



Ruckleigh School
Solihull

Appointment of Head
September 2018

Information for Candidates

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The School

The Location

Ruckleigh is located in a large Edwardian house and set in its own beautiful grounds in the centre of Solihull. The site is approximately 2.15 acres and consists of the main site which houses the main school building, separate purpose build Nursery and Kindergarten buildings, three playgrounds and ample gardens. A short walking distance away is the sports field.

Solihull is a part of the West Midlands conurbation. It is the largest town in, and administrative centre of the larger Metropolitan Borough of Solihull, which has a population of 209,890. Solihull is the most affluent town of the West Midlands, and one of the most affluent areas outside of London. Indeed it has been named as the best place to live in Britain on a number of occasions.

The school is situated on Lode Lane, which is one of the main arterial routes into Solihull. The train station is approximately 10 minutes walk away and major bus routes are close by with some stops just outside the school. The school is a short distance from both Junction 4 and 5 of the M42, so there is easy access to all major routes including M1, M5, M6 and M40. With such excellent transport links, the school is easily accessible to a very large catchment area.

History and Overview

Ruckleigh is a thriving co-educational, independent day school catering for around 240 children aged between three and eleven years. Founded in the 1909, the main building is a substantial Edwardian building, once a large private home - a fact that contributes to the strong family spirit within the school. Over the years the building has been extended and several purpose-built developments added to the main building and in the grounds, including the rebuilding of the area for the Early Years Foundation Stage.

The school aims to cultivate an intimate, caring family atmosphere in which children feel secure and valued. The size of the school enables the Head and Staff to get to know every child well and ensures a real sense of family with the children making many lasting friendships which continue into secondary school and beyond. A number of current parents are former pupils of the school.

The school is non-denominational, with children from all and no faiths. Regular Assemblies take place with both religious and non religious content. The main religious festivals from mainstream religions are celebrated.

At age 11, Ruckleigh children are happy, confident and courteous, with a good sense of community and a readiness to care for each other and the world around them. They leave having learnt how to work in the ways that best suit them, are receptive to a variety of teaching and are well prepared for the next stage of their education and development.

The school has been based at its current location since 1940. The property is owned freehold by Ruckleigh Holdings Limited, parent company to Ruckleigh School Limited. The company is owned and run by the Carr-Smith family, who have owned the school since the 1940's. Charlotte Laurens (nee Carr-Smith) is the Bursar and looks after the day to day running of the school with the Head.

There is an established structure of governance with the Head and Bursar having joint day to day and strategic control of the school. The school is a member of the Independent Schools Council (ISC), the Independent Schools Association (ISA) and the Independent Schools Bursars Association (ISBA).

Ruckleigh is immensely proud of its well established reputation for being a very friendly, caring, inclusive and stable community. As a school we are unashamedly academic and are unsurpassed in the area for the achievement of our pupils in their entrance exams at the age of 11. In recognition of our pupils achievements in 2014 – 2015 we were Sunday Times Parent Power Prep School of the Year.

The school has its own pension scheme.

School Aims and Values

Ruckleigh aims to ensure that each child's first experience of education will be both happy and empowering. Our academic standards are high, but we believe that it is equally important to offer pupils a rich and varied educational experience. Children are encouraged to be brave thinkers, to take calculated risks and not be afraid of making mistakes on the way to success, in preparation for a world that rewards hardwork, determination and adaptability.

Aims of the School

- To educate the whole child in a stimulating environment where kindness, care and sensitivity towards the needs of others is practised by all.
- To develop each child to reach his/her full potential academically, physically, creatively, socially and morally.
- To guide pupils into habits of self-reliance, courtesy, clear thinking and with willingness at all times to 'have a go'.

Central to our aims are the 'Every Child Matters' principles:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We realise our aims by supporting our pupils' learning through:

- The delivery and development of the curriculum
- Guidance and mentoring
- Professional development of our staff

These activities are supported by:

- Our deployment of resources
- Monitoring our performance
- Partnership with parents and the community
- Children spend fulfilling years here, becoming confident, independent and caring young people with a love of learning. As they move onto some of the most sought after schools in the region, they will be sad to leave, but thoroughly ready for the next stage of their education.

