



South Somerset Partnership School
Dampier Street, Yeovil, Somerset
BA21 4EN, 01935 410793

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Dear Applicant

**Appointment of Headteacher to the South Somerset
Partnership School**

On behalf of the Management Committee of the South Somerset Partnership School (SSPS) I would like to thank you for your interest in our vacancy for Headteacher. I am pleased to send you this application pack containing the application form, person specification and job description together with information about our school. We hope that you find the contents of this pack helpful. If there is any further information that you require please do contact us.

The South Somerset Partnership School is a “good” school (Ofsted September 2014) and a successful complex Pupil Referral Unit, and operating from six sites, primarily based in Yeovil. We have recently taken on the roles and responsibilities of a fully integrated school. This change is fully supported by the Management Committee who work closely with the Headteacher and the senior leadership team. There is a good relationship with the local authority. We are determined that the school will continue to deliver excellent quality services for vulnerable students across South Somerset.

We are looking forward to finding the right person to join us at this exciting period. We want someone who is as enthusiastic as we are about the future; someone who will lead us and the dedicated staff to move us from Good to Outstanding. The role is very much a strategic one. The person appointed will have a clear vision of how to make best use of resources and will be ready for a diverse and challenging role.

As chair of the Management Committee I promise that the successful applicant will have the full support of both ourselves and the Local Authority to take the school forward.

Finally I would strongly encourage you to visit the school in order for you to understand the context of the school and education in South Somerset, so that you are able to reflect upon it through your application. You may contact Claire Brand, Business Officer for SSPS on 01935 410793 or via email: CBrand@educ.somerset.gov.uk

Yours sincerely

Sam Crabb

Sam Crabb
Chair of South Somerset Partnership School Management Committee

Introduction

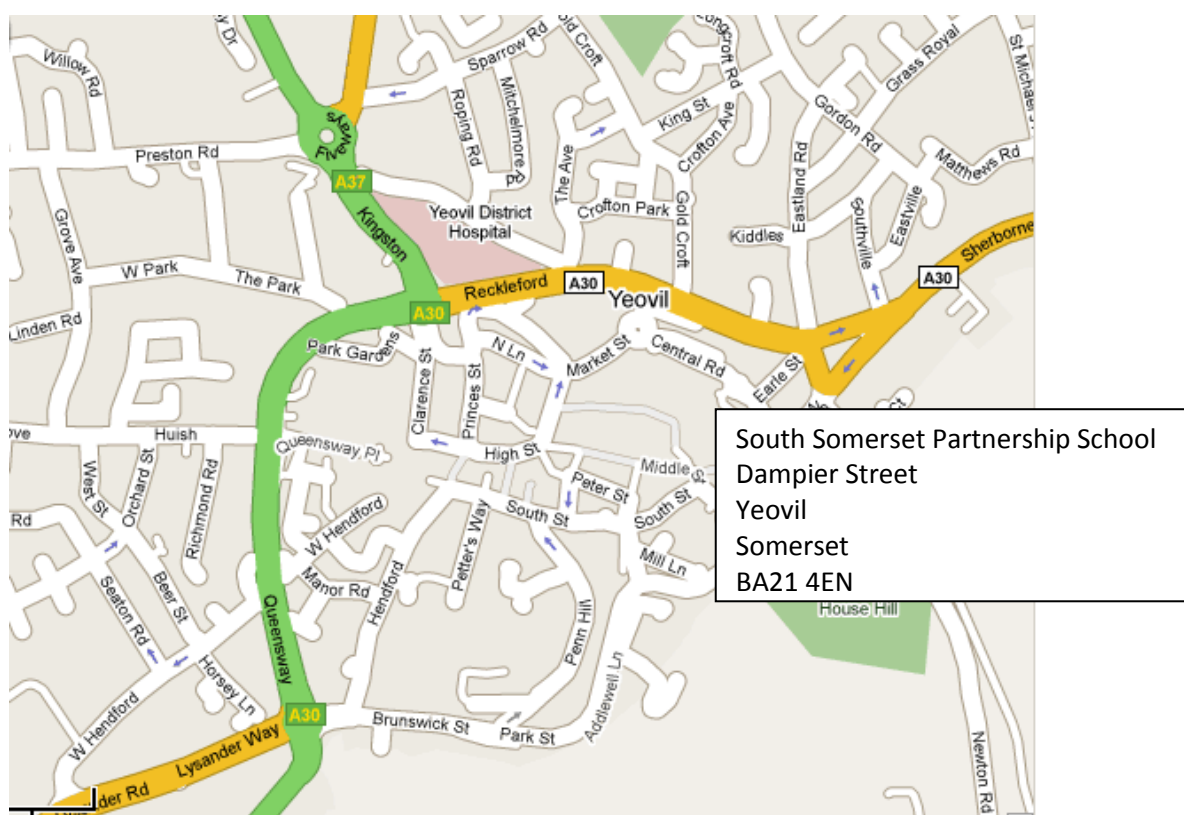


Thank you for your interest in the position of Headteacher of the South Somerset Partnership School based in Yeovil but serving all of South Somerset.

We hope that this brochure will provide potential applicants with all the information and guidance needed to apply.

Should you require any further information, please do not hesitate to contact the clerk to the Management Committee, Claire Brand, who will be pleased to help. Telephone enquiries should be made on 01935 410793, or emails to cbrand@educ.somerset.gov.uk.

Claire will be your main point of contact at SSPS for queries regarding the application/interview process.



