



CHARLTON SCHOOL

*Taking PRIDE in Progress and Partnership,
with Learning at the Heart of all we do.*



Teaching Application Pack



Principal: Mr McNaughton

Apley Avenue, Wellington, Telford, TF1 3FA
Telephone 01952 386800
or visit our website at www.charlton.uk.com



“Learning at the heart of all we do”

Charlton is an 11-16 comprehensive school, well established in the heart of its local community. We are a truly comprehensive school, admitting children from over 20 primary schools, with students' prior attainment at KS2 broadly in line with National Average, with a slight bias towards higher ability range.

At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Partnership with our local primary schools focuses on building on primary experiences and strengths, to ensure a continuous learning journey for all. Our students leave us having attained high standards, whilst emphasising their personal development.

Partnership with our families and the wider community is really important to us, so that care, guidance and support systems are good and ensure that students who join the school at any stage are well supported.

Charlton's Vision

Our aim is to provide an environment in which all students can succeed.

To do this we will:

- Ensure that every member of our school community knows that we are committed to their care and support
- Encourage independence of thought and respect for each person's uniqueness and needs in the development of their talents
- Encourage each member of the school to show respect for each other, our community and understand and develop their role as an active responsible citizen
- Ensure that students have a wide range of extending and enriching opportunities
- Ensure positive working conditions in which clearly stated standards of behaviour and courtesy are upheld
- Provide a clean, bright, safe and stimulating learning environment
- Celebrate and encourage success at all levels

We are tremendously proud of our new school building. It provides first rate facilities, purpose-built for the 21st century. Our new build school opened in June 2016 and was the last school in the country to be completed under the Building Schools for the Future scheme. The transition from the old school to new was seamless, both staff and students settled quickly in to their new surroundings.

Additional investment in state-of-the-art ICT, Sports, Expressive Arts, Science and Technology, have been a great boost to students' already rich curriculum of Foreign Languages, Humanities, English and Maths. We firmly believe that the new facilities will further strengthen our already high performance across the school.

To support us with our future development and our desire to rapidly be classified by Ofsted as a good school again, we will shortly convert to an academy within The Learning Community Trust. We will work with other schools locally who share our vision and values. We will work in partnership towards a shared vision that places students' learning, environments and local communities at the centre of our approach.



The curriculum is organised into nine curriculum areas with colleagues working collaboratively to support the complete learning experience. We currently implement a two-year KS3 programme, followed by a three-year KS4 where students make their option choices at the end of Year 8.

Within curriculum areas, our teams consider the views of learners using student self-evaluation as part of their assessment procedures. This gives learners the opportunity for reflection and to improve good practice. Students are encouraged to share their views and opinions and play a key role in shaping the future of our school. Students take tremendous pride in what they do and have a sense of loyalty with good relationships with staff.

As a school we have a wide range of extra-curricular activities supported through our partnership work with many outside agencies. This, linked with our work to promote community cohesion, provides our young people with every opportunity to meet their potential.

The school performed in broadly line with predicted National expectations in regard to provisional outcomes in the summer 2017 exams:

- The percentage of students who achieved Basics, a 9-5 grade pass in English (either Language or Literature) and Mathematics was 42%
- The percentage of students who achieved Basics, a 9-4 grade pass in English (either Language or Literature) and Mathematics was 60%
- The percentage of students who achieved a 9-5 Ebaac (English, Maths, Sciences, History or Geography and a Modern Foreign language) was 26%
- The percentage of students who achieved a 9-4 Ebaac (English, Maths, Sciences, History or Geography and a Modern Foreign language) was 29%

Students are guided via a strong pastoral system, with experienced staff who support our effective learning environment. All students have form tutors who serve as academic mentors to track progress. Pastoral Managers offer further support and where required access external agencies and family support.

Each year students apply for and are voted into positions of responsibility within our student leadership structure. Students are asked to produce an action plan for development in which they outline their own improvement priorities and a budget is allocated for them to spend as they see appropriate.

We aim to keep learning at the heart of all we do, recognising the strengths of collaboration and sharing best practice. We are a true learning school where every individual has the opportunity to develop, maximising their full potential.

We look forward to welcoming you into our school community.

