***Confidential***

**POST DETAILS**

Post Title :

Closing date :

**PERSONAL DETAILS**

Telephone no (Day) …………………………………………

Telephone no (Evening) ………………………….……..

Mobile ……………………………………………….……………

Email ……………………………………………..……………….

National Insurance No…………………….……………..

Date of Birth …………………………………………….……

Do you have the right to work in the UK?

 YES □ NO □

Do you require a Certificate of Sponsorship?

 YES □ NO □ Visa Expiry Date

 Teacher Ref. No.

Surname ……………………………………………………..………….

Forename ………………………………………..……………..…….

Title ……………………………………………………………………….

Address …………………………………………………………………

 …………………………………………………………………

Postcode ……………………………………………..……………….

Are you registered with the National College for Teaching & Learning?

Yes □ No □

QTS/QTLS Certificate

 No.

Date QTS/QTLS awarded

Have you successfully completed a period of induction as a qualified teacher in this country?

Yes □ No □ If yes, date of completion

Do you speak any other languages ? – if so which?

**PRESENT EMPLOYMENT**

CURRENT/LAST EMPLOYMENT

Name & Address of Employer ……………………………………………………………………………………………………….…………

 …………………………………………………………………………………………………..………….

 ……………………………………………………………………………………………..………………

Telephone …………………………………………………..

Job Title ………………………………………………………………….. Full/Part Time/Job share ………………………………...…

Date appointed …………………………….………… Name of Education Authority ……………………………………………

Salary …………………………… Salary point …………..……… Allowances (incl. TLR)…………………………….…………….

Type of school …………………………………………….…………. Age range …………………………………………………………..

No. on roll …………………………………………………………….. Age range taught …………………………………………………

Reason for leaving ………………………………………………………………………………………………………………..……………….

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**BRIEF DESCRIPTION OF DUTIES**

**PREVIOUS EMPLOYMENT HISTORY**

Please give details of all previous jobs including temporary or voluntary work in chronological order ending with your present post. Ensure that there are no gaps in the history of your education and employment. Failure to provide a full account may lead to your application being rejected. Continue on a separate sheet if necessary.

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| --- | --- | --- | --- |
| LA/Employer’s Name & Address and school name if applicable | Job Title (and responsibility point if applicable) | **Exact** dates employed (i.e.) 01.09.03 to 30.04.06 | Reason for leaving |
| From | To |
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**EDUCATION**

|  |  |  |
| --- | --- | --- |
| Name of Institution  | Dates | Qualifications including membership of any relevant professional association |
| From To |
| Secondary School, Further Education College |  |  |  |
| Higher Education |  |  |  |
| Further post graduate study |  |  |  |
| For what age range were you trained? | Main teaching subjects offered: | Additional subjects offered: |

|  |
| --- |
| **PROFESSIONAL DEVELOPMENT COURSES ATTENDED WITHIN THE LAST FIVE YEARS** |
| Title | Organising Body | Duration |
| **(e.g. NPQH)** |  | From | To |
|  |  |
| **Please provide your Professional registration number and send in a Photocopy of your certificate.** |

**SUPPORTING STATEMENT**

You must use this section to tell us how your knowledge, skills and experiences match the requirements of the job set out in the person specification. ***Please provide evidence of your ability to challenge inappropriate behaviour and treat others with respect and dignity. (For Head Teacher posts – please include your professional achievements within or beyond school and your aims in leading this school).***