From A303

- At Cartgate Roundabout, take the exit onto A3088 Signposted 'Yeovil'. (If travelling Westbound it is the 1st exit, if travelling eastbound it is the 3rd exit.)
- At Lysander Road roundabout, take the 3rd exit onto A3088/Western Relief Road
Continue to follow A3088.
- At Horsey Roundabout, take the 1st exit onto A30/Queensway Signposted 'Salisbury, Bristol, Frome, Trading Estates East'.
- At Hospital Roundabout take the 2nd exit onto the A30 Signposted 'Salisbury, Sherborne Trading Estates East'.
- Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.

From Sherborne

- Approach Yeovil via the A30. At the roundabout at the bottom of Babylon Hill, take the 2nd exit onto the A30 Signposted 'Yeovil'.
- At the next Roundabout (bottom of Lyde Road) take the 1st exit onto the A30
- Carry on down the A30 and bear right onto the A30 (one way) Signposted 'Through Traffic'.
- Bear left onto the A30 Signposted 'Honiton, Bristol, Frome'.
- At Hospital Roundabout take the 4th exit onto the A30 Signposted 'Salisbury, Sherborne, Trading Estates East'.
- Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.

From Ilchester

- Approach Yeovil via the A37.
- At Brimsmore Roundabout take the 2nd exit onto the A37
- At Fiveways Roundabout take the 2nd exit onto the A37 Signposted 'Salisbury, Taunton, Honiton, Exeter'
- At Hospital Roundabout take the 1st exit onto the A30 Signposted 'Salisbury, Sherborne, Trading Estates East'.
- Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.



Head Teacher Advertisement

The indicative salary is set at £52,653 To £61,012

ISR 14 to 20 NOR 83 Age 5 – 16

Start date: April 2016 (although we can be flexible).

The Management Committee of South Somerset Partnership School are seeking to appoint a dynamic and inspirational Headteacher to replace our retiring Headteacher, and to lead the school - judged as good by Ofsted in September 2014 - on its progress to becoming outstanding in all areas. The post is permanent and full-time in accordance with the teachers' pay and conditions document. The Headteacher we appoint will be committed to safeguarding and promoting the welfare of children and young people. We are a complex Pupil Referral Unit, and the school operates from six sites, primarily based in Yeovil. It includes the Hospital Education Unit at Yeovil District Hospital and Outreach support to our catchment secondary schools and their feeder primaries. The school has some 50 staff, full-time and part-time and teaching is generally in small groups.

Our staff are passionate about delivering the best learning opportunities for their students. Staff have high expectations of all students, who are making consistently good and increasingly outstanding progress, notwithstanding their challenging circumstances.

We are looking for a person who:

- Can demonstrate a clear understanding of how to move the school to 'Outstanding'.
- Has the drive and commitment to motivate staff and pupils across our various settings, and has a good understanding of assessment methods and procedures in Pupil Referral Units.
- Has the ability and skill to further develop and strengthen the staff, challenging them to continue to raise standards.
- Is able to communicate the vision of the school to all stakeholders.
- Has the experience and ability to lead this complex school united through forthcoming developments due to the changing context of education, which may include change of status and some new accommodation.
- Is an excellent practitioner to lead our very talented and reflective teaching team
- Is a highly professional caring person with integrity
- Is a leader who is passionate about realising the potential of all our children
- Demonstrates strategic thinking with the ability to be creative, rigorous and practical.



- Will ensure high quality education and personalised learning for all pupils with high standards and achievement in all areas of the school

We are rightly proud of our school. This is a rare and exciting opportunity for the right person to lead a vibrant, highly committed and caring community where children and young people are at the heart of everything we do. If you are creative, enjoy a challenge, but most of all, are committed to securing outstanding outcomes for young people with SEMH, we want to hear from you!

Closing Date for applications: **Noon Monday 29th February 2016**

Interviews will take place on: **Thursday 17th and Friday 18th March 2016**

Contact: Claire Brand, Clerk to the Management Committee on 01935 410793 or via email: CBrand@educ.somerset.gov.uk

About Us

South Somerset Partnership School was formed in September 2013 from 4 existing Pupil Referral Units serving the South Somerset area of 7 secondary schools and academies, 2 middle schools and 58 feeder schools and academies. School places are allocated through the panel for Permanently Excluded and Vulnerable Pupils (PEVP). The School is responsible for the education of pupils under Section 19 of the Education Act: Permanently Excluded; those currently unable to attend school for medical reasons and vulnerable pupils moving into South Somerset.

SSPS also works with mainstream partner schools providing in-reach and outreach support for pupils at risk of exclusion.

The overarching aim of the school is to:

"Achieve the best possible outcome for all students by providing the highest quality of teaching, Leadership and Support"

Our Ethos

'Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.'

The AIMS of the school are:

- To provide a secure, welcoming and stimulating environment where education focuses on personal as well as academic learning
- To provide opportunities to participate in a broad and balanced curriculum and to achieve good outcomes
- To work in close partnership with parents/carers and professionals to support pupils' physical and psychological care
- To meet changes in pupils' educational needs by providing an appropriately challenging curriculum which will enable them to enjoy school and realise their potential
- To minimise disruption to schooling caused by physical, emotional or mental ill-health and support re-engagement with education, including a smooth transition back into mainstream school or other further education/employment when this is appropriate
- To support pupils ability to make a positive contribution to the wider society

Students are expected to adhere to the school's behaviour for learning policy and are encouraged to develop greater confidence in their own abilities and strengths. Appropriate support and guidance will ensure a smooth and successful transition for pupils who are able, and in a position to return to mainstream school.