Mr Andrew McNaughton
Principal



Modern Foreign Languages

At Charlton, we aim to provide a language experience for all, recognising the value to students' personal development through the acquisition of a second language. In addition, students will benefit from the enhanced opportunities to be gained beyond school having completed a language qualification.

We have an enthusiastic and experienced MFL team who ensure a vibrant, engaging curriculum across all year groups. This is supported through well-resourced teaching bases where all teachers have a personal laptop to connect to the interactive whiteboard which are actively used in lessons to deliver and enhance the curriculum.

At KS3, students choose to study either French or German. Student and parental preferences are taken into account. Teaching groups are based on ability with a range of learning opportunities covering speaking, listening, reading and writing. These are enhanced through the use of ICT including Activeteach for all 'Studio' and 'Stimmt!' courses; we also subscribe to various websites to supplement our schemes of work.

At the end of KS3, all students are encouraged by the MFL staff and the Senior Leadership Team to pursue a language throughout KS4 and uptake is extremely high. This philosophy has been promoted historically throughout our school. At KS4, students follow the new GCSE Edexcel specification. We use the relevant textbooks and supplementary materials to facilitate delivery of the curriculum.

We currently offer two pathways at KS4:

1. Extended programme for the most able students, continuing with the language they have studied at KS3 and starting a second language, leading to two full GCSEs;
2. Standard programme in which students do a full GCSE in either French or German;

We currently have a number of exchange visits and trips taking place, which are supported by parents and well received by our students and give opportunity to apply and develop further their language skills, putting learning into a real context. We hope to further enhance these links by continuing the work started to establish an exchange with a French school, having already in place established trips to France and Germany for Years 8 and 10. We hope to appoint a language teacher who is keen to support and organise trips abroad for students of all ages and to develop cross curricular events and activities which bring learning to life.

In MFL, we are keen to share practice to ensure the very best learning experiences for students. This is supported through collaboration and cooperation which is a feature of the school as a whole. We are hard working and our passion for languages ensures that we constantly strive to provide our students with enriched opportunities. We actively raise the profile of languages across the school and in the wider community.

Liz Upton
Curriculum Leader for MFL



TEACHER OF MODERN FOREIGN LANGUAGES (French or German, or both)

Salary:	MPS
Location:	Charlton School
Contract type:	Full time
Contract term:	Permanent

Charlton is a very successful 11-16 co-operative school. We were very excited to move into our new school building in June 2016. We believe in progress through partnership with learning at the heart of all we do. We are a school that has a caring and disciplined environment, combining a degree of formality with good relationships between adults and students.

Wellington is a quaint market town, rapidly improving facilities and new housing being built nearby the school. From its central position, Wellington is easily reached by rail and has a large train station in the town. It is close to Shrewsbury and the famous Ironbridge, which is an area of local beauty and historical interest and one of the best in Shropshire!

To support us with our future development and our desire to rapidly be classified by Ofsted as a good school again, we will shortly convert to an academy within a select MAT. We believe this will be ideal for us, as we have similar vision and values. We will work in partnership towards a shared vision that places students' learning, environments and local communities at the centre of our approach.

We are offering an exciting opportunity for a teacher to join our successful MFL department, supporting the further development of an innovative curriculum for all, with purposeful, contextual learning and high expectations for students forming a major part of our passion for learning.

As a member of our team you will focus on ensuring the progress of every child by developing their Language skills, knowledge and understanding within an exciting and relevant curriculum.

Our MFL department has an excellent team spirit where collaboration, cooperation and the sharing of best practice are key, as is hard work within a supportive team. Learning is at the heart of all they do and they aim to provide students with outstanding opportunities.

We are looking for a teacher who is enthusiastic about their subject, someone who can inspire the children in their care to be passionate about MFL and all this can offer them.

The position will start January 2018. Our school is an equal opportunity employer, so we are committed to the safeguarding and protection of children and individuals. This post is subject to a DBS Enhanced Disclosure.

If you have a passion for teaching, we would love to hear from you!

Applications welcome from NQTs.

Closing date for applications: 21st September 2017

Interviews: 2nd October 2017

Application forms and further information is available from the school website www.charlton.uk.com. Alternatively you may contact Cathy McGilvery cathy.mcgilvery1@charlton.uk.com or call 01952 386806.



