



Joyce
Frankland
Academy
Newport



Principal's Application Pack

January 2019



Joyce
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Newport





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Principal

From September 2019
Salary commensurate with group 6 (L29-35)

About the Academy

Joyce Frankland Academy, Newport is a successful 11 – 18 school with innovative approaches to teaching and learning, a firm belief in the inclusivity of pupils of all abilities and a welcoming and supportive community. The School, founded in 1588, has remained true to its founding principles, whilst at the same time enthusiastically embracing the changes needed to provide a forward thinking, positive and exciting environment for the whole school community.

We are proud of our successes, academic outcomes are good, our pupils are happy, engaged, confident and considerate, they achieve their ambitions to move on to sixth form and then to the post 6th form opportunities of their choice. Professional life at Joyce Frankland is stimulating and friendly and offers support and professional development opportunities, which are both challenging and relevant for education today. Our teachers are fully involved professionals, enthusiastic and generous with their time and expertise, they contribute unstintingly to the schools success. Excellent leadership and a shared vision across the school community creates continuing improvement in all areas of Academy life.

Location

Joyce Frankland Academy has been an active part of the village of Newport since its founding. It is a rural school drawing pupils from more than 40 primary schools. The village is close to the market town of Saffron Walden and with easy access to Cambridge by car and train.

The Vacancy

The post of Principal arises from the promotion of the former Principal. We currently we have an Interim Principal, who will be in post until September 2019. The Principal we appoint will continue our innovative and collaborative approach to educational development and recognise the varied skills and contributions of others. The approach will be inspirational in motivating and supporting all staff and be committed to building on the strong base we already have, to take us with assurance, conviction and a clear vision, into the future. The successful candidate will have a proven record of success, either as a Deputy or Principal, will be passionate about making children's lives better, believe wholeheartedly in comprehensive and inclusive education and have the leadership and management skills to make our school exceptional.

Application

To make an application, please complete our application form, together with a letter of application of no more than 1200 words, outlining how your skills, knowledge and experience will enable you to be successful in the role of Principal at Joyce Frankland Academy, Newport. For more information, please download the Principal's Application Pack and separate application form from: www.jfan.org.uk and return it to: Laura Boyd, HR Manager, Joyce Frankland Academy, Newport (DD: 01799 544 030, E: l.boyd@jfan.org.uk).

You are very welcome to visit the Academy. To make arrangements for a visit please contact Laura Boyd, HR Manager.

Closing date: 12.00 Monday 28th January

Visiting dates: Thursday 17th January and Tuesday 22nd January

Interview dates: Thursday 14th February and Friday 15th February

Joyce Frankland Newport is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Appointments will be subject to satisfactory references and an Enhanced DBS check.



Letter from the Chair of Governors

January 2019

Dear Applicant,

Thank you very much for your interest in applying for the post of Principal at Joyce Frankland Academy, Newport. We are very proud of our school and this post offers an exciting opportunity to lead our academically successful, respectful, positive and supportive learning community, into the future.

To help the Governing Body achieve its vision and to deliver our strategy, we are seeking an individual with outstanding leadership qualities and a track record of successful leadership and management in secondary education. The successful candidate will be expected to maintain and develop our guiding values and to demonstrate inspirational and effective leadership to ensure our dedicated staff team and our talented students continue to achieve the very best for themselves and our wider school community.

One of our key goals is to continue to be a truly comprehensive school, offering a broad and balanced curriculum which caters for all our learners. The Academy was last inspected in June 2016 and rated as a Good school and we believe that with the right leadership and the continued drive and determination of our school community we can be an Outstanding school.

Working with the Academy's leadership team the Governing Body has set an ambitious vision for the school. We wish to retain strong leadership and management; be small – no more than 1200 pupils aged between 11 and 18; have an inclusive ethos which puts pupils first and prepares them for life after school; have strong supportive pastoral care; be flexible and able to respond to change; be able to measure up academically to other secondary schools in the area; be able to work in collaboration with other schools; be financially sound; have an assured longevity and be proud of its history. Part of our work has been to explore the possibilities of joining a local Multi Academy Trust in the next academic year.

Joyce Frankland Academy is a happy, vibrant and positive place to learn and work. The successful candidate will have a vision for developing the Academy under their leadership and will be enthusiastic and focussed about contributing to its development and future success.

