



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Area Leader of Media & Film Studies

INFORMATION FOR APPLICANTS

MPS/UPS + TLR 2A

Permanent, Full-time

Required from September 2025



AREA LEADER OF MEDIA & FILM STUDIES

Location: Prince Henry's Grammar School

Contract: Permanent

Closing Date: Friday 7th February 2025 (noon)

Selection Day: Week commencing Monday 10th February 2025



AREA LEADER OF MEDIA & FILM STUDIES

Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Assistant at the school:

hrs@princehenrys.co.uk

The closing date for applications is **Friday 7th February 2025 at noon**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held **week commencing Monday 10th February 2025**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation, a written or data task, meeting with students or, dependent on the role, a combination of the above. The outcomes of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with KCSiE policy 2024.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

This is an exciting opportunity to lead the Media and Film Studies area within the wider Communications and Media Technology Faculty.

Communications and Media Technology Faculty

This is a well-resourced and well-supported Faculty. The Faculty offers discrete computing lessons and plays a vital role in encouraging, promoting and tracking cross-curricular computing. The Faculty offers computing training to other staff in the school as part of CPL.

The Faculty comprises: Computing, Media Studies and Health & Social Care.

We are looking for an enthusiastic member of the team who can actively support the Faculty. The successful applicant must be an excellent classroom practitioner who is also able to work with colleagues to improve even further the standards of Teaching & Learning across the Faculty. There is plenty of opportunity for professional development within the Faculty and school.

Faculty Curriculum Overview

Computing is taught to all students in KS3 (2 periods per fortnight). The faculty also offers a wide range of popular and successful courses at KS4 and KS5:

KS4:

Courses offered are all optional for students – 5 periods per fortnight:

- GCSE Computer Science (*OCR*)
- Cambridge National in Creative iMedia (*OCR*)
- GCSE Media Studies (*Eduqas*)
- BTEC Health and Social Care (*Pearson*)

KS5:

Courses offered:

- GCE Computer Science (*OCR*)
- GCE Media Studies (*OCR*)
- GCE Film Studies (*Eduqas*)
- Cambridge Technicals in Digital Media (*OCR*)
- BTEC Health and Social Care (*Pearson*)

Extra-Curricular

Extra support sessions across the faculty, targeted at all key stages, are provided at various times during the year. Staff also often support students on a one-to-one basis. A Code Club is run within the faculty for key stage three and four students.

Resources

There are five main teaching suites in the IT corridor that we use, with 30 or 32 networked computers in each suite. Each of these rooms have interactive whiteboards. There is a colour laser printer sited on the IT corridor that serves the whole school. A large range of peripheral equipment such as headphones, cameras and microphones are available as a central resource.

In addition, there is a dedicated media edit suite used by Media Studies which has 24 networked computers with access to the full Adobe Creative suite. There is a dedicated media server for students to store coursework, which the Area Leader has access to.

The Media and Film Studies team also has 16 DSLR Nikon Cameras and 16 tripods for students to use during practical work.

We use the Microsoft Office 365 Suite in all areas of the school with teaching resources on the PHGS SharePoint and Teams. The resources promote home learning and study outside of class time, and are designed to enable students to take some responsibility for their own progress. In addition, we use Arbor, where home learning is set for students. All students have access to iPads.



INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 3 vehicles (terms and conditions apply).

INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

Prince Henry's is an over-subscribed comprehensive school with over 1640 students, including around 350 in the Sixth Form. We are proud of our school, students, staff and community and were delighted to have our recent Ofsted report from November 2024 endorse our strengths in judging us 'Outstanding' in all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website www.princehenrys.co.uk and the school's prospectus documents [here](#).

INFORMATION FROM THE HEADTEACHER

Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. Having recently been judged as 'Outstanding in all areas' from Ofsted (November 2024), our focus is on maintaining the exceptional offer and experience whilst pushing ourselves even further to ambitious levels. This includes the offer of CPL which includes leadership development and bespoke packages, and the opportunity to be outward facing with other schools within the trust and alliances of which we are a member.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully,

Sally Bishop
Headteacher

JOB DESCRIPTION: AREA LEADER – MEDIA & FILM STUDIES

Name:	
Job Title:	Area Leader of Media and Film Studies
Salary Grade:	MPS/UPS + TLR2A
Contract Type:	Permanent – Full time
Responsible to:	Faculty Leader and Senior Leadership Team

PURPOSE OF ROLE

To contribute to the shared vision for Communication and Media Technology at the school. To assist the Faculty Leader to support, develop and hold accountable a team of teachers, providing professional leadership and management of the curriculum in order to secure high quality teaching and improve standards of learning and achievement for all students with due regard to the well-being and workload of teaching staff.