KEELE
UNIVERSITY



TEACHING APPLICATION FORM

Completing the Application Form

Please read these notes carefully and keep for future reference. They are designed to help you in completing your application form. We want to try and make sure that everyone applying for a job at Charlton School has a fair chance. Completing an application form is the first stage in the recruitment process which may lead to an interview and the possible offer of a job.

- It is important that you complete all sections of the application form as clearly and fully as possible.
- Please ensure that you have given your name and address accurately so that we are able to contact you.
- We are interested in your experience and any skills or training which show that you meet the requirements of the job for which you are applying. Include non work activities which are relevant.
- You are asked in Section 6 of the application form to provide a supporting statement.
- We do not ask for many personal details. This is because we do not take into account such things as gender, race and marital status.
- Please do not forget to sign the form.
- If you attach additional sheets to your application form make sure you put your name and the title and location of the post for which you are applying at the top of each page.
- We ask everyone to complete an application form so please do not send a C.V.

Remember we can only decide whom we should interview based on what is written on your application form.

JOBS WORKING WITH CHILDREN

The job for which you are applying involves substantial opportunity for access to children and your application will be subject to rigorous pre-employment checks. This is in order to ensure the safety of children. These checks will include a check by the Criminal Records Bureau on Police Records for **all** criminal convictions, cautions and any impending cases. A more detailed explanation is attached to this application form.

DATA PROTECTION ACT 1998

The information or data which you have supplied on the application form will be processed and held on computer and also on your personal records if you are appointed.

The data may be processed by Charlton School for the purposes of equality monitoring, compiling statistics and for the keeping of other employment records.

By signing and returning this application form you will be deemed to be giving your explicit consent to processing of data contained or referred to on it, including any information which may be considered to be sensitive personal data.



EQUAL OPPORTUNITY MONITORING

What does this mean?

So that we can measure the effectiveness of the Equal Opportunity Charter, we need to collect information about our job applicants. It would help us greatly, therefore, if you would complete the Monitoring Form attached to the application form fully.

- When your application is received the Monitoring Form will be removed before the form goes to those involved in shortlisting for interviews.
- Those involved in shortlisting and interview will not know what information is on the Monitoring Form.

THE RECRUITMENT PROCESS

What will happen next?

If you require any help or have any questions about the recruitment process, or you are unhappy about the way you are treated, or have any suggestions as to how we can do better, please contact the school.

Due to the high number of applications received, regrettably we cannot always reply individually to every applicant. If you have not heard from us within 28 days of the closing date, your application has been unsuccessful. We are sorry that this means we are treating you less courteously than we would wish.

Whatever the outcome of your application, thank you for the interest you have shown in working for Charlton School.

CHARLTON SCHOOL MONITORING FORM

The recommended Employment Equality Charter is shown overleaf. In order to measure its effectiveness we need to collect information on people who apply for our jobs. To enable us to do this, please complete the details below.

Some of the information you give on this form may be considered to be sensitive personal data under the Data Protection legislation and by completing and returning this monitoring form, you will be deemed to be giving your explicit consent to the processing of the data for Equality Monitoring.

THIS INFORMATION IS SEPARATED ON RECEIPT OF YOUR FORM AND IS NOT SEEN BY ANYONE INVOLVED IN THE SELECTION PROCESS.

Please complete in **BLOCK CAPITALS**

POST TITLE:

FULL NAMES:

(including first name(s) and surname/family name)



PREVIOUS NAMES:

PREFERRED TITLE * Mr/Miss/Mrs/Ms/Dr/Other:
(*please delete as appropriate)

DATE OF BIRTH:

PLEASE TICK RELEVANT BOX (Double click on the button and select checked)

AGE: 16-18 ☐ 19-35 ☐ 36-49 ☐ 50-59 ☐ 60-65 ☐ over 65 ☐

GENDER: Male ☐ Female ☐

ETHNIC ORIGIN:

Asian or Asian British

Indian ☐

Pakistani

Bangladeshi ☐

Any other Asian
Background ☐

Black or Black British

Caribbean ☐

African ☐

Caribbean ☐

Any other black
background ☐

Mixed

White & Black Caribbean ☐

White & Black African ☐

White & Asian ☐

Any other mixed
background ☐

White

British ☐

Irish ☐

☐

Any other white
background ☐

Other Ethnic Groups

Chinese ☐

DISABILITY: Do you consider yourself to have a disability?