Applicants are warmly encouraged to visit the school prior to submitting an application. The dates for visits are: Thursday 17th January and Tuesday 22nd January; arrangements should be made with Laura Boyd, HR Manager (DD: 01799 544 030, E: l.boyd@jfan.org.uk).

With kind regards,



Dr Helen Abrahams CSci CChem FRSC FCSI
Chair of Governors, Joyce Frankland Academy, Newport





From the Head boy and Head Girl

I am very happy to tell you about our school. Within the Academy, there is a supportive, close-knit community. Students receive a high standard of teaching across all subjects, in addition to continuous support from all our teachers. The smaller class sizes create a positive working environment as it allows teachers to tailor classes to the students, thereby benefiting their approach to learning. The most important part about studying at JFAN is the evidence that every teacher is passionate and enthusiastic about their subjects, which really motivates each individual to succeed and achieve their best, because of this, I am now studying, Art English language and Photography at A level. Furthermore, the Academy has fantastic facilities, including my personal favourite - the new photography and media suite. Unlike other schools in the area, JFAN has particularly rich historical roots which I have loved learning about as I have progressed through the school.

Within the Sixth Form we have established a supportive community, which allows us to work as a team on projects such as charities week or mentoring programmes. One of the main reasons I decided to study at JFAN was the ongoing motivation we all receive from our staff and teachers - enabling each individual to achieve their potential. I am so proud to be a part of JFAN's Sixth Form, and to have been chosen as Head Girl this year.

Jasmine Parkin

When I started at Newport in 2012, I saw immediately just how much the rich heritage and history is present in all aspects of the school. This long history only adds to the amazing community at Newport and felt by everyone. I've experienced every school year at Newport and have been fortunate enough to have had such great opportunities, both sporting and academic – I am now studying A levels in Biology, Latin and Maths. My time here has certainly been enjoyable and I believe the broad curriculum and excellent pastoral support systems have helped to make me into the person I am today.

For me, the greatest thing about JFAN Sixth form is the fantastic community that we have; the small nature of the sixth form gives Joyce Frankland Academy an edge above others, as lessons can be tailored to individual needs. I am exceptionally proud to be the Head Boy of such a tightly knit community.

Regan Nicolau



Vision Statement

Explore, fulfil and flourish

Founded with the vision of the 'love I bear learning', we realise Joyce Frankland's original purpose through our values. We also recognise her wider vision, that students and staff would be 'good members of the Common Wealth' ensuring that all members of the community flourish.

Our Values

At Joyce Frankland Academy, Newport, we believe that the qualities expressed by 'The 4 I's', are essential to establish life-long learning.

- Independence – The ability to be self-reliant, self-confident, resilient and show initiative.
- Imagination – The ability to be creative and inventive.
- Inquisitiveness – The desire to be curious and interested.
- Insight – The ability to look beyond the obvious and treat others with empathy and understanding.

