



Aspirations Academies Trust
in association with AUI and QISA

Tachbrook Road, Feltham, Middlesex, TW14 9PE

Tel: 020 8751 9888

Email: info@aspirationsacademies.org

www.aspirationsacademies.org



Magna Academy Poole
an Aspirations Academy

Director of Isolations and Detentions Application Pack

(NJC Scale Points 28 to 33 £24, 964 - £29, 323 pa).

Full time, permanent position

7.30am – 5.30pm during term time and some Saturday mornings on a rota basis with the Senior Leadership Team.

13 week's holiday per year (Academy holidays)



National Teaching School
designated by
National College for
Teaching & Leadership

National Support School
designated by
National College for
Teaching & Leadership

inspired in the present to reach those dreams' Dr. Russell J. Quaglia



Welcome to Magna Academy

Thank you for considering Magna Academy Poole for your next appointment.

We are looking for an exceptional and inspirational Director of Isolations and Detentions who will lead the effective operation of our purpose built Behaviour Correction Unit (starting September 2017).

The role is pivotal to the continued progress of the Academy.

The salary we are offering is far higher than a job like this would normally pay. This is because we want someone who is truly excellent.

If you believe in strong discipline, no excuses, a 'tough love' approach to discipline and that children should be respectful and obedient at all times then this may be the role for you. The role is suitable for a strong disciplinarian who believes that a culture of excellent behaviour and respect is crucial to the development of children and central to maximising their life chances.

The role is not suitable for someone who wants to be every student's best friend, who may be willing to accept excuses for poor or disrespectful behaviour, potentially damaging the future life chances of children from any type of background, however challenging.

We are also seeking someone who is **ambitious**, for both themselves, and their students, who would want to **make their mark and then seek further promotion opportunities.**

As a rapidly growing academy, that will be at full capacity in 2018, **and as a newly designated NCTL Teaching School**, you would be joining us at a very exciting time.

There is likely to be further opportunities for promotion within the Academy and our local cluster of academies in our Multi-Academy Trust in Dorset. Currently there are three Academies in our District – this is set to expand to four in September and at least five by 2018, leading to promotion opportunities due to expansion.

Our Academy is a vibrant and exciting place to work and was graded as outstanding in all areas by OFSTED in June 2015. In 2016, Magna achieved a Progress 8 score of 0.52, **placing us well within the top 5% highest performing schools nationally.** We have a desire to be in the top 1%. **Our disadvantaged students performed even better, achieving a Progress 8 score of 0.54 – we are exceptionally proud of their performance.**

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



'This is an outstanding school. Teachers have high expectations of their students, who respond by producing excellent work.' (OFSTED, June 2015)

'Students make exceptional progress.' (OFSTED, June 2015)

'The behaviour of students is outstanding. They are exceptionally keen to learn, and show real enthusiasm in lessons.' (OFSTED, June 2015)

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia



The Pastoral Support Team

The post-holder will be a member of a **very high performing, aligned pastoral support team**, who are housed within their own state-of-the-art purpose built accommodation. [They are all completely aligned around the vision that the best pastoral care for students from the most deprived socio-economic backgrounds is a great set of examination results.](#)

[The Pastoral Support Team currently includes the following members:](#)

Head of Behavioural Support

Full time Counsellor

Educational Social Worker (Home Academy Liaison Officer)

Attendance Officer

Pastoral Managers

[The team were really proud that their marked impact on the Academy was recognised in the OFSTED report:](#)

'The school's work to keep pupils safe and secure is outstanding. Students believe rightly that staff care about them as individuals, and they appreciate the extra time that staff spend on ensuring they achieve the best possible results.'

Vision and culture

We have a clear vision about the role of pastoral care within the Academy, as set out below. The Director of Isolations and Detentions is an integral part of this team, and must subscribe to this vision:

- 40% of our students are disadvantaged. Collectively, our team works to help deliver them the best academic results possible, to help them escape disadvantage.
- *'Ultimately, never forget that the best pastoral care for students from the most deprived socio-economic backgrounds is a great set of examination results'*
- *'If you want to see the poor remain poor, generation after generation, just keep the standards low in their schools and make excuses for their academic shortcomings and personal misbehaviour. But please don't congratulate yourself on your compassion.'*
(Thomas Sowell).