Please state **YES** ☐ **NO** ☐

(as defined in section 7 on the application form)

HOW DID YOU FIND OUT ABOUT THIS VACANCY?

(name of newspaper/journal, job centre etc)

ARE YOU CURRENTLY EMPLOYED BY TELFORD & WREKIN COUNCIL?

Please state **YES** ☐ **NO** ☐ IF YES, YOUR EMPLOYEE NUMBER:



COMMITMENT TO EQUAL OPPORTUNITIES

Charlton School is committed to equality of opportunity in all aspects of their activities. We recognise that people suffer discrimination, disadvantage and exclusion, both in employment and in the delivery of services, for many reasons including:

- race, colour, ethnic origin
- gender, marital status, sexuality
- poverty, social class
- religious and other beliefs
- age
- disability

We are committed to combating inequality and striving to ensure that all people in all parts of the community are treated fairly.

EQUALITY IN EMPLOYMENT

It is the school's policy that all of its employees, and those who apply for employment, will be treated with equal fairness, respect and dignity.

We will:

- Publicise, by this charter, our commitment to equality to all of our employees and within the community at large.
- Encourage job applications from all sections of the community and ensure that only relevant and justifiable factors are taken into account in making appointments
- Make available appropriate training for employees so that they can both understand and actively promote equal opportunities policies and, recommend that everyone who takes part in the recruitment and selection process will first receive the necessary training.
- Ensure that existing and future HR policies and conditions of service are applied fairly to all employees and are such that they can both promote equality of opportunity and seek to remove obstacles to its achievement.
- Recommend that applicants with disabilities who meet the essential requirements of the post are interviewed, and do everything reasonably practical to adapt jobs and premises to meet the needs of people with disabilities.
- Measure the effectiveness of our policies by regular monitoring of both existing employees and of job applicants.



ESSENTIAL ADDITIONAL INFORMATION FOR POSTS WHICH INVOLVE WORKING WITH CHILDREN.

The post for which you are applying will involve working with children. In order to ensure the safety of children, your application will be subject to rigorous pre-employment checks.

Please read this information carefully, detach and keep these notes.

1. The references you have offered will be taken up. We also reserve the right to contact any other previous employer for a reference.
2. We will also take into consideration relevant information received from **any** source. This may include information held by this authority, for example in Social Care or Education, and information received from other external authorities or bodies.
3. You will be required to provide proof of any educational qualifications or memberships of professional bodies that are stated in your application form.
4. You will be asked to submit original proof of identification, such as a birth certificate, National Insurance number, passport or driving licence. You will also be asked to submit all marriage certificates in cases where you have changed your name, and previous address details.
5. You will have to complete a medical questionnaire and may be required to meet with our occupational health physician if required.

Criminal Record Checks

6. This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986 and the Criminal Justice and Court Services Act 2000. It is also covered by the Protection of Children Act 1999.
7. A caution or conviction will not necessarily debar you from applying for the post. We will consider any previous offences in accordance with our Equal Opportunities Charter. There are, however, certain offences which will debar you from working with children under the regulations made under the Children's Act, including Schedule 1 offences such as sexual and violent offences.
8. At interview, or in a separate discussion, we will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
9. Prior to any offer of employment being made you will be required to complete a **Disclosure application form**. On this form you will need to declare **ALL CAUTIONS, BIND OVER ORDERS & CONVICTIONS**. This includes offences which are considered spent for other purposes or that you may believe have been removed from your record.

All information given will be treated as strictly confidential and will be stored securely.

Once completed this disclosure form will be sent to the Criminal Records Bureau (CRB). The CRB will search Police Force, Department of Health, and Department for Education & Skills records for relevant information. The CRB will inform you of the result of their search and they will also send a copy of the result to Telford & Wrekin Council. This information will enable the Council to make its decision on possible employment.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.



The Council's policy on Criminal Record Checks and the CRB's Code of Practice are available on request from the Council's HR & Development Team.