Our Goals

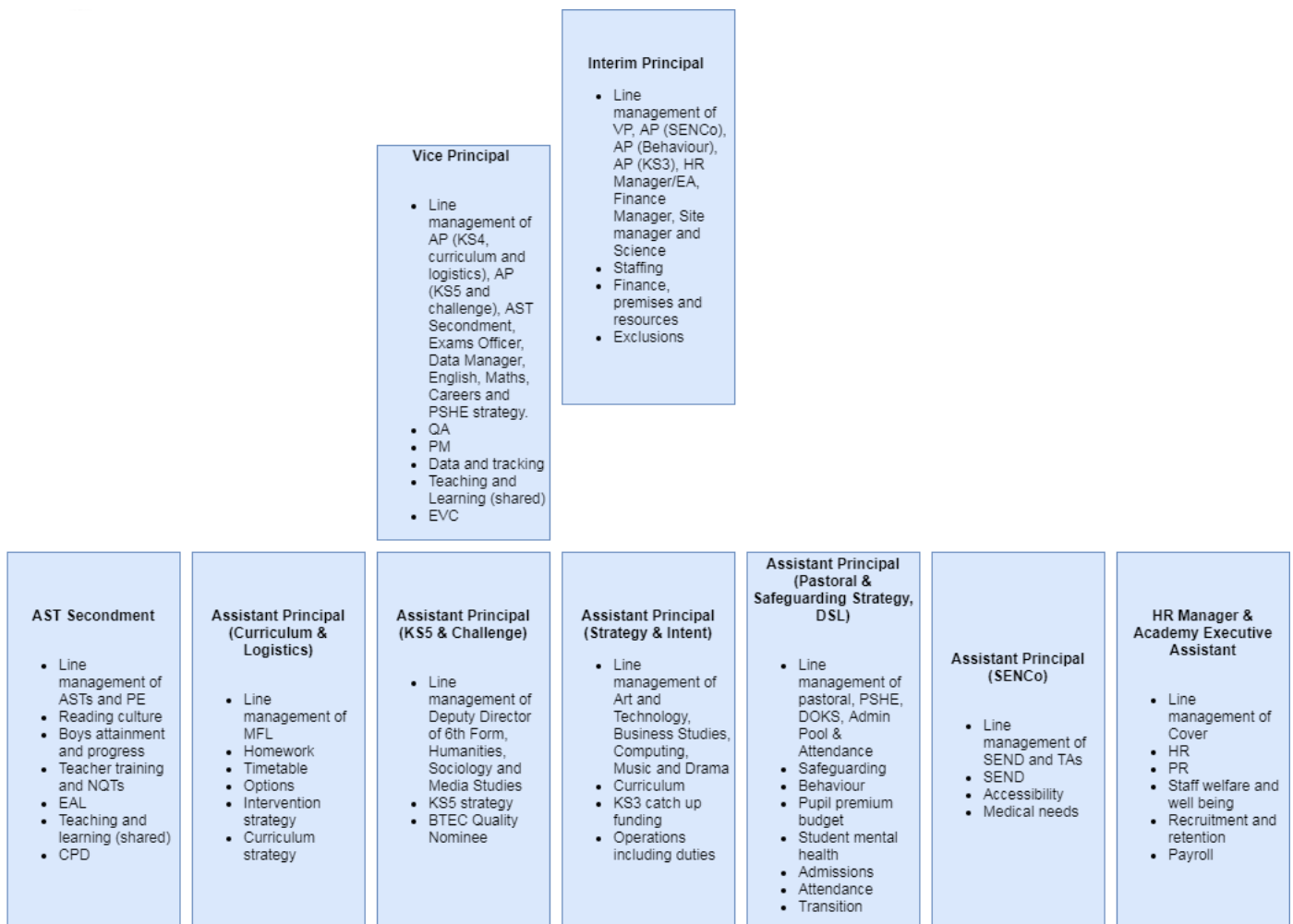
- All members of the Academy will make every effort to ensure that all students will achieve, or improve upon, their attainment 8 target at the end of key stage 4.
- All members of the Academy will make every effort to ensure that students are appropriately challenged at key stage 3 and inspired to love learning.
- All members of the Academy will work towards developing the growth and success of the sixth form.
- All members of the Academy will contribute and take responsibility for creating a respectful, positive and supportive learning community.
- All members of the Academy will take responsibility to ensure that all communications are timely, effective and considerate.
- Leadership will make every effort to ensure financial stability and sustainability in order to support educational outcomes.



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Current Leadership Structure



Joyce
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Job Description (January 2019)

Job purpose

The Principal of Joyce Frankland Academy at Newport (JFAN) is accountable for:

- delivering and modelling effective and inspiring professional leadership and management;
- supporting and motivating staff, students and other members of the school's community in securing and maintaining excellent standards in all areas of the school's work;
- functioning as a key individual, with other senior leaders, in formulating the school's strategic direction and
- fostering a culture that is inclusive and promotes excellence, equality, and high expectations of staff and students.

Legal requirements

The Principal is required to carry out all the statutory duties and the professional responsibilities detailed in the contractual framework, Part 7 of the School Teachers' Pay and Conditions Document.

Key dimensions of the role

The Principal must act with integrity in:

- A. Establishing and sharing the Academy's vision and core purpose;
- B. Meeting the Academy's objectives through improving students' learning and achievement;
- C. Demonstrating effective leadership and management and ensuring appropriate and effective distribution of leadership and management across the Academy;
- D. Developing wider engagement and contributions;
- E. Ensuring safeguarding.

