsibility for their own professional development
PERSONALITY	<ul style="list-style-type: none"> • Pleasant demeanour • A sense of humour • Ability to seek and respond to advice positively • Team-player qualities • A good listener • Relates well to students • Relates well to staff • Relates well to parents • Self-motivated hard worker • Can balance warmth and discipline as appropriate • Ability to work under pressure and to challenging deadlines
SKILLS	<ul style="list-style-type: none"> • Successful and innovative teacher • Effective classroom manager • Good communicator – orally and in writing • Leadership potential • Effective inter-personal skills • A good personal planner/ organiser • Well developed ICT skills • Ability to deal with parents, colleagues and pupils in a manner appropriate to each
VALUES	<ul style="list-style-type: none"> • Believe in an environment that encourages all staff and students to give of their best • Commitment to high standards • Commitment to home/school partnership • Genuine interest in all ability groups • Commitment to the school's role in the wider community • Commitment to the CPD of all staff • Commitment to safeguarding and promoting welfare of students. • Commitment to caring for the individual
REFERENCES	<ul style="list-style-type: none"> • Two unreserved references • Use of words such as good, excellent, outstanding etc. • Describing an adaptable, reliable and hard-working candidate • Reference to enthusiasm for subject, potential, confidence, integrity, competence and effectiveness
OTHER	<ul style="list-style-type: none"> • A clear and articulated educational philosophy • The ability to respond to change effectively • Demonstrable integrity • A variety of personal interests

A Vision of Queen Mary's High School

We envisage Queen Mary's High School as an outstanding girls' grammar school with a reputation for the highest academic standards, as a school where the individual needs of highly able students are met and the development of the 'whole person' together with the enjoyment of learning lie at the heart of its ethos and culture. We also see Queen Mary's High School as having a commitment and responsibility to its own community and communities locally, nationally and internationally.

We see Queen Mary's as a school where students' needs are met through the quality of teaching and learning, pastoral care and guidance and the breadth and richness of the curriculum, both formal and informal, which supports students with individual learning needs or particular talents. The achievements of everyone in the school community are celebrated. The quality of the school will be obvious through outside scrutiny, external awards and data comparison.

The school aims to have a leadership group which is forward-thinking and able to respond quickly and flexibly to change. It should be able to ensure that teaching methods are always developing and provide the best resources and physical environment for teaching and learning. The leadership group will reflect on and evaluate its own performance and the priorities for the school.

The high expectations for teaching and learning and positive relationships between staff, students and parents will be clear in all induction procedures, and in staff development and performance management. Students can expect consistently high-quality teaching and in return commit to the responsibilities of their school work and membership of the school community. Staff can expect the best possible working and employment conditions and career opportunities. Parents are supportive of the school's ethos, systems and procedures and can expect to be fully informed about their child's progress, feel comfortable to come in to school to meet with staff and be confident that the school is providing high quality learning experiences for their child. Governors can expect clarity and transparency about school matters and sufficient training and links with the school to ensure they are able to play their part in its strategic development. The school will demonstrate its commitment to the wider community via support for local schools and organisations and a commitment to charity fund raising.

Finally, the school's reputation, culture and family atmosphere will be such that all who are connected with it are happy to continue an association with Queen Mary's High School long after they have ceased to be connected with it on a daily basis.

The 'Spirit of Queen Mary's' is demonstrated through our core values:





Policy Statement on the Recruitment of Ex-Offenders

Issued as information to applicants

Policy Statement

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Queen Mary's High School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

Queen Mary's High School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is available on request to all Disclosure applicants at the outset of the recruitment process. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of any criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to the designated person within Queen Mary's High School and we guarantee that this information is only be seen by those who need to see it as part of the recruitment process.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offence.



Child Protection Policy Statement

Issued as information to applicants

Queen Mary's High School recognises that it has a pastoral responsibility towards its pupils who have a fundamental right to be protected from harm. The school will assist the local authority, social services department and the police acting on behalf of children in need or enquiring into allegations of child abuse.

Identifying Abuse

Teachers and other staff will be observant and alert to signs of abuse of any kind. These may include:

- ♦ Changes in behaviour.
- ♦ Failure to develop or grow.
- ♦ Bruises, lacerations or burns.
- ♦ Inadequate clothing.
- ♦ Hunger or apparently deficient nutrition.
- ♦ Excessive dependence or attention seeking.
- ♦ Injuries indicating that a child has been forcibly held down.
- ♦ Sexual precocity.
- ♦ Withdrawal.