Main Duties

Accountable to the Headteacher in the following aspects:

Curriculum and Curriculum Planning

1. To help ensure the delivery of an effective, high quality and cost-effective curriculum, with specific responsibility for the designated area of the curriculum.
2. To liaise with the Faculty Leader to help produce a Faculty Area Improvement Plan compatible with the School Improvement Plan (SIMP). To aid the Faculty Leader in the review of progress against all improvement plans regularly in order to contribute to whole school improvement.
3. To engage relevant faculty staff in the creation, development and consistent implementation of effective schemes of work and Student Learning Plans in the designated area of the curriculum.
4. To work with the Faculty Leader to ensure effective preparation and assessment of internal examinations, including internal standardisation, in the designated area of the curriculum.
5. To keep up to date with all relevant assessment requirements and co-ordinate the process of preparing students for external examinations in the designated area of the curriculum. This includes the internal and external moderation and the completion of the required documentation for the awarding body. To liaise with the Faculty Leader, partner schools, Higher and Further Education, Industry, Awarding Bodies and other relevant external agencies as appropriate

6. To contribute to the overall development of the school's curriculum and other school policies, particularly from the perspective of the faculty area, advising the identified member of SLT of national or local developments
7. To contribute to PSHCE, Global Citizenship and equalities work according to school and faculty requirements
8. To work with the Faculty Leader to deploy staff effectively within the designated area of the curriculum, using staff skills, qualifications and experience to enable the curriculum to be delivered to the appropriate level for identified groups/students
9. To co-ordinate appropriate arrangements for classes in the designated area of the curriculum when staff are absent, liaising with other staff as necessary in order to ensure that appropriate cover work is completed and the curriculum is delivered effectively.

Teaching, Learning and Professional Development of Staff

1. To model 'outstanding' teaching and learning. To assist the Faculty Leader in the development and continued improvement of teaching and learning in the designated area of the curriculum, in line with the school's Teaching & Learning & Assessment Policy, in order to secure 'outstanding' student progress.
2. To maintain a personal commitment to professional development in order to facilitate the learning of the faculty team, and the school as a whole.
3. To liaise with the Deputy Headteacher: Quality of Education and the Faculty Leader in order to help lead the professional development of all staff in the designated area of the curriculum. To support and mentor staff, including ITT trainees and NQT's, so that the Teacher Standards are met by all staff contributing to the designated area.
4. To assist the Faculty Leader to foster and oversee the use of technology to support teaching and learning in the designated area and ensure that every opportunity is taken by staff contributing to the designated area to develop and improve the literacy and numeracy skills of students, in line with school policy.
5. To assist the Faculty Leader to implement, co-ordinate and quality assure educational enrichment activities within the designated area of the curriculum, including booster classes as appropriate to provide a breadth of experience that will improve student enjoyment, learning and progress.
6. To support, develop and contribute to the work of the Red Kite Teaching School Alliance.
7. To ensure that the school's Performance Appraisal policy is implemented effectively throughout the designated area of the curriculum.

Self Evaluation and Quality Assurance

1. To assist the Faculty Leader in monitoring and evaluating of the work of staff in the designated area of the curriculum, so that there is an accurate understanding of strengths and areas for development in order to inform improvement planning.
2. To work with other faculty staff as appropriate to regularly analyse student progress and attainment data for the designated area of the curriculum (at student, teaching group and subject level) in order to identify and address any underachievement and support 'outstanding' achievement for all students within the faculty. To use the results of this analysis to inform improvement actions.
3. To communicate effectively with all members of staff contributing to the designated area so that they are familiar with (and work in line with) the aims and objectives of the faculty and the school. To promote whole school initiatives and maintain the consistent implementation of faculty and whole school policies and procedures.
4. To assist the Faculty Leader to monitor the work of staff contributing to the designated area and check the implementation of school policies for example setting of home learning, marking of students' work and the assessment and recording of progress. To involve these staff in the review and evaluation of their own work, including the standards and progress of students that they teach.

Student Progress and Well Being

1. To liaise with the Assistant Headteacher: Learner Progress, the SENCO and faculty staff to ensure that the needs of all students are met in the designated area of the curriculum so that they are able to fulfil their potential and make 'outstanding' progress.
2. To assist the Faculty Leader to ensure that appropriate challenging targets are set for all students in the designated area and that high expectations and high standards are maintained across this area of the curriculum.
3. To work with faculty staff to monitor and support the overall progress, attendance, development and well-being of students within the designated area of the curriculum to ensure equality of opportunity.
4. To support the school's Positive Discipline system (including Standards for Learning) in accordance with the published framework, in order to maintain an environment conducive to good teaching and learning
5. To ensure effective communication with parents/carers so that they are advised and informed of their child's progress as appropriate

Resource Management

1. To work with the Faculty Leader to ensure that the teaching commitments within the designated area of the curriculum are effectively and efficiently timetabled and roomed within the constraints of the school
2. To monitor 'best value' expenditure and help the Faculty Leader to decide on the priorities for the spending of faculty capitation in consultation with other members of the team
3. To oversee the maintenance of records on capitation spending and commitment to ensure proper financial control within the designated area of the curriculum.