The role of the Principal encompasses the following:

A. Establishing and sharing vision and core purpose

The Principal needs to:

- 1) Be intellectually and professionally committed to comprehensive and inclusive education and seek to empower all students and staff to achieve their best irrespective of any gender, ethnic or religious background, prior attainment, social background, SEND, sexual orientation or age considerations.

The Principal will need to be able to:

- 2) Ensure that they:
 - a) Effectively articulate and demonstrate clear values, moral purpose and educational vision for the strategic and operational leadership of the school;
 - b) Establish positive relationships with and demonstrate positive attitudes towards students, staff and other stakeholders, that engender mutual respect;
 - c) Inspire and motivate students, staff and other stakeholders individually and collectively;
 - d) Develop and sustain a positive school culture and
 - e) Manage their own workload to ensure an appropriate work/life balance, regularly review their own practice, set personal targets, and take responsibility for their own personal development.





B. Meeting our objectives through improving students' learning and achievement

The Principal needs to:

- 3) Have a clear understanding of the factors that contribute to providing excellent provision for an individual student and for cohorts of students through:
 - a) Students' active engagement;
 - b) Direct teaching in a single lesson and over time;
 - c) Staff professional development;
 - d) A broad, balanced, differentiated, engaging and relevant curriculum;
 - e) Effective assessment, tracking, monitoring and interventions to ensure student achievement;
 - f) Effective pastoral support;
 - g) Wider curriculum opportunities;
 - h) Spiritual, moral, social and cultural development;
 - i) Effective development of health and physical well-being;
 - j) Developing emotional well-being; and
 - k) Developing fundamental British Values

The Principal will need to be able to:

- 4) Develop and sustain a learning environment in order that:
 - a) Students have a passion for learning, develop the capacities and capabilities to learn effectively and work towards ambitious personal targets in order to be able to fulfil their potential at school, in their interactions with others and in the opportunities, responsibilities and experience of adult life;
 - b) Staff have a clear idea of, and work towards, ambitious expectations for delivering effective teaching, promoting effective learning and excellent achievement in all aspects of a student's activities at school;
 - c) Staff professional development enables both individual and appropriate groups of staff to impact increasingly effectively on student outcomes and on the development of system leadership;
 - d) The school's curriculum is designed to facilitate engagement and progress in both individual students and groups of students so that the outcomes and progress measures for the school are in line with or exceed national and local expectations;
 - e) Effective assessment, tracking and monitoring of outcomes and progress and timely and effective interventions affects and accelerates progress in individual lessons, lessons over time and informs leadership at a range of levels;
 - f) Students' social, emotional and behavioural skills are enhanced (and through this their learning) through an effective, co-ordinated and comprehensive programme of interventions and through the school's response to individual needs;
 - g) Students can develop their knowledge, skills and understanding of both specific curriculum subjects and broader areas of learning through engaging in opportunities outside of the classroom, through educational visits and through visitors' input to the school;





- h) Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development so that they can be reflective about and responsible for their actions as good citizens;
- i) Deliberate and effective action is taken to promote students' health and physical well-being, including making the right choices for their health such as healthy eating, being active and maintaining a healthy weight;
- j) Deliberate and effective action is taken to promote students' capacities and capabilities for emotional well-being therefore increasing their coping ability, self-esteem, performance and productivity;
- k) Students, staff and other stakeholders develop an understanding of, and adhere to, the principles of democracy, the rule of law, individual liberty and mutual respect for and acceptance of those with different faiths and beliefs and for those of no faith.

C. Demonstrating effective leadership and management and ensuring appropriate and effective distribution of leadership and management across the Academy;

The Principal needs to:

- 5) Have a clear understanding of how an individual student and cohorts of students' achievements can be positively affected by:
 - a) Effective, distributed leadership (at all levels; and including governance); with the Principal as the key leader within the school;
 - b) Proportional staff accountability and responsibility;
 - c) Effective Staff development;
 - d) Well informed and effective school self-evaluation;
 - e) Effectively utilising the school's finances;
 - f) Effective and well considered school organisation and practice reflected in clear policies which uphold the principles of transparency, integrity and probity;
 - g) Appropriately supportive and challenging, well informed governance.