'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia



As outlined above, if you believe in strong discipline, no excuses, 'tough love' and that children should be respectful and obedient at all times then this may be the role for you. The role is suitable for a strong disciplinarian who believes that a culture of excellent behaviour and respect is crucial to the development of children and central to maximising their life chances.

The role is not suitable for someone who wants to be every student's best friend, who may be willing to accept excuses for poor or disrespectful behaviour, potentially damaging the future life chances of children from any type of background, however challenging.

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

We teach a highly challenging academic curriculum for **all students.**

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Magna is driven by this, so that our students can leave Magna with the best set of qualifications possible and as well rounded young people, thereby helping to maximise their life chances.

This vision is outlined in our Mission Statement:

EVERY CHILD

All children can be successful, regardless of their background.

HIGHEST ASPIRATIONS

Students, staff, the Academy and the community will live up to the expectations placed upon them.

NO EXCUSES

*We do not dwell on barriers; we look for solutions.
Every excuse is a step on the road to failure. Everyone succeeds here.*

We operate a '**no excuses**' and '**growth mind-set**' philosophy believing that every child can achieve no matter what their starting point.



Teaching and learning

The post holder will play a key role, as part of the Academy team, in helping to ensure that students are free to learn in a scholarly atmosphere, free from any form of low level disruption, helping to ensure that teachers are free to teach.

Our Teaching and Learning strategy is also heavily influenced by **Doug Lemov and his 'Teach Like A Champion'** book and we believe passionately in relentlessly implementing any strategy that will eliminate disadvantaged student attainment gaps.

We do **not** believe in learning styles.

We believe in teaching to the top and scaffolding downwards for all students, with a highly challenging curriculum.

Some examples of recent books that inspire us/are aligned to our vision:

- *'Battle Hymn of the Tiger Teachers: The Michaela Way'* (Birbalsingh)
- *'Teach Like A Champion'* (Lemov)
- *'Reading Reconsidered'* (Lemov)
- *'Why Students Don't Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom'* (Willingham)
- *'Seven Myths About Education'* (Chrisodoulou)
- *'Headstrong: 11 Lessons of School Leadership'* (Coates)

No excuses

We believe in Zero Tolerance. We do not make exceptions. When we say we have high standards, we mean it. If you think it is mean to give a detention when a student does not have a pen, Magna isn't the school for you.

Our students walk in silence between lessons, with 30cm pencil cases (with full equipment), in hand, ready to immediately start working as soon as they enter a classroom in silence. This supports our teachers making very strong starts to lessons.

We hold parents to account as well and insist that they support their children by supporting our rules. This creates a very orderly school where children are safe. It requires staff who will 'sweat the small stuff'.



Work life balance, not burnout

We know that teaching (and working in schools) is the most rewarding, exhilarating but exhausting profession. **So we are guided by a philosophy of simplicity that aims for maximum impact on student learning with minimal overload on workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do.**

For example:

- **Units of work and lessons have been fully prepared and resourced already**, meaning that you are not 're-inventing the wheel' every night planning lessons and resources from scratch. Lessons will be enhanced by individuals.
- **Teachers do not produce end of year written reports** – just six weekly data inputs.
- **Homework is streamlined** into note taking, drilling and self-quizzing, reducing marking workload and ensuring very high homework completion.
- **Strict discipline and robust no-nonsense behaviour systems allow staff to teach without being ground down in low level disruption.**
- **All students have full equipment in their pencil cases all of the time** – you will not have the hassle of having to hand out pens, pencils etc at the start of each lesson because students don't have their equipment with them.
- **Staff will never be blamed for poor student behaviour because their lessons are not engaging enough** – you will always be fully backed and supported - behaviour is the collective responsibility of the academy, with the Principal ultimately accountable.
- **Highly visible and supportive SLT visit every classroom every lesson to check that every student is meeting your expectations.**
- **System of escalating sanctions with centralised SLT detentions** – you are not continuously setting detentions and chasing non-attendance.
- **We do not grade lessons/teachers with 'high stakes' lesson observations** – we believe in a growth mindset approach, where teachers continually improve over time through continuous coaching/feedback loops.