- Our consistently high results reflect the work of our dedicated team of teachers and learning support staff, with the provision of education offered within the school being second to none. From our Early Years Department, through to their final year, children are progressively prepared for 11+ and Entrance Examinations in order to gain places in to highly selective grammar and senior independent schools of their choice.
- Even more importantly, Ruckleigh aims to provide a stimulating all-round education. The school prides itself upon its lively, friendly atmosphere and community spirit. Every child is valued as an individual and encouraged and challenged to experience a breath of opportunities in order to achieve their potential, not just academically, but socially and morally.
- Inside and outside the classroom our stimulating, caring and disciplined environment supports each child to do their best. Drama, sport, music and extra-curricular activities all form an important part of the school day and help to develop enquiring minds and self-reliance whilst, regular use of the school's all-weather sports facilities and playing fields help children to learn life lessons such as the importance of sportsmanship and self discipline – as well as encouraging a healthy lifestyle. The school's sports teams, coached by specialist staff, enjoy playing regular competitive matches and participating in competitions and tournaments, both locally and nationally; Sports Day is a major event in the school's annual calendar.

School Structure and Facilities

The school currently has 240 pupils aged 3-11 in 8 year groups, with slightly more boys than girls. Nursery and Kindergarten make up the Early Years Foundation Stage (EYFS, ages 3 to 5), which has been consistently over-subscribed; Lower School consists of Year 1 and Year 2 and Middle School is made up of Years 3 and 4 and Upper School, Years 5 and 6.

The EYFS children have purpose built units which are bright and colourful together with a carefully designed outdoor space. They also make good timetabled use of the Computing Room and other parts of the school.

Lower, Middle and Upper School are in the main Edwardian building. These classrooms are bright and welcoming with interactive whiteboards in all rooms. In addition there are 2 sets of tablets and a well equipped Computer Room and Science Room. The Library is used by all year groups and is fully computerised with an experienced librarian and houses over 4500 books.

The school's top floor is multi-functional and is used for Assemblies, speech and drama, music lessons, dance clubs and indoor PE activities.

We have 3 playgrounds; the Little Playground is used exclusively by EYFS and Lower School. The Big Playground and the All Weather are used in rotation by Lower, Middle and Upper school. The All Weather is also used for games lessons and is marked up for multi-sports including tennis, netball, hockey and football. The school field which is just under an acre is used for football and hockey in the autumn and spring terms and athletics, cricket and rounders in the summer. It is used all year round for outdoor lessons in a variety of subject areas. For swimming we use a nearby local sports centre.

The catering is contracted out and meals are fully prepared and cooked in the school's purpose-built kitchen and are served to each year group in four sittings in the dining room. Staff, both teaching and non-teaching benefit from being able to have school lunch. Most take advantage of this in the staff room.

The School Office is manned for 8.00 to 5.30 Monday to Friday (Friday until 5.00) by the Bursar, Assistant Bursar, Admissions Secretary and Credit Controller, reception duties are undertaken by all office staff. The Head has their own office and there is a meeting room which is used for a variety of different purposes.

Leavers

Although the entry to Ruckleigh School is non-selective, the outcomes for Year 6 (11+) pupils are exceptional with many gaining scholarships (academic, drama, music and sports) and places at the leading independent schools in the area, which include the following (based on figures for the past 10 years):

- Bablake School
- Bromsgrove School
- Edgbaston High School
- King Edward's School
- King Edward's High School for Girls
- King Henry VIII
- King's High School
- Kingsley School
- Princethorpe College
- Solihull School
- St Martin's School
- The Priory School
- Warwick School

In addition, many pupils pass the highly competitive entrance examinations to attend the Grammar Schools, namely:

- Alcester Grammar
- Bishop Vesey's
- King Edward VI, Aston
- King Edward VI School for Boys, Camphill
- King Edward VI School for Girls, Camphill
- King Edward VI, Fiveways
- King Edward VI School for Girls, Handsworth
- King Edward VI School, Stratford
- Queen Mary's Grammar School, Walsall
- Stratford Grammar School for Girls

In summary, as well as excelling academically, children are encouraged to be all-rounders, acquiring skills in sport, music, drama, computing, art and design and experiencing an array of hobbies. Equal with these are life skills: respect for others, good manners, kindness and self-confidence.

Inspection Report 2016

In May 2016 the school underwent routine Regulatory Compliance Inspection (RCI) by the Independent Schools Inspectorate. The School was found to be fully compliant in all areas with no recommendations for improvement. The full report is found here:

<http://www.isi.net/reports/?name=Ruckleigh>

Inspection Report 2010

The Independent Schools Inspectorate's most recent full inspection report on Ruckleigh School was published in 2010, is very highly complementary and its findings conclude that the School successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development with the overall quality of pupils' learning and achievement judged to be good and often excellent.