A member of staff, where appropriate, noticing such signs will tactfully and sympathetically ask what has happened or what is wrong. Questions will be very open and general (e.g. Tell me what happened) and will in no way probe for details or risk putting ideas into the child's mind. The chief task at this stage is to listen to the child and not interrupt. Investigation of any suspicion or actual allegation of abuse will be undertaken by the statutory authorities i.e. the Social Services or the Police. Staff of Q.M.H.S. have no investigatory role.

All suspicions or actual disclosures of abuse of any kind must be reported to the Child Protection Co-ordinator.

The Child Protection Co-ordinator (Designated Person) is the Assistant Head Teacher Miss Kenny supported by Mrs Plimmer the Pastoral Support Coordinator.

Confidentiality

Whilst every attempt will be made to promote an atmosphere of trust in which pupils feel able to confide in someone at school, no member of staff shall give an undertaking of absolute confidentiality. Any child disclosing abuse to a member of staff will be gently and sensitively told that the information must be passed on to the appropriate agencies to protect her and any others in danger of being harmed. The child will be reassured that information will only be passed on to those who need to know about it in a professional context. Child Protection issues should be shared only with those pastorally responsible for the child in school i.e. the Form Tutor, Personal Achievement Manager, Pastoral Co-ordinator (Child Protection Co-ordinator) and Head Teacher as well as with the statutory Child Protection agencies.

Child protection records will be kept in a securely locked cabinet.



Dear Applicant

Under the Data Protection Act 1998 I am obliged to advise you that the purposes for which your data will be processed are recruitment and statistical research purposes only. Data and other relevant information will be processed only by myself and the School Recruitment Administrator. Her name is Mrs. Diane Ody.

In the event of your being selected for interview, it will be necessary for a copy of your application form and references to be provided to the interview panel. I trust that by submitting your application you agree to this. Any such copies will be destroyed after an interview.

The School Recruitment Administrator will follow appropriate security measures to protect the data of successful candidates and the data of unsuccessful candidates will be destroyed after six weeks unless by prior specific agreement.

Yours sincerely,

DR ALISON BRUTON
Head Teacher



TEACHING STAFF APPLICATION FORM

Post applied for:.....

This school is committed to safeguarding and promoting the welfare of children. This application form must be completed in full before it can be considered

Personal Details (Please use block capitals)

Surname..... Forename (s).....

Previous Surname..... Title.....

Address.....

..... Postcode.....

Tel No..... Day Tel No.....

Email address..... NI No:.....

Referees

Please provide details of two referees to whom confidential enquiries may be made. One **MUST** be from your current Head Teacher where you work or the most recent employer if not currently employed. If you are not currently working with children but have done so in the past, an additional reference will need to be obtained from that employer. Referees must not be members of your family, your spouse/partner, or friends. **References WILL be taken up prior to interview. Please advise if you do not want us to do so at this stage and provide reasons.** Any anomalies of information or issues arising from references will be taken up at or before the interview, i.e. through a telephone call to your current employer.

Name..... Position

Company.....

Address.....

Postcode..... Tel No

Fax No..... Email.....

Name..... Position.....

Company.....

Address.....

Postcode..... Tel No

Fax No..... Email.....

Please note that references will only be taken up if you are shortlisted for interview, unless you have requested otherwise. However, no offer of employment can be made until two satisfactory references are received. All references will be read by the Chair of the interviewing panel prior to the interview, and the content may be shared with the panel and discussed with you during the interview. Referees will be asked to comment on any disciplinary issues that may be relevant. Interviewing panels reserve the right to request references from further back in your career if it is felt necessary.

Do you have the right to work in the UK? Yes ☐ No ☐

Please note: original identification documents verifying your right to work in the UK will be requested, check and a photocopy taken. If your application is successful and you commence employment, the copy of your identification documents will be retained on file.

Qualifications

Please list all relevant education, qualification and training you have undertaken, giving the most recent first, and provide dates. Please include accredited professional development and your teacher training course.

Education/Qualifications/Training	School/College/University	Qualifications with grades/ courses attended and date of award

Qualified Teacher Status (QTS) Details

Do you have QTS? Yes ☐ Date of QTS _____ No ☐ DfE No: _____

Teacher's Qualification _____

Newly Qualified Teachers and Trainee Teachers

Have you satisfactorily completed a first year of teaching? **YES** With which school/authority? **NO** When do you expect to achieve QTS?