The Main Site

Dampier St, Yeovil, BA21 4EN

Main Site- Upper

The Upper School on the main site caters for pupils in Key Stage Four who are referred by medics and are not currently able to access mainstream education due to medical or mental health needs. All pupils remain on roll of their mainstream school which works closely with the centre to provide an appropriate package of education. A small number of pupils with health needs may be unable to attend a centre, and can be taught in their own homes using V-Space, our Virtual Classroom. All pupils are expected to access and attend as much of a full time programme as their health allows.

Main Site- Lower

The Lower School is based on the main site and caters for students in Key Stage Three with Social and Emotional and Medical or Mental and Health needs (SEMH). The centre works in partnership with mainstream schools to develop students' emotional resilience and reduce permanent exclusions. Places can be full or part time, dependant on need, and are allocated through the PEVP panel. The centre also provides full time placements for Key Stage Three pupils who have been permanently excluded from school.

Upper School- Horizon

The Horizon Centre, Yeovil College, Mudford Road, Yeovil, BA21 4DR

The Horizon Centre is for students in Key Stage Four. It is situated on the site of Yeovil College. Permanently excluded and students at high risk of permanent exclusion are referred to the centre through the PEVP panel. Students then stay at the centre for the remainder of their Key Stage 4 education, allowing for continuity of support and the opportunity to gain GCSE and Vocational qualifications. The centre has capacity for 24 students.

Steps Satellite Provision

The Steps Centre, Bradfield Way, Chard, TA20 2BG

The Steps centre is located in Chard and is a satellite provision supporting local schools in reducing exclusions.

It provides part time intervention projects, for students in Key Stages 2 and 3, who are experiencing difficulties in school. The programmes support building pupils' resilience and develop their behaviours for learning. One and two day programmes leading to external qualifications, are also available for students in Key Stage Four who are struggling in mainstream education; these include qualifications in Cooking, Resistant Materials and the Duke of Edinburgh Award.

The Steps centre is also responsible for Day 6 programmes and interim provisions for pupils awaiting referral to the PEVP panel.

The Bungalow

The Bungalow, Westfield Academy, Stiby Road, Yeovil. Somerset BA21 3EP

The Bungalow provides support for children in the Primary Phase who require additional SEMH support in order to access their mainstream school. Significant work takes place using a team of HLTAs who provide advice and support in schools. Specialist teaching takes place at the Westfield Bungalow, usually on a part time basis, in order to focus on children's social and emotional skills. The Primary Phase use the Thrive assessment tool in order to identify and provide appropriate support for children, all our primary practitioners are Thrive trained.

The Hospital Classroom

Higher Kingston, Yeovil BA21 4AT

South Somerset Partnership School has a classroom based in the children's ward of Yeovil District Hospital. Any child who spends time in the hospital can have appropriate educational support provided by a specialist teacher.

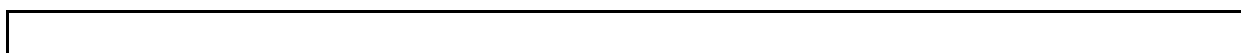
V-Space

V-Space is a virtual on-line classroom that provides education from the 6th day for students who have been permanently excluded from school. This is a short term programme that also incorporates a day of outdoor education whilst students await longer term placement by the PEVP panel. The virtual classroom also provides a limited number of long term placements for pupils who are unable, for medical reasons, to access the upper school site.

Outreach Team

South Somerset Partnership School has a number of professionals who can provide support for pupils and their families, as well as our mainstream partner schools.

Support can be offered from Primary Advisory Teachers for Social, Mental and Emotional Support, Adolescent Support Workers, Mental Health Practitioner, Parent and Family Support Advisor





JOB DETAILS

Job Title:	South Somerset Partnership School (PRU) Headteacher
Reports To:	Management Committee/LA Commissioning Manager
Main Purpose of Job: <i>Briefly - what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>	
<p>To be the strategic lead of all the Alternative Provision Pupil Referral units(s), within a Geographical Area. The Area Headteacher will provide vision, leadership and direction across the service, ensuring it is managed and organised by working strategically with partners and stakeholders to develop outstanding provision, which aims to transform the educational potential and future life opportunities for young people for whom it is responsible.</p> <p>The role has overall accountability for the alternative education provision to ensure a high quality of teaching and learning across all key stages, including those who are unable to attend a mainstream setting because of illness, hard to place, vulnerable or excluded (1996 Education Act, Section 19 Responsibilities).</p>	
Main Responsibilities and Duties:	
To have a clear vision for the school and to be able to motivate people and empower others to work together inspirationally and creatively.	
Facilitate local panels, to ensure area arrangements promote social cohesion and support the devolvement of services for children and young people who are excluded from or at risk of exclusion from school.	
To lead and manage the operational delivery of an effective alternative provision service in a Geographical Area (including the budget).	
To develop a strategy for access to high quality and equitable provision for pupils who are vulnerable or present challenging and complex needs in relation to social, mental and emotional health difficulties.	
To strategically manage the service to develop expertise and cooperation across the Geographical area, ensuring a cohesive approach to education provision and early interventions with schools and young people with social, mental and emotional health difficulties and other barriers to learning.	

Strategic

- 1.1 To work with the Management Committee/Governors, local school Headteachers and the Local Authority to develop, articulate and implement the vision and strategic direction of the service (SSPS) which meets the needs of the young people of the Geographical Area.
- 1.2 To ensure the leadership within the service (SSPS) and commissioned services, deliver a full time offer of a broad and balanced curriculum in line with National and County Strategy and policy to achieve the best outcomes for young people.
- 1.3 To monitor and evaluate the outcomes, policies, procedures and targets across the service (SSPS) to inform improvement planning.
- 1.4 To provide a strategic lead on inclusion and social, mental and emotional health needs in the area.
- 1.5 To develop a cohesive and co-ordinated provision for young people requiring additional support and those at risk of exclusion.