Additional Responsibilities

1. To play a full part in the life of the school community and support the achievement of its vision and aims. To contribute to the distinctive ethos of Prince Henry's Grammar School and to encourage staff and students to follow this example.

GENERAL DUTIES

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

All job descriptions may change and/or be amended, following negotiation. Job descriptions are not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

Signed.....

Date.....

JOB DESCRIPTION: PERSONAL TUTOR

Name:	
Subject:	Personal Tutor
Salary:	MPS/UPS
Responsible to:	Key Stage Director

As with all Job Descriptions, the role of the Personal Tutor is discussed between the post-holder and the Line Manager. The details below represent the expected areas of work.

The job description does not qualify the Personal Tutor's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

JOB PURPOSE

The purpose of the role of Personal Tutor is to seek to know all the students in his/her form as well as possible and to become accepted as a person to whom they can turn for guidance. He/she should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of their tutees.

The role of the Personal Tutor includes the following activities:

a) Education Process

1. To carry out a rolling programme of academic monitoring of the students in the form with guidance from Key Stage Director and Assistant Headteachers
2. To attend year group meetings
3. To be involved with the production of IEP's working with KSDs and SENCO
4. To provide the Assistant Headteacher with relevant information for the preparation of references and internal reports
5. To deliver the tutorial programme under the guidance of the PSHE/Citizenship Co-ordinator
6. To implement the school's Positive Discipline system within the Tutor Group and to maintain high standards of behaviour and achievement

b) Human Resources

1. To build good relationships with the KSD and other members of the year team
2. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially.

c) Students Welfare

1. To encourage students to develop the highest expectations of themselves

2. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
3. To work with the KSD to provide counselling for students as appropriate
4. To assess and monitor students' progress

d) General Responsibilities – many to be undertaken during registration time

1. To register students according to instructions, at the beginning of each session or as otherwise required (e.g. fire drill), to keep information about students up to date; to check on absences, punctuality and absence notes, reporting problems and maintaining a close working relationship with the KSD
2. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, in accordance with the school's published Positive Discipline framework
3. To issue letters to parents via students
4. To check Arbor weekly
5. To supervise students to, during and from assemblies and to prepare form assemblies when required
6. To check uniform to ensure high standards are maintained and to report any problems regarding incorrect uniform
7. To ensure students receive information regarding school issues/activities
8. To appoint two year council representatives and oversee the collection of agenda items for school council
9. To work with Year Manager regarding obtaining subject material for absent students

This is a job description only and not necessarily a comprehensive definition of Personal Tutor activities. As such it is subject to review.

GENERAL DUTIES

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

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Signed.....

Date.....

PERSON SPECIFICATION – AREA LEADER OF MEDIA AND FILM STUDIES

Title of Post		Area Leader of Media and Film Studies	
Specification Prepared By		HRS/HTS/WHO	
Date		Jan 2025	
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate Media Studies-related qualification	E	Application and Selection process
2.	Secondary QTS, or moving towards	E	
3.	Evidence of recent relevant training	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Successful teaching and/or leadership record	E	Application and Selection process
2.	Evidence of successful teaching and attainment in Media Studies and/or Film Studies	E	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Requirements of the GCSE and Level 2 specifications for Media Studies and Creative iMedia	E	Application and Selection process
2.	Requirements of the A level and Level 3 specifications for Media Studies, Film Studies and Digital Media	E	
3.	Appropriate teaching and learning methodologies	E	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach and lead GCSE and A level Media Studies	E	

2.	Ability to teach and lead A level Film Studies	E	Application and Selection process
3.	Ability to teach using a wide variety of software, including Adobe Premier and Photoshop	E	
4.	Excellence as a practitioner in Media Studies, Film Studies and Digital Media	E	
5.	Ability to teach Level 2 Creative iMedia	D	
6.	Ability to teach Level 3 Digital Media	D	
7.	Excellent organisational and communication skills	E	
8.	Excellent classroom management skills	E	
9.	Ability to enthuse and motivate students	E	
10.	Ability to support Faculty and whole school CPL	D	
11.	Ability to use iPads to enhance teaching and learning	D	
12.	Ability to develop and sustain good working relationships with colleagues	E	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to continued professional development	E	
6.	A personable nature to build effective relationships with parents and members of the school community.	E	
7.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special	E	

	needs/disabilities and potential high achievers		
8.	Commitment to upholding the schools' and the Trust's ethos, values, policies and procedures	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check

3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the school	D	

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GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.





Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



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www.princehenrys.co.uk

Farnley Lane, Otley, LS21 2BB

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