Who are we looking for?

This is a **key role for the Academy**, and we are looking for someone **who is passionate about student's life chances, who really wants to make a difference.**

If you believe in strong discipline, no excuses and that children should be respectful and obedient at all times then this may be the role for you. The role is suitable for a strong

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr Russell J. Quaglia



disciplinarian who believes that a culture of excellent behaviour and respect is crucial to the development of children and central to maximising their life chances.

The role is **not** suitable for someone who wants to be every student's best friend, who may be willing to accept excuses for poor or disrespectful behaviour, potentially damaging the future life chances of children from any type of background, however challenging.

We are also seeking someone is **ambitious**, for both themselves, and their students, who would want to **make their mark and then seek further promotion opportunities.**

What we can offer you

With great students who behave impeccably, an outstanding team of staff, state of the art facilities, and a very pleasant location in beautiful Dorset, Magna Academy offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

OFSTED highlighted our very effective staff training and support and outstanding CPD.

As a rapidly growing academy, that will be at full capacity in 2018, **and as a newly designated NCTL Teaching School**, you would be joining us at a very exciting time and become part of a vibrant learning community that will **offer you fantastic opportunities for CPD, career development, future promotions and for you to be able to make your mark.**

There is likely to be further opportunities for promotion (with a clear career path), if you desired this, within the Academy and the local cluster of academies in our Multi-Academy Trust in Dorset. Currently there are three Academies in our District – this is set to expand to four in September and at least five by 2018, leading to promotion opportunities due to expansion.

National Teaching School (NTS)

You will really benefit from all that being a Teaching School has to offer.

Teaching schools take a leading role in recruiting and training new entrants to the profession. They identify and develop leadership potential, provide support for other schools, and work with schools across their alliance to raise standards of teaching.

Introduced in 2011, teaching schools are all rated as 'outstanding' schools. They work with partner schools in an alliance to ensure high quality school-led initial teacher training and

professional development opportunities for teachers at all stages of their career. They raise



standards through supporting other schools, engage in research and development, and ensure that the most talented school leaders are spotted and supported to become successful headteachers.

Roger Pope, Chair of the National College for Teaching and Leadership, said: *'I'd like to congratulate Magna Academy - they should be very proud of this achievement. Teaching schools are at the heart of school improvement. They're supporting other schools, attracting and training the best new teachers and developing the next generation of leaders. At NCTL, we want to do all we can to support their work.'*

National Support School (NSS)

If you join Magna, you will also be joining a NSS, and as such you may also have future opportunities whilst at Magna to help support a school that is struggling in challenging circumstances. **To help you do this, you may have the opportunity to become a [Specialist Leader of Education](#). This would offer you outstanding professional development and career enhancement opportunities.**

Context

- Magna Academy opened on 1st September 2013. It replaced the predecessor school, Ashdown Technology College, which had been in special measures.
- Magna operates in challenging circumstances. We have a secondary modern intake, operating in a selective grammar school borough, with over a third of our students being disadvantaged and approximately a third of our students being 'PA Low' on entry.
- We are looking for staff who want to make a difference to the life chances of our students and rapidly accelerate their progress.
- Our culture is also summed up by this quote from Dame Sally Coates in her book 'Headstrong': *'The difference between the culture required in a challenging school with that of a more affluent school is the difference between the intensive care ward and physiotherapy ward of a hospital.'*
- **On a visit in December 2014 to the Academy, Prime Minister David Cameron said 'I want to congratulate the whole leadership here at the academy and also the students who work so hard. You have already seen your results go shooting up. I know you want them to go even further and I think you should be really proud of what you've achieved.'**
- Dfe ranked Magna 2rd/55 for 5EM 'Similar Schools' (2015) and 3rd/55 (2014). OFSTED stated: *'From their generally low starting points, students make exceptional progress.'*
- **In 2016, Magna achieved 0.52 P8 (within top 5% nationally). Magna received a letter of**

To be able to dream about the future, while being inspired in the present to reach these dreams" - a Russian proverb



congratulations from the Regional Schools Commissioner and Nick Gibb MP.