Please note, if you are appointed you will be asked before your appointment is confirmed to present original certificates.

Current or Last Employment Details

Job title..... Salary & Grade.....

School..... Head Teacher.....

Address.....

Dates of employment from..... to.....

Brief description of duties and responsibilities – use continuation sheet if necessary

Previous Employment Details

Please list all previous employment starting with your most recent and list chronologically backwards. Please include all employment, unpaid work, voluntary work and periods away from work such as raising a family. Reasons must be given for any gaps between these activities. Please ensure all dates are provided and no gaps in activity are left unaccounted for.

Dates from/to (month/year)	Employer (name and address)	Position held and main responsibilities	Salary/grade and reason for leaving

Have all gaps in employment/activity been accounted for? **YES** ☐ **NO** ☐

If NO, please provide further details:

Letter of Application

In support of your application you are invited to attach a letter stating your reasons for applying for this post. You should describe how you consider your skills, abilities, knowledge and experience to be relevant to this position and the factors that make you a suitable candidate. You may include voluntary work and experience gained outside of work. Please refer to the Job Description and ensure you link this part of your application to the criteria listed in the Person Specification.

Disclosure of Relationship

A candidate for any post within Queen Mary's High School who knows that he/she is related to any Governor or Employee of the school, must disclose the relationship. A candidate who fails to disclose such a relationship is disqualified for appointment and if appointed is liable to dismissal without notice.

Are you related to any Governor or Employee of the School Yes No ☐ ☐
If yes, who?

Notes for applicants

Applicants are requested to read carefully the following notes and any further particulars for the post before signing the declaration at the foot of the page.

Acknowledgment of applications

Your application for this post will only be acknowledged if you enclose with it a stamped addressed envelope.

Notification of result

It is the policy of Queen Mary's High School that, in order to keep administrative costs to a minimum, notice of the result of an application shall not be sent to an unsuccessful candidate who is not called for an interview by post. If, therefore, you do not hear within 6 weeks of the closing date for applications for this post, you should normally assume that an appointment has been made.

Interview expenses

Candidate called for interview may claim reasonable expenses incurred for travel by 2nd class rail, bus or car. **Payment of such expenses shall only be paid from point of entry to the UK.** Receipted accounts must be produced or else payment will not be made.

Declaration

I hereby give my consent for personal information (any information which may be considered Personal Data and/or Sensitive Data within the meaning of the Data Protection Act 1998, which includes recruitment monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

The information supplied by you will be subject to verification and the school may contact people and/or organisations to confirm some of the facts contained in our application, e.g. referees, previous employers, educational establishments, examination bodies, etc. The school may also obtain from or provide information to third parties for the purposes of the detection and prevention of crime.

By signing this application form you are confirming the information is correct. If later background checks confirm that information has been falsified or omitted it will lead to disqualification or, if appointed, could render you liable for dismissal or, in some cases, to the matter being referred to the police. By submitting this application form you authorize us to verify any information you have given with third parties and you authorize them to disclose your personal information to us.

I have not canvassed either directly or indirectly any member of the Governing Body in connection with the above appointment.

Signature..... Date.....

Please return this application form to: Queen Mary's High School, Upper Forster Street, Walsall, WS4 2AE.

Where did you see the advertisement for this position?

TES ☐ Local Press ☐ Other (please specify).....

Safeguarding Vulnerable Groups

Queen Mary's High School is committed to protecting the welfare of vulnerable groups through safe recruitment and selection processes.

The information you have provided in your application, and that you may be invited to discuss at interview, will assist in assessing your suitability to work with people in a vulnerable group – both children and adults.

Your references and any information that may need to be obtained via pre-employment checks will also be taken into account.

The information provided by you in this application form will be used for the purposes of administering and monitoring the recruitment and selection process only. If appointed the information will form the basis of the employment record. No information will be passed to third parties.

Disclosure of Criminal Convictions and Cautions

The position for which you are applying is an excepted post within the meaning of the Rehabilitation of Offenders Act (Exceptions) Order 1975 (as amended) and therefore:

- a) If you are shortlisted for interview, you will be required to complete a Declaration of Convictions and Actions (attached); this will enable the selection panel to consider any disclosure, and for you to comment upon it; and
- b) If you are selected for the post, it will be a specific condition of appointment that an enhanced Disclosure & Barring Service (DBS) disclosure is obtained.

Please note that if there are material differences between your disclosure and the DBS disclosure, this may result in the offer of appointment being rescinded.