The inspectors reported that pupils make good and often excellent progress in relation to their ability, which is above average, from the earliest years. Attainment in national tests at age 11 has been high when compared with the national average for all maintained primary schools. The school fully meets its aim to prepare pupils for entrance into senior independent, grammar, international and local authority schools. Pupils enjoy their studies and apply themselves purposefully. The school offers pupils a good curricular experience.

The report says that pupils are offered a wide range of extra-curricular activities, which effectively broadens their educational experience, and in several of these activities pupils achieve excellent results.

The inspectors found that the pupils' development in relation to their spiritual, moral, social and cultural life is excellent, fulfilling the school's aims to help pupils reach their potential socially and morally. The quality of pastoral care is outstanding and ensures that pupils feel safe and cared for. The relationships between staff and pupils, and pupils with pupils are excellent.

The full report is found here: <http://www.isi.net/reports/?name=ruckleigh>

Governance

The school is governed by the Board of Directors who are Dr H Carr-Smith, Mrs C Laurens and Mr R Carr-Smith. Each of the Directors has a range of expertise with a variety of professional specialisms. They meet termly with Mrs C Laurens and who also serves as the Bursar, works full-time at the school. The Head reports to Board via Mrs Laurens. The working relationship between the Bursar and Head is very close with daily contact and more formal regular meetings. The Head and the Bursar essentially have overall responsibility for strategic and financial matters and the Directors give support in specific areas when the need arises. They work closely with the Head and the school's Senior Leadership Team with input as appropriate from senior staff.

The Senior Leadership Team

The senior management team (SLT) consists of the Head, Deputy Head, Early Years Co-ordinator and Bursar. The SLT is supported by the SENCO, DSL, Office Staff and Subject Co-ordinators.

In addition, all staff (teachers and assistants) attend weekly staff briefings and meetings where their views are greatly valued within a framework of consultation and collaboration with leadership and management in all aspects of the school including the development planning and curriculum planning. The Bursar is responsible for the financial and business affairs of the School, some aspects of Health and Safety, and the management of the catering company.

Teaching and Learning

Ruckleigh School is fortunate in having excellent, dedicated and loyal staff in each aspect of school life: teaching, teaching support, administration, finance, maintenance, catering, cleaning and caretaking. There is a full-time teacher for each class and part-time classroom assistants in each year group. The Head and Bursar have responsibility for recruiting all teaching staff and there is a strong emphasis on effective communication between all staff, responsibility for which falls to the Head and the Deputy Head. The Head and Deputy Head usually conduct staff appraisals and professional development reviews. These reviews are seen very positively, as a means of making sure that staff are happy in their work, have the facilities and training they require, and for setting goals for improvement. The Head also carries out reviews with staff in their coordinator roles.

In addition to the Head and Deputy Head, there are 11 full-time class teachers, 2 additional full-time teachers (music and science) and 5 part-time teachers (sport, support, French, computing, speech and drama), 7 teaching assistants, 5 office and maintenance staff. There are also a number of visiting peripatetic staff.

Regular in-service and external courses keep the staff abreast of any changes in the curriculum and up to date with good practice and legal requirements. There is a very strong emphasis on and commitment to staff professional development. The staff room is lively, friendly and sympathetic to the needs of others. The staff are enthusiastic and superbly collegiate.

The curriculum aims to be rich, varied and accessible to all. It is carefully planned to ensure a clear sense of progression. Most lessons are taught to the whole ability range of each class but specialist SEN teachers are available either to assist in the classroom or to take a child, or a small group of children, to work in a separate room.

In addition to English and Mathematics, children receive lessons during their time at the school in Science, History, Geography, R.E., French, Music, Computing, Speech and Drama, Art, D&T, PSHE, Verbal and Non Verbal Reasoning and P.E./Games.

The school prides itself on motivating and enabling all of its children to achieve their full potential and much effort is made to keep abreast of all worthwhile changes in teaching & learning. The purchase of materials for improving subject resources, and the provision of in-service training and educational courses for staff is given financial priority.

In the EYFS the staff work closely as a strong team, planning their activities and sharing information about the development of the children. They have spacious classrooms and a communal outdoor space where the children can take part in role play and learn through playing with sand and water, painting, dancing and singing. They use the classroom or playground for PE and Games.