Leading Teaching, Learning and Assessment

- 2.1 To ensure that all teaching, learning and assessment opportunities within the school meet the highest standards.
- 2.2 To have responsibility for ensuring the monitoring of the quality of teaching, learning and assessment in place throughout the school, including analysis of the lesson observations, pupil achievement and outcomes.
- 2.3 To establish effective and robust quality assurance to review performance of key areas of the school's work, educational standards, quality of education

Strategic Leadership and Management

- 3.6 To directly line manage the Deputy Head, Assistant Headteachers and other designated staff as appropriate within the Area Integrated PRU and service (SSPS), delegating responsibilities appropriately to leaders within the provision.
- 3.7 To ensure the senior leadership team works within a robust framework across the area; with a consistent approach, process and response in place to identify and meet the needs of a complex range of pupils with social, mental and emotional health needs and achieve the best outcomes for pupils.
- 3.8 To ensure effective procedures for appraisal. Ensuring appropriate and clear procedures to deal with competence and capability of staff are in place and are effective.
- 3.9 To have an overview and responsibility of the pastoral care, curriculum, administration and staff development of the alternative provision PRU (SSPS) in South Somerset.
- 3.10 To ensure all appropriate policies, including safeguarding, prevention of radicalisation, diversity and anti-bullying, health & safety, appraisal and equal opportunities are in place, that all staff have a good understanding and high standards of implementation.
- 3.11 To ensure that the statutory responsibilities are met, including permanently excluded pupils and those with special educational needs.
- 3.12 To ensure that the staffing structure is able to deliver the service(s) required.
- 3.13 To ensure the senior leadership team has in place effective quality assurance and development processes across the integrated PRU (SSPS) to implement sustained improvement.
- 3.14 To promote and champion policies that reduce the gap in attainment and achievement for vulnerable groups.

Efficient and effective deployment of resources to achieve outcomes

- 4.1 To ensure effective and equitable systems for accessing and delivering services across the alternative provision that make efficient use of resources which take in to the account the range of the needs of the pupils within the area.
- 4.2 To have oversight and responsibility for the curriculum, administration, pastoral care and staff development of the school.
- 4.3 To support mainstream schools in building their capacity to meet the needs of pupils with SMEH and other barriers to learning.
- 4.4 To have a strategic overview the progression pathways for pupils appropriate to their needs including transition stages and the readiness for college/work/ or other.
- 4.5 To effectively manage and monitor the finances of the school, in accordance with the procedures, to deliver and manage the service that meets the objectives and remains within budget. Including forecasting and planning.
- 4.6 To provide advice and support to schools and settings as appropriate and the Local Authority on matters relating to changes in legislation, policy, practice and provision in meeting the educational needs of children and young people.
- 4.7 To ensure the senior leadership team is able to recruit, develop and train staff within the school, so they are able to meet the aims and objectives of the service, and to deploy staff appropriately across the service in response to changing needs and priorities.
- 4.8 To lead and contribute to the development of strategies which extend pupils' learning and motivation, through the use of existing and new technologies including on-line learning.
- 4.9 To work collaboratively with schools and other services and to commission other providers in order to maximise the curriculum and programmes on offer.
- 4.10 To ensure accommodation across the service meets the equitable needs of the pupils and staff, promote the sharing of resources and expertise and provide a positive learning for all.

Securing Accountability

- 5.1 To ensure consistent systems are in place to analyse and make good use of data enabling plans, policies and programmes to be evidence based with criteria for measuring outcomes and successes.
- 5.2 To provide a coherent and accurate account of the service for the Local Authority, the Management Committee/Governing Body, local stakeholders, Ofsted and others, to enable them to effectively play their part in the service development.
- 5.3 To monitor, evaluate and evidence value for money, demonstrating that the provision is effectively using resources and partnership arrangements to best meet the needs of the pupil population.
- 5.4 To be accountable and responsible for every pupil on roll
- 5.5 Ensure resolution of all complaints at the earliest opportunity and at the appropriate level.

Strengthening Community

- 6.1 To develop and monitor collaborative partnerships that are effective in improving pupil outcomes and coherent programmes of support that meets individual pupil needs.
- 6.2 To develop and commission, where appropriate, a range of services which could be traded in response to the identification of local need.
- 6.3 To ensure that the senior leadership team establishes effective partnership arrangements with parents and carers, local mainstream schools/ academies and the wider community.
- 6.4 To represent the service in relevant forums and panels in relation to the systems for the admission of pupils to the school and progression to appropriate education, training and employment.

PERSON SPECIFICATION – AREA PRU HEADTEACHER

Knowledge, Skills and Experience: *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders*

Qualifications

- Qualified Teacher Status
- NPQH , or other appropriate leadership qualifications
- Evidence of further professional development in preparation of educational leadership (e.g. Masters in Education).

Knowledge

- An excellent knowledge of the relevant legalisation and guidance with regard to alternative provision, safeguarding and inclusion
- A sound knowledge of understanding of employment and Health and Safety legalisation.