Do not complete the Declaration of Conviction and Actions at this stage, but you must complete and return it to us if you are shortlisted

Should you be appointed to the post that you have applied for it is essential that you inform your manager immediately should your circumstances change in regard to Criminal Convictions and Police Cautions before or during employment.

STRICTLY CONFIDENTIAL

DECLARATION OF CONVICTIONS (REHABILITATION OF OFFENDERS ACT 1974) – EXCEPTED POSTS

Please note carefully the following information:

The position for which you are applying involves substantial access to children or vulnerable adults. It is therefore exempt from Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Exceptions Order, and you are required to declare any convictions, cautions or bindovers you may have even if they would otherwise be regarded as 'spent' under this Act. The information you give will be treated in confidence and will only be taken into account in relation this application.

In answering the following questions you must disclose details of all convictions and cautions, including 'spent' convictions, bindovers, warnings and reprimands.

Have you ever been convicted of a criminal offence? YES / NO

If YES, please give below or place in a sealed envelope (if preferred) details of all convictions and cautions, including 'spent' convictions and cautions.

Do you have any bindovers, warnings or reprimands? YES / NO

If YES, please provide details.

Under Government regulations the School is able (with your consent) to access records of criminal convictions. In the event of an offer of employment your written consent will be sought for this check to be undertaken with the Disclosure and Barring Service and you will be required to complete an Enhanced Disclosure Application Form. **If you do not give your permission for this check to be undertaken then it will not be possible to consider your application further.** As part of its checking procedure the DBS checks will include information held on the DBS Children & Adults Barred Lists together with information held locally by police forces that is reasonably considered to be relevant to the applied post.

Name.....

Signature

Date

Equal Opportunities Monitoring

Queen Mary's High School is committed to a policy of ensuring equality of opportunity in employment for all, and to taking action to avoid discrimination. Job applicants are considered only on their ability to do the job for which they are applying. To see whether this policy is effective we need to monitor the gender, marital status, age, ethnic origin and disabilities of job applicants and you are therefore requested to provide the monitoring information outlined below. The information will be used only to monitor the school's practices and will be treated confidentially. **This page of the application form will not be seen by those who decide on the list of applicants to be invited for interview.**

Gender (Sex Discrimination Act 1975)

Male ☐ Female ☐ Date of birth..... Country of Birth.....

Ethnic Origin (Race Relations Act 1976)

This is the origin of your family rather than your nationality. For example you could be British and your ethnic (family) origins could be any of the ones listed below, or a combination of them, or something more specific.

Please identify your ethnic origin either by ticking ONE of the boxes below or by giving your own description.

White	<input type="checkbox"/>	British	Asian or Asian British	<input type="checkbox"/>	Indian
	<input type="checkbox"/>	Irish		<input type="checkbox"/>	Pakistani
	<input type="checkbox"/>	Other White		<input type="checkbox"/>	Bangladeshi
				<input type="checkbox"/>	Other Asian
Mixed	<input type="checkbox"/>	White & Black Caribbean			
	<input type="checkbox"/>	White & Black African	Black or Black British	<input type="checkbox"/>	Black Caribbean
	<input type="checkbox"/>	White & Asian		<input type="checkbox"/>	Black African
	<input type="checkbox"/>	Other Mixes		<input type="checkbox"/>	Other Black
			Chinese or Other Ethnic Group	<input type="checkbox"/>	Chinese
				<input type="checkbox"/>	Other Ethnic Group
Do not wish to declare	<input type="checkbox"/>				

Disability Discrimination Act

We welcome applications from people with disabilities and guarantee you an interview should you meet the minimum criteria for the job. The Disability Discrimination Act defines disability as 'any physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'.

Do you consider yourself to have a disability which falls within this definition? YES/NO

If yes, please give details:

Is there anything about your disability which is relevant to this job? YES/NO

If yes, please give details:

Would the provision of any aids or adaptations assist you in carrying out the duties of this job? YES/NO

If yes, please give details:

Is there anything we need to know about your disability in order to provide you with any help you may need for the interview, e.g. a sign language interpreter, or an easily accessible interview room? YES/NO

If yes, please give details:

Please continue on separate sheet if necessary.

The Immigration, Asylum and Nationality Act 2006".

Do you have European Union (EU) Nationality? YES/NO

If your answer is NO and your application is successful, you will be required to provide evidence of your entitlement to live and work in the UK.

Data Protection Act

I hereby give my consent for the Recruitment Monitoring information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signature..... Date