A very wide variety of after-school and extracurricular clubs take place and all children have opportunities to go on a number of educational trips. There are frequent outings to museums, theatres, nature reserves and other places of interest. Speakers and authors regularly visit the school to meet and talk to the children on a wide variety of topics.

Pastoral Care

Class teachers are naturally the main point of contact as being directly responsible for the children in their class but all staff have a clear duty of care for all children and there is a very close working relationship between staff to pass on concerns of any level. Clear Pastoral Policies and Procedures are in the Staff Handbook. Assemblies, PSHE lessons and circle times are used to discuss and investigate pastoral issues and reinforce good friendships and behaviour standards.

In the EYFS parents or carers have direct contact with the teaching staff at the beginning and end of the day. Staff and parents can share information easily at these times. All year groups use the reading record book as a communication tool between home and school.

We operate an Open Door Policy for parents, who are warmly encouraged to phone or call in to the office to clarify any concerns or arrange meetings with teaching staff. Appointments to see staff are generally made the same day. Appointments with the Deputy Head or the Head are easily made via the Office and these are also generally made within 24 hours.

The Bursar is in school full time and is available to talk to pupils, parents and staff.

Parents

The Parents' Association was started over 60 years ago to provide support for the school, organise events and enable parents to meet each other informally. These aims are ongoing and currently the Association organises both fundraising and social events for the benefit of pupils and parents. Events have included a Christmas Party, Summer Fayre and Barbecue, 'As New' uniform sales, discos for the children, quiz evenings and an Autumn/Summer Ball. The main fund raising event is the Summer Fayre and the Association aims to raise £3000 per annum, which is used to support the school in a variety of ways such as the purchase of classroom, ICT and sports equipment, outdoor benches and tables, books for the library, break-time toys.

The PA has also helped the school with major projects including the resurfacing of the tennis courts with an all weather surface, the purchase of interactive white boards and the school mini bus. The PA is run by a committee, which meets two or three times each term, and is made up entirely of parents of children in Nursery through to Year 6. School takes a very keen interest in the Association and staff help and support events organised.

Open Morning

Open Mornings are held twice a year, early in the Autumn term and again in the Spring term. These are for parents of children hoping to start at the school in mainly EYFS although children can join anytime providing that there is a place available. The school tends to be full 18 months to 2 years in advance. Parents attending Open Morning are shown round the school by Year 6 pupils, with the Head, Bursar and Admissions Secretary available to speak to at the end of the tour.

Parents who are unable to attend these sessions or wish to see the school on a normal working day are invited to arrange a time to meet the Bursar or Head.

The Post

The Directors of Ruckleigh School invite applications for the post of Head. The successful candidate should have good professional qualifications, suitable teaching experience in primary or prep school education, strong leadership and management skills and the personality to inspire and motivate others. A generous remuneration package will be available for the right candidate.

There is a significant fee remission for staff children.

Job Description (Role and Responsibilities)

Introduction – Head’s Role

Ruckleigh School provides a warm ‘family’ atmosphere, within a safe, enjoyable and inspiring environment, in which each child is encouraged and enabled to develop his/her full potential academically, physically, socially and pastorally. The school aims to prepare all children for the senior school of their choice. The children are taught to be caring, courteous and considerate members of the school community and are expected to make a positive contribution to society.

The school’s primary aim is to provide learning for all, through the provision of a creative and challenging curriculum that sets very high academic standards while preserving the school’s distinctive ethos. This ethos can be summed up in three words: enjoyment, security, and discipline together with the strongly held values of kindness, honesty, trust, patience, tolerance, responsibility, appreciation, politeness, perseverance and respect.

Underlying these everyday values is a concern for the spiritual well-being and development of the children. The school is proudly non-selective for entry to Nursery and it aims to enable its children to achieve the very best they can.

The Head is responsible to the Board of Directors for ensuring that the school is run smoothly and efficiently whilst successfully fulfilling these aims, for developing its future strategy with the Bursar, and for ensuring that educational developments are innovated and incorporated as appropriate. He/She is expected to keep the Bursar and Directors informed about the activities and performance of the school and to propose ways in which the school can improve and develop in order to enhance its prospects and reputation. The Head reports directly to the Chairman of the Board, who is the Bursar.