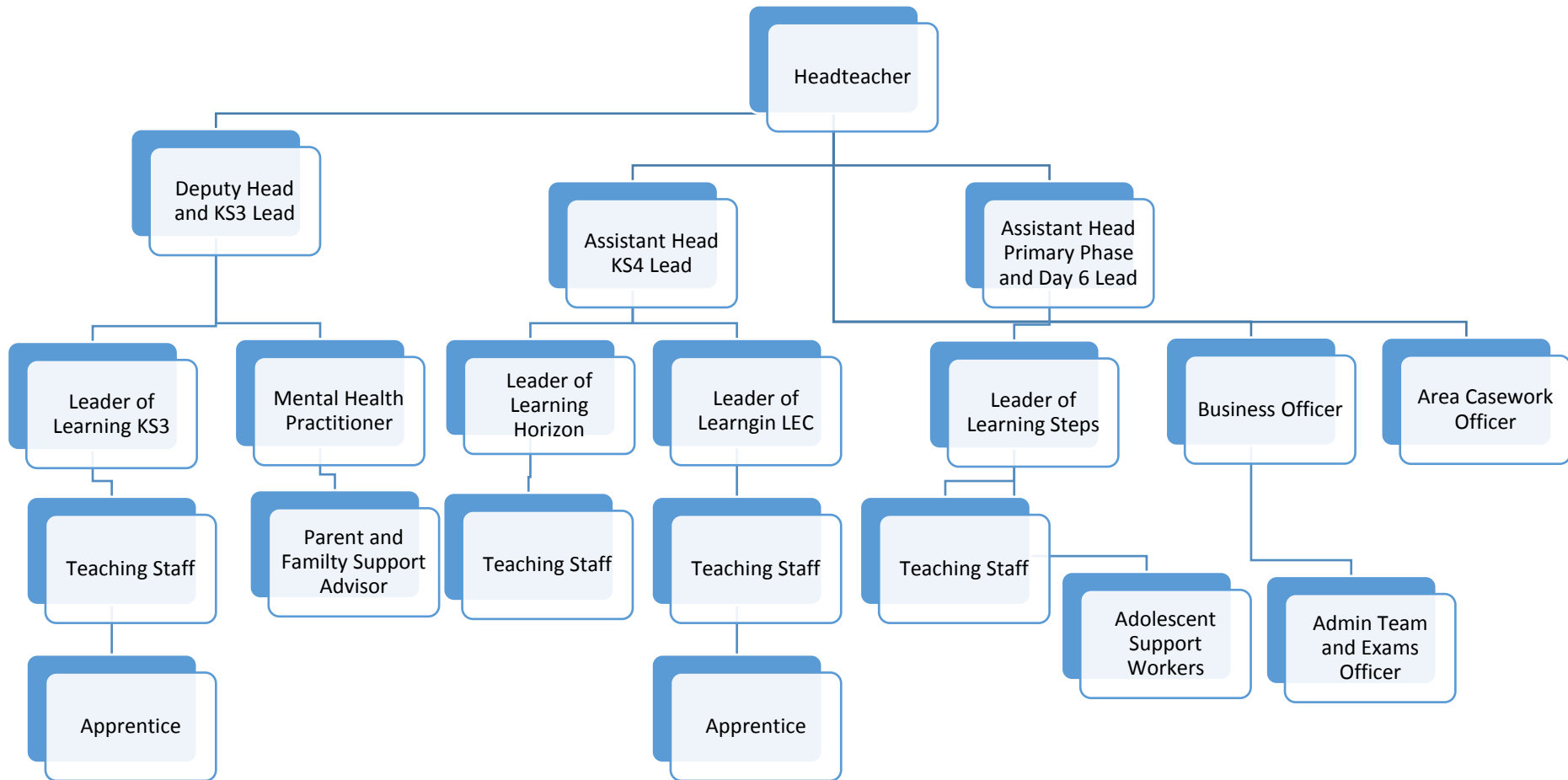
Experience

- Evidence and substantive leadership experience in one or more settings (i.e. primary, secondary, special, alternative provision).
- Evidence of operating with the accountability framework for the quality of education and pupil outcomes to Governing Body, Management Committee, OFSTED and Local Authority.
- Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils, including reducing the barriers for vulnerable and disadvantaged pupil groups.
- Evidence of developing and maintaining a fair and open workplace culture and an ability to manage conflict positively.
- Evidence of successful management of staff performance including supervision, appraisal, whole school target setting and capability and conduct procedures.
- Demonstrable experience of implementing equality and diversity in employment and service delivery.
- Evidence of collaborative working with vulnerable families and multi-agency teams to support and young people and their families with social, mental and emotional health difficulties.
- Evidence of leading a team(s) through changes processes with a successful outcome.
- Evidence of effective analysis of data to inform improvement plans and outcomes.
- Evidence of collaborative working and developing partnership working with key multi-professional stakeholders including schools, Children's Social Care, CAMHS and other providers.

Skills and Abilities

- To believe to the potential of every young person.
- Ability to manage and monitor budgets and deploy resources.
- Ability to demonstrate emotional intelligence and personal qualities such as commitment, integrity, accountability, flexibility and enthusiasm.
- Ability to work under pressure and determine priorities to meet deadlines.
- Ability to develop leadership capacity and skills within teams and individuals.
- Ability to communicate effectively to individuals and to groups, to prepare papers, facilitate meetings and deliver presentations
- Commitment to challenge discriminatory practice at an individual and organisational level.

Staff Structure



The Management Committee

The Management Committee carries out the functions of a Governing Body for SSPS. This is a supportive pro-active group comprised of senior school leaders and partners in South Somerset; including 3 Headteachers, 3Deputies and 3 Local Authority Officers.