Please expand this section, if necessary, by not more than 1 side of A4

|  |
| --- |
| **DISCLOSURE OF CRIMINAL BACKGROUND****Please refer to WF Guidelines on Employing People with Criminal records** |
| **Rehabilitation of Offenders act 1974 (Exemptions) Order 1975**This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. You are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are “spent”. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the disclosure and barring Service website:<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240164/Filtering_guidance_v1_5.pdf>Please complete the following questions, taking into account the DBS filtering guidance.Do you have any convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended 2013)  Yes □ No □If Yes, please give details including dates, on a separate sheet, place the sheet in a sealed envelope marked for the attention of the Chair of the shortlisting panel and enclose it with this form.Are you included in any list of people barred from working with children by the Disclosure and Barring Service (DBS) or the NCTL(National College of Teaching and Leadership)? Yes □ No □If Yes, please give details including dates, on a separate sheet, place the sheet in a sealed envelope marked for the attention of the chair of the shortlisting panel and enclose it with this form.**PLEASE NOTE:*** If your application is successful, prior to taking up your post, you will be required to undergo a Formal Disclosure process through the Disclosure and Barring Service (previously CRB). This will require you to complete a separate DBS application form and to provide a range of more than one piece of documentary evidence of your identity.
* Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.
* Any criminal record information arising out of the disclosure process will be discussed with you before any final decision is made about your employment.
* It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by virtue of a court order or exclusion by the DBS.
* Copies of the school’s policy on the employment of ex-offenders, the DBS Code of Practice and the school’s policy on criminal records checks are available on request.
* With effect from 17th June 2013 criminal records certificates will only be issued directly to the applicant. Your employer will request that you show them your certificate and will record the disclosure number and issue date and retain this on your personnel record and on its computerised personnel record system in accordance with the Data Protection Act 1998. The Local Authority abides by the DBS Code of Practice and Keeping Children Safe in Education (DfE, 2014) which state that a copy of the DBS Disclosure Certificate may only be retained with the permission of the applicant and shall not be retained for longer than 6 months, in order to comply with the requirements of the Data Protection Act. By signing this application form you give your consent to this.
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| Have you ever been convicted by the courts or cautioned, reprimanded or given a final warning by the Police of a criminal offence?Yes □ No □ If **YES,** please give brief details of the offence, including the date of the conviction.Are you aware of any police enquiries undertaken following allegations made against you, which may have a bearing on your suitability for this post?Yes □ No □If your answer is yes, you should provide brief details on a separate sheet, marked confidential. The information you will provide will be treated as strictly confidential and will be considered only in relation to the job for which you are applying.Do you have any criminal charges or summonses pending against you?Yes □ No □If **Yes,** please give details.**NB**: *Prior to employment The Silver Birch Academy Trust check your details provided in this application against the ISA ‘Children’s Barred’ List (a list of individuals who are barred from working with children). Once an offer has been made we will then request an enhanced Disclosure and Barring Check.***REFERENCES****(One of these should be your present employer)**Please note if you are currently working with children, one reference **must** be obtained from the employer relating to children. Once received, references will be reviewed. If there are any queries about the quality of the reference we will discuss with you.NB. Please note that Silver Birch Academy Trust requires two references prior to employment commencing.**External Applications:****If you are selected for interview we will take up references.** One referee should be a senior person in your present employment (or most recent employment or training provider) who has knowledge of your work. If an employer’s reference cannot be provided due to longevity with a previous employer or employment history etc. a suitable alternative shall be agreed.**Internal Applicants:**If you are selected for interview we will seek references from your current Headteacher/Line Manager.

|  |  |
| --- | --- |
| Name | Name |
| AddressPost Code | AddressPost Code |
| Tel Number | Tel Number |
| Position in organisation | Position in organisation |
| Email | Email |
| Relationship | Relationship |
| How long have they known you? | How long have they know you? |
| We reserve the right to take up references prior to interview. Please advise if you do not want us to do so at this stage and provide reasons. If any of your referees knew you by another name, please specify that name(s) here: |

**DECLARATION*** I understand that an offer of appointment will be subject to satisfactory references, DBS clearance, proof of identity and qualifications, medical clearance, prohibition check and the right to work in the UK.
* I understand that providing false or misleading information will disqualify me from appointment or if appointed will render me liable to summary dismissal
* I declare that the information I have given is, to the best of my knowledge, true and complete.
* I agree that the information given may be used for registered purposes under the Data Protection Act 1998

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| --- | --- |
| Signed | Date |
| (Please note if you applying on the web you will be required to sign this declaration at interview) |

**DATA PROTECTION ACT 1998**In order to process your application and for no other reason, you are requested to complete and return this application form. Waltham forest is fully committed to compliance with the Data Protection Act 1998 and the information given will not be revealed to any organisation other than those declared to the Office of the Information Commissioner.***Please return this form to the email or postal address as requested in the advertisement/recruitment pack.******Thank you for applying for this post.*****MONITORING INFORMATION****In order to monitor the effectiveness of the Equal Opportunities Policy, and to comply with the requirements of the Race Relations Amendment Act 2000 you are required to complete Section A. Completion of Section B is voluntary; however completion will ensure all staff are treated fairly and equally.****Appointment of :****Monitoring Ethnic Origin**Please indicate your ethnic origin by ticking one of the five broad divisions shown below:

|  |  |
| --- | --- |
| **White** **□** White English/Welsh/Scottish/Northern Irish/British **□** IrishAny other White background (please specify below) | **Black or Black British** **□** African **□** Caribbean Any other Black background (please specify below) |
| **Asian or Asian British** **□** Bangladeshi **□** Indian **□** Pakistani **□** Chinese Any other Asian background (please specify below) | **Dual or Multiple Heritage** **□** White and Asian **□** White and Black African **□** White and Black Caribbean Any other dual or multiple heritage (Please specify below) |
| **Other Ethnic Group** **□** Gypsy or Irish Traveller Any other ethnic background Do not wish to declare **□** (please specify) |
| **Monitoring Disability**Do you consider yourself to have a disability as defined in the Disability Discrimination Act 1995. The Act defines disability as: “a physical or mental impairment which has substantial and long-term effect on a person’s ability to carry out normal day to day activities” |
|  YES □ NO □ Do not wish to declare □ |
| **Monitoring Gender**Please tick one box |
|  Female □ Male □ Transgender □ Do not wish to declare □ |
| **SECTION B** |
| **To which one of the following age groups do you belong? *Please tick one box***16-17 □ 18-24 □ 25-34 □ 35-44 □ 45-54 □ 55-64 □ |
| 65-74 □ 75+ □ |
| **What is your religion? *Please tick one box***None □ Christian □ Buddhist □ Hindu □ Muslim □Sikh □ Jewish □ Other □ If “other” please specify Do not wish to declare □  |
| **Sexual Orientation *Please tick one box***Heterosexual □ Gay Man □ Bisexual □ Lesbian □ Do not wish to declare □  |
| **Monitoring Media**(for response monitoring purposes only) |
| Name of media or how you knew about this job |
|  |

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**JOB DESCRIPTION**

**CLASS TEACHER**

JOB TITLE : Class Teacher

SALARY : Main Teacher Pay Scales

SCALE : 1 – 6

**JOB PURPOSE :**

To take responsibility for the progress and development of an agreed group of pupils (the class) or a subject throughout the school for an academic year. To be responsible for the planning, preparation and delivery of a differentiated curriculum within the agreed policies of the school. All work to be conducted in line with the provisions of the School Teachers Pay and Conditions Document.

The class teacher will :

* Maintain and build on their current career stage in accordance with the Teaching Standards
* Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
* Maintain the positive ethos and core values of the school, both inside and outside the classroom.
* Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
* Ensure that the current national conditions of employment for school teachers are met.

**DUTIES:**

The Class teacher will :

* Be aware of and work within the Teaching Standards at all times.
* Support initiatives decided by the Headteacher and staff.
* To maintain an up to date knowledge of local and national initiatives
* Ensure that teaching and learning opportunities take into account the five ECM outcomes and that these are planned for, monitored and central to the development of the children.
* Ensure planning and assessments are available to the SLT within the time frame allocated.
* Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
* Be able to set clear targets, based on prior attainment, for pupils learning.
* Write, monitor and update ILPs as appropriate
* To make provision for the special education/gifted and talented needs of all pupils in their care.
* To make provision for the bilingual needs of all pupils in their care.
* To work in partnership with the parents and other staff to ensure effective implementation of both the authority and the school equal opportunities policy.
* Provide information to parents at least three times a year on pupil strengths and weaknesses and National Curriculum levels against age related expectations
* Liaise with parents on the development, progress and attainment of pupils social, emotional, behavioural and academic well being
* Establish home school links to encourage parents to support their children
* Provide a stimulating classroom environment, where resources can be assessed appropriately by all pupils.
* To control and oversee the use, management, care and storage of all teaching and learning materials in their care, including teaching pupils how to use equipment appropriately, safely and prudently.
* Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
* To contribute to the welfare of all the pupils, throughout the school, by setting a personal example of the ethos of the school, working as part of the staff team and supporting colleagues.
* Maintain good order and discipline amongst pupils, in accordance with the school’s behaviour policy.
* To assist in formulating the aims of the school and the establishment of policies that reflects the agreed aims.
* Participate in meetings which relate to the school’s management, curriculum, administration or organisation.
* Communicate and co-operate with specialists from outside agencies
* Lead, organise and direct support staff within the classroom
* Participate in meetings which relate to the school’s management, curriculum, administration or organisation.
* Communicate and co-operate with specialists from outside agencies
* Lead, organise and direct support staff within the classroom
* Participate in the performance management system for the appraisal of their own performance, or that of other staff as appropriate.
* Preparation and presentation of records, reports and legal documents 9e.g. registers) required by the Headteacher and/or outside agencies, to an greed timetable.
* To ensure high standards of work, behaviour, attendance and punctuality from pupils, in accordance with school policy and practice.
* To accept responsibility for the health and safety of pupils directly in their care and to monitor the same for the pupils indirectly in their care, throughout the school.
* In the execution of the above responsibilities, the teacher will be in line managed by the Headteacher