- BTEC Level 3 results place Magna Academy in the top 1% of schools/colleges nationally for value added, representing exceptional performance. The sixth form is on an exciting journey of expansion, following the introduction of academic A levels in September 2014, alongside the existing BTEC Level 3 qualifications.

Our future ambitions

- Our outstanding June 2015 inspection report was testament to the tremendous hard work of our staff, governors, students and parents/carers. We are all exceptionally proud of this fantastic outcome for both Magna and the local community.
- This report represents a milestone on our journey. We want to, and know we can, achieve so much more, best summed up by the philosophy of Dave Brailsford, from Team Sky, who stated: *'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'*.

Next steps

Magna Academy Poole offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our Academy in order to fully appreciate our excellent learning environment.

Yours faithfully,

Richard Tutt
Principal

If you would like to take your career to a very different level, then please apply to:

Zoe Challis, email: zchallis@aatmagna.org or Tel: 01202 604222

Closing date for applications – Wednesday 21st June 2017 9am

For more information please visit: www.aspirationsacademies.org or www.aatmagna.org



Director of Isolations and Detentions at Magna Academy

Job Description

Job Title:	Director of Isolations and Detentions
Job Reference:	DI001
Salary Grade:	NJC Scale 28 to 33: £24, 964 - £29, 323 pa.
Hours of work:	<p>7.30am – 5.30pm during term time and some Saturday mornings on a rota basis with the Senior Leadership Team.</p> <p>13 week's holiday per year (Academy holidays)</p> <p><u>Given the Academy operating hours, you will be expected to work the hours to meet the demands of the post during term time, in the same way as teaching staff do.</u></p>
Responsible to:	Vice Principal
Responsible for:	Behaviour Correction Unit Manager

Main Job Purpose

We are looking for an exceptional and inspirational Director of Isolations who will lead the effective operation of our Behaviour Correction Unit. The role is pivotal to the continued progress of the Academy. If you believe in strong discipline, no excuses and that children should be respectful and obedient at all times then this may be the role for you. The role is suitable for a strong disciplinarian who believes that a culture of excellent behaviour and respect is crucial to the development of children and central to maximising their life chances. The role is not suitable for someone who wants to be every student's best friend who may be willing to accept excuses for poor or disrespectful behaviour, potentially damaging the future life chances of children from any type of background, however challenging.

The post holder must be able to use their initiative whilst also working as a member of a team. Excellent interpersonal and organisational skills, resilience and a professional manner are essential.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



The post holder must fully believe in our philosophy that that every child can achieve academically at the highest level, no matter what their starting point, and have the determination to make this happen.

We believe that the best form of pastoral care that we can provide is to ensure that students leave us with the best set of qualifications possible. The postholder will be part of high performing team of professionals working in an aligned way to ensure this goal.

Main Responsibilities and Duties

- To supervise the effective operation of all Academy based sanctions
- To work with Heads of Faculty/Subject Coordinators to ensure that all Academy based sanctions, including detentions, are arranged in a timely fashion and implemented effectively
- To ensure that the Behaviour Correction Unit works as an appropriate deterrent for further poor behaviour
- To carry out Reintegration meetings with students and parents, and set effective and challenging targets for reintegration into mainstream lessons
- To work with the Behaviour Correction Unit Manager to ensure that all students undergoing an Academy Based Sanction are self-quizzing effectively in line with Academy expectations
- To work closely with the Senior Leadership Team (SLT), Head of Behaviour Support and Home Academy Liaison Officer (HALO) in relation to child protection issues and prepare reports as and when necessary
- To work closely with the Senior Leadership Team (SLT), Head of Behaviour Support and Home Academy Liaison Officer (HALO) to provide appropriate, relevant pastoral support as may be required
- To undertake such other duties as may be required from time to time and which are commensurate with the level of the post
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.