Each member is linked to a particular centre which they visit on a regular basis to provide challenge and support.

Yeovil and the surrounding area

Yeovil is situated at the southern boundary of Somerset, close to the border with Dorset, 130 miles (209 km) from London, 40 miles (64 km) south of Bristol and 30 miles (48 km) from Taunton. South Somerset has an approximate population of 155,000 of which just under a third live in Yeovil.

The town has two railway stations on two separate railway lines. Yeovil Pen Mill is on the Bristol to Weymouth line, whilst Yeovil Junction is on the London Waterloo to Exeter line. Both stations are situated some distance from the centre of Yeovil, with Pen Mill station being just under 1 mile (1.6 km) to the east and Junction station being just over 1.75 miles (2.82 km) to the south.

In the 20th century, Yeovil developed into a centre of the aircraft and defence industries, which made it a target for bombing in the Second World War, with one of the largest employers being Westland Aircraft. Additionally, the Fleet Air Arm has a station RNAS Yeovilton (HMS Heron), the primary base of the Royal Navy's Westland Lynx and Sea King helicopters, several miles north of the town and is a major local employer. Several other manufacturing and retail companies also have bases in the town. Yeovil's reputation as a centre of the aircraft and defence industries lived on into the 21st century despite attempts at diversification, and the creation of numerous industrial estates.

The town's football team, Yeovil Town F.C., play in green and white livery at Huish Park, and currently compete in Football League Two. Known as the "Glovers" (a reference to the town's glove-making past), they were founded in 1895 and won promotion to Division Three as Football Conference champions in 2003.

The coast is approx. 45 minutes by car and by far the most popular is Weymouth, with its long sandy beach and safe swimming waters.

Yeovil, *"The heart of the country with the mind of a city"*.



Ham Hill



Yeovil Town Football Club

Application Procedure

Candidates should complete the application form and return it so that it is received no later than noon on **Monday 29th February 2016**.

Email applications can be submitted to cbrand@educ.somerset.gov.uk, and postal applications for the attention of Claire Brand at:

South Somerset Partnership School
Dampier Street
Yeovil
Somerset
BA21 4EN

Selection Procedures

The shortlist will be drawn up on week commencing 29th February and the selection process will take place on Thursday 17th and Friday 18th March 2016. Further details will be sent to those candidates for interview. Visits to the school can be arranged by contacting Claire Brand, Clerk to the Management Committee on 01935 410793 or CBrand@educ.somerset.gov.uk. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Equality Monitoring

All applications will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the number above immediately.

Postage

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application.

Please be aware that we are unable to receive hand delivered mail outside normal office hours of 8.30am-4pm. Emailed applications are welcomed but **please do not send both paper and electronic applications**.

Safer Recruitment

South Somerset Partnership School and Somerset County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All successful candidate will be subject to Disclosure and Barring Services checks along with other relevant employment checks.

Data Protection Act 1998

You should be aware that the information you have provided will be stored on South Somerset Partnership School's database and will only be used to process your application. It will not be passed to any other organisation.



APPLICATION FOR TEACHING APPOINTMENT

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We follow Safer Recruitment procedures.

Please return this form to the address given in the advertisement or application pack. This form should be typed or handwritten in black ink for photocopying purposes.

Application for the post of	
At (establishment)	
Reference number (if applicable)	
Closing date	
How did you hear about this post? (Name of publication if advertised)	

Part A: Personal details

Family name / surname	
Previous surname(s)	
Forename(s)	
Known name: (If different from forename)	
Preferred title (Eg. Mr, Mrs, Miss, Ms, Dr)	
Current address	
Postcode	
National insurance number	
Preferred contact telephone number	
Alternative telephone number	
Email address – (only if preferred form of contact and in regular use)	
Date of birth (must be provided for any post working with children)	

DCSF Ref No:	
Date of CRB Enhanced Disclosure	

Declaration

I confirm that I am entitled to live and work in the United Kingdom.
I am willing for this data to be held and processed by Somerset County Council and to be verified with relevant third parties. This may include previous employers.
The information on this form is accurate. I understand that providing false information is an offence and may lead to my application being disallowed or, should I be appointed, to my dismissal and, where appropriate, may be referred to the police.

Signed		Date	
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If you apply online and are shortlisted, you will be asked to sign your application at interview.