If you require further information you can contact the CRB direct on **0870 90 90 844** or visit their web site **www.crb.gov.uk**.

8. If you do take up employment it is necessary for you to inform the Principal of any cautions, bind overs or convictions you sustain during the subsequent course of your employment.

IMPORTANT

WE WILL REPORT ALL PERSONS TO THE RELEVANT AUTHORITIES WHO ATTEMPT TO OBTAIN EMPLOYMENT WHILST THEY ARE DISQUALIFIED FROM WORKING WITH CHILDREN.



CHARLTON SCHOOL TEACHING APPLICATION FORM

Post Title: at: Post Ref:	Application to be returned to the address below by no later than:
---	---

1 PERSONAL DETAILS (BLOCK CAPITALS PLEASE)

Surname/Family name:	Address for correspondence:
Initials:	Post Code:
DfEE Number:	Email:
GTC Registration:	Tel. No:

2 EDUCATION AND QUALIFICATIONS

Name of School/College/University	Period of Study	Subject and type of qualification	Grade

3 PROFESSIONAL DEVELOPMENT

Other courses attended – please give details of any other relevant training undertaken, including short and in-service training, during the last 3 years. If necessary continue on separate sheet:

4a PRESENT/MOST RECENT POST

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

4b. PREVIOUS POSTS

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

Name and address of employer		
Position held		
Dates held	From month/year	To month/year
Reason for leaving (if applicable)		
Salary/Allowances	Number on Roll	

Please continue on an additional sheet if necessary

5 REFERENCES

Please give details of two referees whom we may ask about your suitability for the post. One of these should be your current or most recent employer. References will normally only be taken up if you are selected for interview. Referees must not be related to you. We reserve the right to approach your current and any previous employer.

1 Name: Address: Tel. No: Occupation:	2 Name: Address: Tel. No: Occupation:
--	--

May these references be taken without further authority from you?

1 YES /NO

2 YES /NO

5 SUPPORTING STATEMENT

Please provide on a separate sheet any further information which you feel will be useful in support of your application, including a description of the duties and responsibilities of your current or most recent post, and an organisation chart showing your post in relation to others. Include any other experience which you feel is relevant to your application. Take as a guide in completion of this section the contents of the job description and person specification of the post for which you have applied.

For teaching posts please include details of your induction / probation, if appropriate, and if newly qualified, details of your teaching practice if you have not previously covered this. Please ensure you include details of the number of pupils on roll at schools where you have taught, together with the age range of pupils you have taught.

6 PERSONS WITH A DISABILITY

The Disability Discrimination Act, 1995 defines a person with a disability as someone who has "a physical or mental impairment which has a substantial and adverse, long term effect on his or her ability to carry out normal day-to-day activities".

Under this definition do you consider yourself to have a disability?
Please state **YES /NO**

If you are selected for interview are there any special arrangements we need to make for you?
Please state **YES /NO**

If yes, and you are successful in obtaining an interview, we will contact you after the shortlist has been drawn up to discuss arrangements.

7 OTHER

Do you hold a full current driving licence?

Please state **YES /NO**



Type of licence:

Driving licence held since (date):

Are you, to your knowledge, related to any member of the School's Governing Body?

Please state **YES /NO**

If yes, please give details:

Name:	Relationship:
-------	---------------

Criminal Convictions

Please read the attached additional information carefully.

Have you ever been convicted of any offence by any Court (including a Court Martial), or received a formal Police Caution?

Please state **YES /NO**

Has a Summary Award ever been made against you by a Commanding Officer of the Armed Forces?

Please state **YES /NO**

If you have answered 'Yes' to any of these questions please give full details. We will only take them into account if we consider them relevant to the post for which you have applied.

8 YOUR SIGNATURE

I certify that to the best of my knowledge the details provided on this form and all other supporting papers are true and correct. Furthermore, I understand that the provision of false or misleading information given in response to any questions on this form or the failure to disclose information will result in the termination of any contract of employment entered into, or the withdrawal of any offer of employment. I also hereby give my explicit consent to the processing of data contained or referred to on this form, in accordance with the Data Protection Act 1998 and any subsequent legislation. I also confirm that I have read the information sheet at the front of this application form.

Signature of applicant:	Date:
-------------------------	-------