The Principal will need to be able to:

- 6) Develop and sustain the following:
 - a) An effective distribution of leadership; wherein there is delegation of distinct roles and responsibilities throughout the Academy, which recognises the skills and talents of individuals, and forges teams of colleagues who work collaboratively and hold themselves and each other to account for their actions and decision making;
 - b) A culture of accountability and responsibility by staff for the impact of their work on students' outcomes and implementing and maintaining rigorous and transparent systems for reviewing and managing the performance of all staff, addressing any under-performance, supporting staff to improve through mentoring, modelling and valuing excellent practice;
 - c) Appointing suitable staff and ensuring that staff development strategies, including coaching and mentoring, are effective, identify emerging talents and aspiring leaders and ensure effective succession planning;





- d) Rigorous and robust evidence-based school self-evaluation of the Academy's performance and well evidenced research which identifies strengths and priorities for continuing improvement, and is documented in a coherent School Evaluation Form and School Development Plan and can be articulated to a range of audiences, including Governors, parents/carers and Ofsted;
- e) Prudent and effective financial planning, management and probity to ensure effective deployment of monies and resources, in the best interests of ensuring the excellent student achievement, excellent value for money and the school's sustainability;
- f) The review, implementation and monitoring of effective school practice and policy which appropriately takes account of legal responsibilities and local and national circumstances, policies and initiatives and
- g) An effective relationship with a strong Governing Body; actively supporting it in undertaking its functions by timely and transparent communication of relevant information, reflective evaluation, analysis and objective advice.

D. Developing wider engagement partnerships and contributions

The Principal needs to:

- 7) Have a clear understanding of how a school can effectively impact on individual and cohorts of students' achievements through productive and proactive engagement with various stakeholders including parents/carers, other schools, business etc.

The Principal will need to be able to:

- 8) Develop and sustain effective collaborative relationships and/or partnerships with various stakeholders including:
 - a) Other schools and educational settings in order to improve provision and outcomes at both a school and system level and to develop the Academy's capacity support and learn from others;
 - b) Relevant agencies and services to further improve students' achievement and/or to protect young people;
 - c) Parents/carers in order to secure their commitment and engagement with the school's vision and direction and to them playing an active role in supporting and improving each student's achievement and personal development;
 - d) The wider community, including feeder schools and other post-16 providers in order to ensure learning experiences for students are linked to and integrated to these stakeholders and
 - e) Business locally, nationally and internationally

E. Ensuring safeguarding

The Principal needs to:

- 9) Understand the issues and complexities involved in ensuring that all aspects of JFAN's safeguarding provision are rigorous and robust and that all students, staff and stakeholders are safe and feel secure, irrespective of any gender, ethnic or religious background, prior attainment, social background, SEND, sexual orientation or age considerations.





The Principal will need to be able to:

10) Ensure excellent practice in all aspects of safeguarding including;

- a) The provision of a safe, calm and well-ordered environment for all students, staff and other stakeholders;
- b) Developing and sustaining a culture of engagement, challenge and support whereby students and staff demonstrate exemplary attendance and behaviour, both in school and in the wider community, including encouraging staff to manage their own workload to ensure an appropriate work/life balance;
- c) Ensuring that the school's students, staff and other stakeholders are aware of, and mindful about, the risks connected to any physical, psychological, sexual, discriminatory, domestic, organisational and online abuse, neglect and acts of omission, self-neglect and modern slavery, and take appropriate action as necessary;
- d) Developing and sustaining effective practice and strategies for promoting equality and challenging any inequalities and prejudice;
- e) Demonstrate best practice; and legal compliance where appropriate in all aspects of the recruitment, employment, development and mobility of staff, and
- f) Ensuring that the school's safeguarding policies and procedures are clear and adhered to; reviewing these in line with any legislative framework and school and/or external expectations.

Please note:

- The post holder (Principal) will adopt flexible working methods to meet the changing needs of the school;
- Whilst every effort has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail;
- The job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document. The post is otherwise subject to the Conditions of Service for School Teachers in England and to locally agreed conditions of employment.