Notes for candidates

1. All sections of the application form must be completed. Incomplete applications will not be accepted. The application must then be forwarded to the School or Local Authority Recruitment Team, as specified in the advertisement, for processing.
2. Somerset County Council is committed to the protection of children, young people and adults who access our services. You are therefore required, in this application, to provide dates and details of your employment history that you might not, in other forms of employment, be required to provide. In order to ensure that our recruitment practices are safe and robust we will explore any gaps in your employment history and any dates that you provide in your application.
3. If you are completing the application form electronically, additional information, which you consider relevant, may be submitted on a separate sheet or sheets if there is insufficient space on the form. Please do not glue/attach information to the form as it makes it difficult to photocopy.
4. You are welcome to attach a letter in support of your application but, unless requested otherwise in the advertisement or job details, you are asked **not** to send curriculum vitae, testimonials or other documents.
5. The information supplied by you on this form will be used for recruitment and selection purposes only. The Local Authority (LA) undertakes that if it needs to use the information for any other purpose, it will not do so without having first obtained your consent.
6. The LA has a duty to ensure the fitness of all employees to carry out the duties for which they are employed. You may be required to complete a confidential health declaration form and, if so, the offer of employment will be subject to receipt of a satisfactory medical report. In some cases a medical examination may be necessary before an appointment can be confirmed.
7. All external successful applicants will be asked to confirm, in advance of taking up the appointment, that they are eligible to work in the United Kingdom. In order to establish this, the successful applicant will be asked to provide documentation showing their National Insurance Number or provide copies of Tax Forms P45 or P60, or provide other evidence of their entitlement to work in the UK.
8. This post requires a criminal background check via the Disclosure Procedure.
9. Spent Criminal Convictions: The post for which you are applying is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act (Exemptions) Order 1975 which requires you to reveal any information concerning spent or unspent convictions, cautions, reprimands or warnings. Failure to disclose information concerning such convictions in your application for this post may lead to dismissal or disciplinary action by Governors or LA. Any information given will be treated in strict confidence and will be considered only in relation to your application for this post.
10. Somerset County Council strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, ethnic or national origin, gender, marital status, religion, sexual orientation or political belief.
11. The Governors of Voluntary Aided Schools, as the employers of the “staffing complement”, will have regard to this policy insofar as it is consistent with the character of the School’s Foundation and its Trust Deed.
12. Canvassing the support of Members of Somerset County Council or Senior Officers of the Council may lead to the disqualification of a candidate’s application.
13. Candidates called for interview will be reimbursed reasonable travelling and subsistence expenses as soon as possible after the interview. The successful candidate will be reimbursed his/her expenses with the first month’s salary after taking up the appointment. If a candidate declines an appointment if it is offered, no expenses will be paid unless the Governors or the Authority decides that there are extenuating circumstances.
14. This authority is committed to safeguarding and promoting the welfare of children and young people and our recruitment and selection processes are particularly rigorous in relation to child protection. You should be aware that aspects of the assessment process and interview will explore your motivation and suitability to work with children.

Part B: Education and training

Please provide information about post-16 education and training you have received in this country or abroad and include all qualifications obtained, including degrees, with class and division and Teaching Certificates (most recent first).

Establishment	Full or part time	Subjects studied and examinations taken	Qualification obtained	Dates attended

Part C: Teaching experience

Please give details of all teaching experience (most recent first). NB: It is a requirement of DCSF Guidance: Safeguarding Children and Safer Recruitment in Education (January 2007) that any gaps in employment history are identified and fully explained.

Local Education Authority or employer, name and size of school (number on roll).	Age range taught (specific range required)	Dates of employment and reasons for leaving	Post / position held Curriculum responsibilities / subjects	Point or relevant salary scale and allowances
Current post				
Previous posts				

Part D: Previous appointments, other than teaching (most recent first)

Please provide information on any other relevant experience, including family commitments and voluntary work.

Name and address of employer or organisation	Dates of employment and reasons for leaving	Job title and description

*For posts working with children/vulnerable adults you must provide all dates.

Part E: Professional development

Please give details of any professional development and in-service training courses attended which you consider to be relevant to this post (most recent first).

Organising body / provider	Course title / theme	Date	Duration	Outcomes, including assessed result as appropriate

Part F: Personal statement

You may continue on a separate sheet if you need to, or include a covering letter.

Key competencies, knowledge and skills:

Use this part of the form to tell us about yourself. We would like to know what you feel you will bring to the role in terms of your personality, skills and aptitudes (include experience and achievements gained outside of the workplace).

Part G: References

References will be taken up prior to interview for shortlisted candidates. If you need to discuss this please contact the school or recruitment team contact specified in the advertisement. Unless you are seeking your first teaching appointment, you must quote your present or most recent headteacher or equivalent person. Your referees will be asked about your suitability to work with children and at least one of your referees must be able to comment on your teaching abilities. We reserve the right to approach any of your previous employers in connection with this application. References will not be accepted from relatives or from people who are responding solely in the capacity of friends of their applicant. References will be requested by email where possible and it is your responsibility to ensure that your referees consent to their details being provided.

Name of first referee	
Job title of referee	
Address (Including Postcode)	
Email address if available	
Daytime telephone number	
Position / relationship to you	
Dates of your employment	From: / To: /

Name of second referee	
Job title of referee	
Address (Including Postcode)	
Email address if available	
Daytime telephone number	
Position/ relationship to you	
Dates of your employment	From: / To: /

Applicants for a post in a Catholic school, or a deputy headship post in a C of E Voluntary Aided school are encouraged to also give the name of a clerical referee.

Clerical referee	
Job title of referee	
Address (Including Postcode)	
Email address if available	
Daytime telephone number	
Position/ relationship to you	

Part H Supplementary information

Have you previously opted out of the Teachers' Pension Scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have opted out, please give date	
Are you a member of another pension scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If, yes, please specify the name of the pension scheme	

Positive about disability

Do you consider yourself to have a disability?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, would the provision of any aids or modification assist you in carrying out the duties of the post?	
Is there anything we need to know about your disability in order to offer you a fair selection interview?	

Part J Declarations

General Teaching Council

Are you recognised as a qualified teacher?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If not, are you eligible for recognition?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you registered with the GTC?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, please give GTC registration number	
Please contact the GTC for information about registration or general enquiries. Call 0870 001 0308 or visit the website at www.gtce.org.uk	

Induction

Have you successfully completed a NQT induction period?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Disclosure of criminal offences	This post involves working with children, is exempt from the Rehabilitation of Offenders Act and requires a Criminal Records Bureau Enhanced Disclosure Certificate. You should declare and give full details, including dates and places, of any 'spent' or 'unspent' criminal convictions, cautions and bind-overs. We will also check List 99 and the PoCA (Protection of Children Act) List and the replacement 'barred lists' maintained under the Vetting and Barring Scheme to check whether you are disqualified from working with children.
General Teaching Council	We will also check whether you are subject to sanctions imposed by the General Teaching Council.
Important Reminder	Please ensure that you inform us of any relevant information. By signing the Declaration on page one you understand that withholding information or providing false information is an offence and could result in the application being rejected, or summary dismissal if you have been selected, and possible referral to the police.