In order to achieve this, the Board will expect the Head to lead the school in the following main broad areas:

- Maintaining the high reputation of Ruckleigh in the local community and further afield.
- Agreeing with the Board the school’s educational strategy and curriculum, and its efficient delivery. This would include the appropriate preparation of pupils leaving at 11+, most of whom achieve entrance to leading Independent Senior Schools or Grammar Schools.
- Excellent ‘people management’ skills at all levels including pupils, parents and staff. The Board aims for a happy, caring and high achieving community, led by clear example, with an open, approachable, inclusive and transparent style of leadership.
- Ensuring 100% compliance and within financial budgets and objectives.

Responsibilities

The Head is responsible for:

- Setting high standards in all aspects of school life and leading by example.
- The leadership and management of the whole school, with specific involvement in and leadership of each of the three sections: Nursery and Kindergarten (EYFS, ages 3+ to 4+); Lower School consisting of Year 1 and Year 2; and Middle School (Years 3 and 4), and Upper School (Years 5 and 6).
- Ensuring that child protection and safeguarding are given the highest priority at all times.
- The academic life of the school, the maintenance of the highest standards of teaching and learning and the provision of a rich and balanced curriculum for boys and girls at every age.
- The moral, social, spiritual and cultural development of each pupil.
- Providing and maintaining a wide breadth of co-curricular activities which develops skills, talents and interests.
- The pastoral life of the school and the safety and well-being of each pupil, including working very closely with the Designated Safeguarding Lead.
- The strategic direction of the school and its policies, in collaboration with the Board and the Senior Leadership Team.
- Writing and overseeing the implementation of a measurable School Development Plan, as agreed with the Board.
- Working closely with the Bursar, for the financial management and smooth running of the school and the planning of the best use of resources.
- The successful marketing of the school and the recruitment of new pupils.
- The promotion of the school's profile locally and its neighbouring areas, and maintaining good relations with parents, senior schools and former pupils.
- The appointment of staff and their well-being, development and remuneration (some senior staff appointments may be made in conjunction with the Board).
- Leading the appointment, deployment, appraisal, monitoring, development and (if necessary) disciplining of teaching staff to ensure the highest standards of teaching and learning.
- Providing support and advice where required to all members of staff, to ensure their best interests and welfare.
- Ensuring that all staff set standards both in and out of school appropriate to the ethos of the school.
- Encouraging staff through attendance at all events and through frequent and positive contact.
- Maintaining and developing good relationships and communication between staff in order to promote an understanding of and support of the aims and values of the school.
- Maintaining strong relationships with the parent body.
- Ensuring that communication with parents is effective and efficient.
- Working closely with the Bursar and Office staff, ensuring compliance with all legal and regulatory standards and guidelines pertaining to the safety and well-being of pupils and the employment of staff, and the production and updating of appropriate policies.
- Any other aspect of school leadership, as required by the Board, for the effective organisation and well-being of the school.

In summary, the Head will lead, guide and care for what is primarily a gentle, loving and supportive high achieving community which is highly regarded and greatly valued by all for its unique culture and ethos which must be preserved and carefully nurtured. It is a tremendous responsibility but a hugely rewarding challenge for the right person.

The Candidate (Person Specification)

The successful applicant is likely to have a record of proven success in primary or preparatory schools. He/she will be an experienced teacher and leader with appropriate experience in primary or preparatory school education. The Board is looking to appoint someone who will continue to develop the academic, cultural, pastoral, social and spiritual life of the school, whilst bringing to the school his/her own personality, enthusiasm and ideas for its future success. The post offers excellent scope for innovative and inspiring leadership within a friendly, caring and supportive environment.

The successful candidate should have:

- A clear interest in the intellectual, pastoral, co-curricular, moral and spiritual development and well-being of each pupil.
- A commitment to helping each pupil achieve his/her full potential in all aspects of school life.
- A real interest in the well-being and development of all staff and a determined commitment to enable them to improve professional practice and performance.
- Excellent 'people-person' skills with a manner and style of approach which will encourage a warm close working relationship with the parents; inspiring them and prospective parents to be enthusiastic and positive in supporting the school's vision, values and aims.
- Excellent communication skills with the ability to engage with and inspire the whole constituency of the school community.
- Organisational excellence with meticulous and proactive planning.
- Proven skills in and experience of school management at a primary or preparatory level.
- A clear understanding of current educational developments and challenges for all ages 3-11.
- Clear and decisive leadership skills demonstrating an ability to see the 'whole picture'; a strategic vision with a flair for innovation and the ability to inspire others.
- Excellent delegation skills, empowering staff with delegated autonomy.
- An inclusive, collaborative, collegial and consensual style of leadership and management which encourages and enables everyone to contribute to and be part of the school's success.
- An open and easily approachable manner.
- Excellent listening skills with a strong sense of empathy and the ability to handle difficult situations sensitively, sympathetically and diplomatically.
- The ability to relate sensitively to pupils, staff, parents and Directors; to be seen as caring for each member of the whole school community.
- A strong and obvious commitment to pupil welfare and safeguarding and a clear understanding of Child Protection issues.
- The ability to forge strong links with the wider community.
- A 'visible' and active presence in all parts and sections of the school.
- The initiative to work on his or her own, but the sensitivity to work as part of a team, recognising the strengths and contribution of others.
- Energy, efficiency, flexibility, tact, resilience, commitment, and the ability to work under pressure for sustained periods and a warm sense of humour.

The successful candidate will lead by example, care deeply about each member of the school community, be approachable and friendly at all times, and be decisive but caring and understanding in resolving clashes or conflicts. In addition to having a long term vision for the school, its pupils and teachers, she/he will have a close eye for detail in meticulous planning. The person appointed will make things happen with minimum fuss having gained maximum support from colleagues and parents.

The new Head will aim to build on the significant achievements of the school as a charismatic, thoughtful and reflective leader, a kind but decisive manager of people, someone with a warm personality able to inspire all members of the community of Ruckleigh School.

Terms and Conditions

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance, without prejudice, on the likely main provisions.

General:

- A generous remuneration package will be available for the right candidate with a salary commensurate with the responsibility of the post and dependent on previous experience. The Board of Directors review the salary annually, effective from 1st September.
- The appointment is subject to three term's notice.
- The school has it's own Pension Scheme.
- There is a generous discount on fees for the Head's children at Ruckleigh School (which is currently not a taxable benefit).
- Private Medical Insurance can be provided for the Head (which is a taxable benefit).
- Holidays are by arrangement with the Chairman of Board but the Head should expect to be available for some periods outside term-time.
- The Head's performance will be subject to a regular appraisal.
- Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS. Full details are given on the application form.
- Long listed candidates will be asked to undertake identity and qualification checks which conform to the school's Safeguarding Policy. They must also agree to references being taken up at that stage and checks made with past employers.
- The successful applicant will be required to complete a self-disclosure Medical Questionnaire.
- The appointment is subject to satisfactory references, satisfactory clearance from the Disclosure and Barring Service, proof of identity and qualifications and a satisfactory report after medical examination by the school's appointed doctor.

Child Protection:

Ruckleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection Policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a DBS (working with children). The school is also registered for the processing of personal data in accordance with the Data Protection Act 1998. Such checks are required in accordance with the school's policy on Disclosure Information, Data Protection Policy and policy for handling Disclosure Information received from the Disclosure and Barring Service. Copies of these policies may be obtained from the Bursar upon request.

Equal opportunities:

Ruckleigh School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Ruckleigh School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

How to Apply

If you are interested in making an application, please apply by returning the following to Mrs C Laurens either via email at admin@ruckleigh.co.uk or by post at Ruckleigh School, 17 Lode Lane, Solihull, West Midlands. B91 2AB before the end of 29th January 2018:

- Your cover letter (see below)
- Your completed Application Form
- Your completed Self-Disclosure Form

Your cover letter of not more than two sides of A4, stating why you are interested in the post and what relevant skills and experience you would bring to it.

Please note that the Application Form must be completed in full and must include the names of two referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for interview). The Self-Disclosure Form will not be referred to when short-listing candidates for interview, nor will it be divulged to the members of the interview panel prior to interview but will be detached from the main application form as soon as it is received.

Dates for the Selection Process

Closing date for applications: 29th January 2018

Candidates notified if selected for interview: 2nd February 2018

Long list interviews: 7th, 8th, 9th February 2018

Shortlist interviews: Week commencing Monday 12th February 2017

These dates are subject to change based on the needs of the school and candidates.

More Information

For more detailed information on Ruckleigh School, please visit the website:

www.ruckleigh.co.uk

If you would like to discuss the role in complete confidence, please contact Mrs C Laurens on admin@ruckleigh.co.uk.