Person Specification (January 2019)

Compliance			
Job Description Reference	Exemplification	Evidenced through:	Importance
	Qualified Teacher Status	AF	E
	At least five years' experience as a teacher	AF	E
	At least three years' experience as a senior leader in a school	AF	E

Establishing and sharing vision and core purpose			
Job Description Reference	Exemplification	Evidenced through:	Importance
	The candidate needs to demonstrate that they have relevant experience and the skills necessary to ensure that they can:		
A. 2) a)	Effectively articulate and demonstrate clear values, moral purpose and educational vision for the strategic and operational leadership of the school	AL/IP	E
A. 2) b)	Establish positive relationships with, and demonstrate attitudes that engender mutual respect towards, students, staff and other stakeholders	AL/IP	E
A. 2) c)	Inspire and motivate students, staff and other stakeholders individually and collectively	AL/IP	E
A. 2) d)	Sustain and develop a positive school culture	AL/IP	E
A. 2) e)	Manage their own workload to ensure an appropriate work/life balance, regularly review own practice, set personal targets, and take responsibility for own personal development	AL/IP	E

Meeting our objectives through improving students' learning and achievement			
Job Description Reference	Exemplification	Evidenced through:	Importance
	The candidate needs to demonstrate that they have relevant experience and the skills necessary to ensure that:		
B. 4) a)	Students have a passion for learning, develop the capacities and capabilities to learn effectively and work towards ambitious personal targets in order to be able to fulfil their potential; at school, in their interactions with others and in the opportunities, responsibilities and experience of adult life	AL/IP	E





B. 4) b)	Staff have a clear idea of, and work towards, ambitious expectations for delivering effective teaching, promoting effective learning and excellent achievement in all aspects of a student's activities at school	AL/IP	E
B. 4) c)	Staff professional development enables both individual and appropriate groups of staff to impact increasingly effectively on student outcomes and on the development of system leadership	AL/IP	E
B. 4) d)	The school's curriculum is designed to facilitate both individual students and groups of students' engagement and progress and so that the outcomes and progress measures for the school are in line with or exceed national and local expectations	AL/IP	E
B. 4) e)	They can promote effective assessment, tracking and monitoring of outcomes and progress and timely and effective interventions affects and accelerates progress in individual lessons, lessons over time and informs leadership at a range of levels	AL/IP	E
B. 4) f)	Students' social, emotional and behavioural skills are enhanced (and through this their learning) through an effective, co-ordinated and comprehensive programme of interventions; and through the school's response to individual needs	AL/IP	E
B. 4) g)	Students can develop their knowledge, skills and understanding of both specific curriculum subjects and broader areas of learning through engaging in opportunities outside of the classroom, through educational visits and through visitors to the school	AL/IP	E
B. 4) h)	They can ensure that deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development so that they can be reflective about and responsible for their actions as good citizens	IP	E
B. 4) i)	They can ensure that deliberate and effective action is taken to promote students' health and physical well-being including making the right choices for their health such as healthy eating, being active and maintaining a healthy weight	IP	E
B. 4) j)	Students, staff and other stakeholders enhance their capacities and capabilities for emotional well-being therefore increasing their coping ability, self-esteem, performance and productivity	IP	E





B. 4) k)	Students, staff and other stakeholders develop an understanding of, and adhere to, the principles of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those of no faith	IP	E
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Demonstrating effective leadership and management and ensuring appropriate and effective distribution of leadership and management across the Academy

Job Description Reference	Exemplification The candidate needs to demonstrate that they have relevant experience and the skills necessary to ensure that they can:	Evidenced through:	Importance
C. 6) a)	Promote an effective distribution of leadership; wherein there is delegation of distinct roles and responsibilities throughout the school, which recognises the skills and talents of individuals, and forges teams of colleagues who work collaboratively and hold themselves and each other to account for their actions and decision making	AL/IP	E
C. 6) b)	Promote a culture of accountability and responsibility by staff for the impact of their work on students' outcomes, and implementing and maintaining rigorous and transparent systems for reviewing and managing the performance of all staff; addressing any under-performance; supporting staff to improve through mentoring, modelling and valuing excellent practice	AL/IP	E
C. 6) c)	Appoint suitable staff and ensure that staff development strategies, including coaching and mentoring are effective, identify emerging talents and aspiring leaders and ensure effective succession planning;	IP	E
C. 6) d)	Use rigorous and robust evidence-based school self-evaluation of the Academy's performance and well evidenced research which identifies strengths and priorities for continuing improvement; and is documented in a coherent School Evaluation Form and School Development Plan and can be articulated to a range of audiences, including Governors, parents/carers and Ofsted	AL/IP	E