Quality Assurance

- To implement Behaviour Correction Unit quality assurance procedures
- To work with the Vice Principal and Head of Behaviour Support to evaluate the work of the Behaviour Correction Unit, in line with agreed Academy procedures including evaluation against quality standards and performance criteria

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



- To lead and monitor modification and improvement where required

Management Information

- To make use of analysis and evaluate data provided
- To produce reports for students undergoing extended periods in the Behaviour Correction Unit

Information, Advice and Guidance

- To signpost students who need particular information, advice and guidance to the relevant agency.
- To provide parents/carers and students with advice, support and guidance in line with Academy policy.
- To be a first point of contact for parents/carers, as directed.

Additional Responsibilities

- To carry out break and lunchtime supervision.

The duties and responsibilities outlined may vary from time to time, without the general duties or level of responsibility being affected.

Other responsibilities

- To ensure all duties and responsibilities are discharged in accordance with the Academy's Health and Safety at Work Policy.
- To participate in the Academy's performance management scheme, ensuring that all relevant standards and targets are set and met within the agreed timescale.
- Liaise daily with the Assistant Principal/Head of Faculty and Faculty Subject Co-ordinators
- To undertake all reasonable any other duties as directed.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the Academy evolve.



Director of Isolations and Detentions

Person Specification

	Essential	Desirable
Qualifications	A*-C GCSE English and Maths, or equivalent.	Educated to at least A Level. Evidence of continuing professional development
Experience and Knowledge	Knowledge of Safeguarding/Child Protection Procedures Knowledge of Academy's Behaviour & Management policies and procedures	Working in an educational environment Knowledge of recent developments in secondary education
Skills	Excellent student facing skills Ability to work to professional standards, to develop effective working relationships with all stakeholders, think independently and make judgements and to influence others through persuasion/ discussion	Excellent skills in taking ownership of issues as a professional specialist Sense of humour

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



	<p>Excellent communication skills with all stakeholders</p> <p>Excellent organisational and planning skills including the ability to be flexible in order to achieve targets.</p> <p>Ability to work to deadlines</p> <p>Enthusiastic, innovative and forward-looking</p> <p>Strong IT skills</p> <p>Analytical skills</p> <p>Ability to focus on detail and accuracy when compiling reports</p> <p>Ability to handle confidential information with absolute discretion</p>	
Attitude	<p>Complete buy-in to the Academy vision of 'Every Child. Highest Aspirations. No Excuses' and total belief and desire that every child can achieve at the highest level, no matter what their starting point.</p>	



	<p><u>A strong disciplinarian</u> who believes that a culture of excellent behaviour and respect is crucial to the development of children and central to maximising their life chances.</p> <p>Hard working and desire to get the job done</p> <p>Enthusiastic, innovative and forward-looking</p> <p>Self-motivated</p> <p>Team player</p>	
Other	<p>Commitment to Equal Opportunities</p> <p>Enhanced DBS check</p>	



The Aspirations Academies Trust

The Aspirations Academies Trust (AAT), as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are:

[Belonging](#); [Heroes](#); [Sense of Accomplishment](#); [Fun and Excitement](#); [Curiosity and Creativity](#); [Spirit of Adventure](#); [Leadership and Responsibility](#); [Confidence to Take Action](#).

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust.

For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

"To be able to dream about the future, while being inspired in the present to reach those dreams" Dr. Russell J. Quaglia



MY
VOICE
aspirations academy

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

The 8 Conditions That Make a Difference® need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise.



Belonging

Feeling like you are part of a group, while knowing you are special for who you are.



Heroes

Having someone who believes in you and who is there when you need them.



Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.

SELF-WORTH



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.



Curiosity & Creativity

Asking "Why?" and "Why not?" about the world around you.



Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.

ENGAGEMENT



Leadership & Responsibility

Making your own decisions and accepting responsibility for those choices.



Confidence to Take Action

Setting goals and taking the steps you need to reach them.

PURPOSE

Supporting
partners

PEARSON
FOUNDATION

QUAGLIA
INSTITUTE



Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.