**nal Sheet**

* Be able to set clear targets, based on prior attainment, for pupils learning.
* Write, monitor and update ILPs as appropriate
* To make provision for the special education/gifted and talented needs of all pupils in their care.
* To make provision for the bilingual needs of all pupils in their care.
* To work in partnership with the parents and other staff to ensure effective implementation of both the authority and the school equal opportunities policy.
* Provide information to parents at least three times a year on pupil strengths and weaknesses and National Curriculum levels against age related expectations
* Liaise with parents on the development, progress and attainment of pupils social, emotional, behavioural and academic well being
* Establish home school links to encourage parents to support their children
* Provide a stimulating classroom environment, where resources can be assessed appropriately by all pupils.
* To control and oversee the use, management, care and storage of all teaching and learning materials in their care, including teaching pupils how to use equipment appropriately, safely and prudently.
* Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
* To contribute to the welfare of all the pupils, throughout the school, by setting a personal example of the ethos of the school, working as part of the staff team and supporting colleagues.
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| Teacher Person Specification – Main Scale | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| **Education to degree level e.g. BE Hons****Qualified teacher status e.g. Postgraduate Certificate in Education****Other professional qualifications** | **E****E** | **D** |
| **Experience**  |  |  |
| **Experienced Class Teacher****An excellent track record of recent, relevant professional development** | **E****E** |  |
| **Knowledge & understanding**  |  |  |
| **An understanding of the different ways in which pupils learn****An understanding of a variety of teaching styles****Evidence of an interest in and some detailed knowledge in an area of the curriculum of the candidate own choice.****An understanding of the responsibility of the class teacher with regard to health and safety of pupils in their care.****An understanding of a variety of ways in which pupils might be considered to have special educational needs.****Knowledge of recent developments in educational strategies, themes and practice.** | **E****E****E****E****E** | **D** |
| **Commitments** |  |  |
| **A commitment to creating a learning environment which provides equal opportunities for all in a fully inclusive school.****A commitment to parental partnership in the learning process****A commitment to teaching through first-hand experiences and problem solving****A commitment to supporting learning in the mother tongue where appropriate****A commitment to individualised/personalised learning** | **E****E****E****E****E** |  |
| **Skills & Abilities**

|  |  |  |
| --- | --- | --- |
| **Evidence of the ability to communicate clearly, both orally and in written form****Evidence of the ability to organise and monitor the curriculum for a class of pupils of mixed abilities, aptitudes and education needs****Evidence of an ability and willingness to work co-operatively with colleagues, outside agencies and parents.****Evidence of the ability to lead pupils towards self-discipline, setting boundaries and ensuring pupils observe these.****Ability to support and evaluate links between home, school and outside agencies****Ability and willingness to undertake in service training** | **E****E****E****E****E****E** |  |

**Self-Management Skills** |

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| --- | --- |
|  | **Desirable** |
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**E****E****E****E****E****E** |

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| **Prioritise and manage own time effectively****Work under pressure and to deadlines****Achieve challenging professional goals****Take responsibility for own professional development** | **E****E****E****E** |  |
| **Personal Qualities and Attributes** |  |  |
| **A commitment to inclusive education****Evident enjoyment in working with children and their families****Personal impact and presence****Vision, imagination and creativity****Ability to inspire confidence in children, parents and others where appropriate****Determination to succeed and the highest possible expectations of self and others****Adaptability to changing circumstances and new ideas** | **E****E****E****E****E****E****E** |  |
| **Personal Qualities and Attributes cont.** |  |  |
| **Have a clear educational philosophy****Ability to manage and overcome setbacks****Responsive to an open and collaborative style of management****Intellectual ability and curiosity****Reliability, integrity and stamina****Dynamic, organised and proactive****Good sense of humour** | **E****E****E****E****E****E****E** |  |
| **Further requirements** |  |  |
| **An excellent record of attendance and punctuality****Application form should be fully completed****Supporting statement/letter of application should address the criteria identified in the person specification****Written references only** | **E****E****E****E****E** |  |

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| **Self –Management Skills** |  |  |
| **Prioritise and manage own time effectively****Work under pressure and to deadlines****Achieve challenging professional goals****Take responsibility for own professional development** | **E****E****E****E** |  |
| **Personal Qualities and Attributes** |  |  |
| **A commitment to inclusive education****Evident enjoyment in working with children and their families****Personal impact and presence****Vision, imagination and creativity****Ability to inspire confidence in children, parents and others where appropriate****Determination to succeed and the highest possible expectations of self and others****Adaptability to changing circumstances and new ideas** | **E****E****E****E****E****E****E** |  |
| **Personal Qualities and Attributes cont.** |  |  |
| **Have a clear educational philosophy****Ability to manage and overcome setbacks****Responsive to an open and collaborative style of management****Intellectual ability and curiosity****Reliability, integrity and stamina****Dynamic, organised and proactive****Good sense of humour** | **E****E****E****E****E****E****E** |  |
| **Further requirements** |  |  |
| **An excellent record of attendance and punctuality****Application form should be fully completed****Supporting statement/letter of application should address the criteria identified in the person specification****Written references only** | **E****E****E****E****E** |  |