C. 6) e)	Promote prudent and effective financial planning, management and probity to ensure effective deployment of monies and resources, in the best interests of ensuring the excellent student' achievement, excellent value for money and the school's sustainability	IP	E
C. 6) f)	Review, implement and monitor effective school practice and policy which appropriately take account of legal responsibilities and local and national circumstances, policies and initiatives;	AL/IP	E
C. 6) g)	Form an effective relationship with a strong Governing Body, actively supporting them in undertaking their functions by timely and transparent communication of relevant information, reflective evaluation, analysis and objective advice	IP	E

Developing wider engagement and contributions

Job Description Reference	Exemplification The candidate needs to demonstrate that they have relevant experience and the skills necessary to ensure that they can:	Evidenced through:	Importance
D. 8) a)	Develop the school's capacity to collaborate with, and support and learn from other schools and educational settings in order to improve provision and outcomes at both a school and system level	AL/IP	E
D. 8) b)	Work effectively with relevant agencies and services to further improve students' achievement	AL/IP	D
D. 8) c)	Secure the commitment and engagement of parents/carers to the school's vision and direction and to them playing an active role in supporting and improving students' achievement and personal development	AL/IP	E
D. 8) d)	Ensure learning experiences for students are linked to, and integrated with, the wider community, including feeder schools and other post-16 providers	IP	D
D. 8) e)	Develop the range of community-based learning provision and further strengthen the school's links with business, locally, nationally and internationally	IP	D





Ensuring safeguarding			
Job Description Reference	Exemplification The candidate needs to demonstrate that they have relevant experience and the skills necessary to ensure that they can:	Evidenced through:	Importance
E. 10) a)	Ensure the provision of a safe, calm and well-ordered environment for all students, staff and other stakeholders to protect young people	AL/IP	E
E. 10) b)	Develop and sustain a culture of engagement, challenge and support whereby students and staff demonstrate exemplary attendance and behaviour both in school and in the wider community, including encouraging staff to manage their own workload to ensure an appropriate work/life balance	AL/IP	E
E. 10) c)	Ensure that the school's students, staff and other stakeholders are aware of, and mindful about, the risks connected to any physical, psychological, sexual, discriminatory, domestic, organisational and online abuse, neglect and acts of omission, self-neglect and modern slavery and take appropriate action as necessary	IP	E
E. 10) d)	Develop and sustain effective practice and strategies for promoting equality and challenging any inequalities and prejudice	AL/IP	E
E. 10) e)	Demonstrate best practice and legal compliance where appropriate in all aspects of the recruitment, employment, development and mobility of staff	IP	E
E. 10) f)	Ensure that the school's safeguarding policies and procedures are clear and adhered to; reviewing these in line with any legislative framework and school and/or external expectations.	IP	E

Codes:

Application Form – AF
Application Letter – AL
Interview Process – IP

Essential – E
Desirable – D





How to apply:

1. Complete the application form. This is available to download from the school's website at WWW.JFAN.ORG.UK. CVs will not be accepted.
2. Write a letter of application addressed to Dr Helen Abrahams, Chair of Governors, of no more than 1200 words outlining how your skills and experience will enable you to be successful in this role.
3. Send your completed application form and letter to Laura Boyd, HR Manager, at Joyce Frankland Academy, Newport, Saffron Walden, Essex, CB11 3TR, E: l.boyd@jfan.org.uk, no later than noon on Monday 28th January.
4. Interviews will take place on Thursday 14th February and Friday 15th February.
5. As you would expect, Joyce Frankland Academy, Newport is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. If you are invited to interview, you will be asked to provide the following:
 - Disclosure of any criminal convictions
 - Details of any child protection investigation that you may have been subject to
 - Disclosure of any relationship with a pupil, employee, governor or trustee
 - Confirmation that you are not prohibited from teaching
6. If you are subsequently appointed to the post, you will be asked to provide the following:
 - Evidence of your right to work in the UK
 - Documentation to allow a DBS check to be undertaken
 - Original certificates for qualifications that you have declared as part of your application and which are an essential requirement for the role
 - A completed medical questionnaire
7. References will normally be taken up for shortlisted candidates prior to the interview date. If you specifically indicate that you do not give consent to contact a referee prior to interview then the reference will only be taken up if you are successful at interview.
8. If you have any queries regarding this application process please contact Laura Boyd, HR Manager, DD: 01799 544 030 or E: l.boyd@jfan.org.uk.