Details of spent or unspent convictions (see above). These can be included on a separate sheet in a sealed envelope if you wish.

Further Education Qualification Verification Consent Form

Newly Qualified Teachers Only



An increasing number of universities and further education establishments are requesting written consent from their former students in order to release details to employing LAs to confirm that the required qualifications have been awarded. Therefore you are asked to complete the form below and sign and date the form to enable Somerset County Council to request this information on your behalf.

Part A - Personal details

Full name	
Previous surname	
Date of birth	
DCSF No	

Part B - Details of Study

University, college or institution attended	
Period of study time	From to
State if full or part time	
DCSF No	

Part C - Qualification Details

Title of qualification	
Pass/Hons	
Date of award	
Class/division	
Main subjects (principal subject first)	
Awarding body	

Please continue for additional qualifications

Title of qualification	
Pass/Hons	
Date of award	
Class/division	
Main subjects (principal subject first)	
Awarding body	

Title of qualification	
Pass/Hons	
Date of award	
Class/division	
Main subjects (principal subject first	
Awarding body	

Title of qualification	
Pass/Hons	
Date of award	
Class/division	
Main subjects (principal subject first	
Awarding body	

Please indicate which of the QTS test you have passed:

Literacy	Yes <input type="checkbox"/> No <input type="checkbox"/>
Numeracy	Yes <input type="checkbox"/> No <input type="checkbox"/>
ICT	Yes <input type="checkbox"/> No <input type="checkbox"/>

Declaration

I confirm that the details given above are accurate and authorise Somerset County Council to verify this with the awarding bodies.	
Signature	
Date	

EQUAL OPPORTUNITIES POLICY - RECRUITMENT MONITORING

Somerset County Council has a Policy of Equal Opportunities. Part of this involves a fair and equitable recruitment based on merit irrespective of race, colour, nationality, religion, sex or sexuality, age, disability, gender, ethnic or national origin, marital status, domestic responsibilities, political or trade union activity. (These are only examples, other forms of discrimination will be avoided also). We ask all applicants to provide the information requested below to monitor the effectiveness of the Policy and in particular our recruitment processes.

The information will be treated as confidential and will be used to monitor the fairness of our recruitment practices and will help to ensure that the Authority's equal opportunities information on employees is kept up to date. Analysis of this information will highlight whether action is required to redress areas of inequality.

Please complete the form, ticking the boxes when necessary.

Name: Department / Section / Establishment: Post applied for: Grade: Closing date of post:
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1a. Are you currently employed by Somerset County Council? <i>(If NO go to Question 2)</i>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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1b. Are you applying for a post in the same Department / Section / Establishment that you currently work in?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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2. Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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3. Please indicate your age bracket:					
16-25 years old	<input type="checkbox"/>	36-45 years old	<input type="checkbox"/>	56-65 years old	<input type="checkbox"/>
26-35 years old	<input type="checkbox"/>	46-55 years old	<input type="checkbox"/>	65+ years old	<input type="checkbox"/>

4. Do you have caring responsibilities for dependent children or dependent adults?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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5. How would you describe your Ethnic Origin? (incl. UK born or settled)						
Bangladeshi	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Other (Please state)
Black African	<input type="checkbox"/>	Gypsy	<input type="checkbox"/>	White European (not UK)	<input type="checkbox"/>	
Black Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White UK	<input type="checkbox"/>	

6. If you consider yourself to have a disability please indicate the nature of this:				
Mobility impairment	<input type="checkbox"/>	Sight impairment	<input type="checkbox"/>	Other (<i>Please state below</i>)
Hearing impairment	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>	

Questions and answers

I consider myself to have a mixed ethnic background - can I indicate this on the monitoring form?

You can indicate a mixed ethnic background by ticking as many boxes as required in the Ethnic Origin section alternatively please describe your Ethnic Origin. In all cases this monitoring form is self-classification.

I am unsure if I have caring responsibilities.

Part of the Equal Opportunities Policy sets out the Authority's commitment to avoid discrimination on the grounds of domestic responsibilities. This question is self-classification - if you consider that you have caring responsibilities please indicate this.

I am unsure whether to classify myself as a disabled person.

Under the Disability Discrimination Act 1995, a person with a disability is defined as having 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. Since 2005 the definition includes people who have been diagnosed with HIV, cancer and MS.

It does not necessarily mean that this affects how you do your work. As the definition is not very clear we have provided some examples of the impairments covered. The list is not exhaustive. You may consider that, for example, you have, for a period of a year or more had hearing loss, dyslexia, arthritis, diabetes, asthma, epilepsy or you are partially sighted.

Why do you need to know if I am currently employed by the Authority?

The Authority is committed to promoting equality of opportunity and access for all people including those who are employees of the Authority and external or internal candidates applying for a job with the Authority whether full-time, part-time, job share, permanent or temporary.

The Authority is committed to actively monitoring the recruitment and promotion paths of its employees and will regularly review recruitment practices to remove any which are restrictive because they are based on perceived attributes which are irrelevant, or based on assumptions which are unjustifiable in terms of an individual's ability to do a job.

Thank you for your co-operation. Please return the completed monitoring form with your application form