

**Head of History**

**MPS/UPS + TLR**

**Full time – Permanent – January Start**

**Are you a dedicated History Teacher that has ideas about how to raise attainment in the subject?**

**Are you looking for a cultivating environment to step up in your career or simply need a change?**

**Would you like to work in a beautiful £30 million state of the art Academy with a dynamic SLT?**

**If you have answered yes to these questions, The Stockwood Park Academy would love to hear from you!**

We have a brilliant new opportunity for a Head of History to join our thriving Humanities Department at Stockwood Park Academy. We are looking for someone who will work closely with the Curriculum Leader in raising attainment and increasing the progress in History across Key Stages 3 to 5. We are looking for a confident classroom practitioner that is able to bring ideas, energy and enthusiasm to the classroom and join our fantastic team in bringing History alive in a way our students can relate to the subject.

**The successful candidate will:**

* Have a demonstrable impact on raising achievement
* Have some experience of managing the work of others
* Have the experience of using performance data to inform target setting and planning
* Be confident to lead, coach and mentor others and help maintain and build upon the success in the department

**Why work for Stockwood Park Academy:**

* £30 million state of the art modern facilities in an Ofsted rated ‘Good’ school
* Fantastic support from your line managers and SLT who genuinely want to see you succeed and thrive
* Unparalleled CPD opportunities with cross trust and national development programs and bespoke opportunities to support your development
* We recruit for attitude and train for skills with excellent opportunities for career progression in a successful and expanding Academy
* To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas
* Local subsided gym membership and many other staff benefits

**Here’s what Ofsted have to say**: *“The Principal and SLT have successfully raised the quality of teaching and improved students’ achievement in most subjects including English and Maths. The quality of teachers’ professional development is good, leaders have successfully created a good culture for staff development and ensures that teachers are suitably equipped for their subjects and other responsibilities. The behaviour of the students is good, they behave well in lessons and students are proud to be at the academy and enjoy coming”.*

**Teacher Testimonial:** *“What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before. After 4 years, I was seconded onto the SLT team looking after Teaching and Learning, which has always been my real passion. In September this year, I was seconded to be the Associate Vice Principal which added another layer which challenged me and helped me experience lots of other aspects at the school. At Stockwood, we really believed the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders’ courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job****.****”*

***Want to know what our teachers have to say about working at Stockwood Park Academy?*** *Watch our video by visiting:* [*https://youtu.be/48wDNtQQKzU*](https://youtu.be/48wDNtQQKzU)

**If you are interested in this job opportunity, please do apply today. Visits to the Academy are warmly welcomed, please contact 01582 722 333 to arrange a convenient time.**

*‘We believe in the safeguarding and welfare of children and expect* ***all*** *staff to share this view’.*

**The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.**

**HOW TO APPLY**

**Closing Date:** Wednesday 18th October 2017 **Interviews:** ASAP

Please read the information in this pack. If you decide to apply, please apply online via our career site on [www.thesharedlearningtrust.careers.eteach.com](http://www.thesharedlearningtrust.careers.eteach.com) or email this application to Hannah Chandler, Recruitment Officer at The Shared Learning Trust on [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk) with the subject line Head of History.



**INFORMATION FOR APPLICANTS:**

**Head of History**



**WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR**

The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

* ***We recruit people for attitude and train for skills***

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

**We aim to recruit staff who:**

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
* will subscribe to the ethos of the Trust and ‘go the extra mile’ in terms of time and commitment to get the very best from our young people;
* see break duty as an opportunity to talk to children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**WELCOME TO THE STOCKWOOD PARK ACADEMY FROM PRINCIPAL, RICHARD FOUND**



Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

* Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.
* Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all of our students.
* The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards

Richard Found

**THE TRUST**

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

* The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
* The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
* The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
* The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
* The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

**VISION & VALUES – ‘Strive, Achieve, Believe’**

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning.  Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

* Our academies working together to provide more opportunities for all students and staff
* A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
* Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
* Partnerships with schools outside of our Trust to maximise opportunities for all.
* Close working and communication with our families and local community.
* Care for our families beyond the school day.
* Excellent lessons and learning incorporating effective use of new technologies.
* An interesting yet challenging curriculum.
* 16-19 provision, which ensures progression, routes for all.
* A Cross-Trust focus on high achievement and high standards.
* Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
* Exemplary behaviour and conduct at all times.
* A can-do attitude across the Trust that fosters belief and high expectation.
* Ensuring no opportunities are missed.

**ABOUT THE STOCKWOOD PARK ACADEMY**

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.

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**OFSTED at The Stockwood Park Academy**

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**Leadership and Management: ‘GOOD’**

* The leadership team are working effectively under the direction of the Principal and Associate Principal. There is a good range of effective professional development opportunities for staff, which are based within the academy. Leaders have successfully created a good culture for staff development.

**Behaviour and Safety of Students: ‘GOOD’**

* The behaviour of the students is good. Students are proud to be at the academy. They wear their uniform with pride. Students make good contributions to their learning and most complete their work with care and attention to how it is presented. Students behave well in lessons, the Academy works very hard to ensure that students whose behaviour is challenging are given good support. One student said, ‘The academy has really helped me to improve.’

**Quality of Teaching: ‘GOOD’**

* In most areas, including English and mathematics, there is evidence of good teaching. Teachers have strong subject knowledge, a good understanding of how students learn, and high expectations. Planning is consistent and effective, and, in the main, careful assessment enables the teachers to know the students well

**Achievement of Pupils: ‘GOOD’**

* Students enter the Academy with knowledge and skills that are typically below average for their age and abilities. They make good progress in English, Mathematics, Humanities, and most other subjects. The proportion of students making better than expected levels of progress, given their starting points, are good in both English and Mathematics.

**CPD and Training: Our Teaching Trust (We invest in you!)**

All four Academies at The Shared Learning Trust are a part of our Teaching Trust. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career. If there isn't a current opportunity at The Stockwood Park Academy for promotion, there will be opportunities to move to one of our partner Academies.

**Teacher Testimonials**

***“*** *I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role.* ***“***

***Iain Temple, Assistant Principal for Personal Development, Behaviour Management and Welfare.***

***“****Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader****.”***

***Joel Toomer, Curriculum Leader for Humanities***

**RECRUITMENT TIMETABLE**

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| Monday 2nd October 2017 | Advertisement appears on our career site [www.thesharedlearningtrust.careers.eteach.com](http://www.thesharedlearningtrust.careers.eteach.com), our Trust Website, MyNewTerm, Indeed, TES and The Guardian |
| Wednesday 18th October 2017 | Closing date for applications  *References will be requested at this stage* |
| ASAP | Interviews commence |

**STOCKWOOD PARK ACADEMY**

**JOB DESCRIPTION**

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| **Title:** | Head of History |
| **Salary details:** | MPS/UPS + TLR 2b (£4,443) |
| **Responsible to :** | Humanities Assistant Principal |
| **Line Manager for:** | Subject Team |

**VISION AND PURPOSE**

* To play an active role in the development of the emerging competency based curriculum providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to subject area.
* Be accountable for the learning and achievement of all students following programmes within the subject area whether these are within the context of the competency based curriculum or within the more general curriculum framework.
* To liaise with Subject Team Leader colleagues at The Shared Learning Trust to support strategic development, share good practice and plan collaborative activities.
* To ensure that the Shared Learning Trust is always presented positively within and beyond the Academy.

**ACCOUNTABLE FOR**

1. The vision for the subject team and the high aspirations for the achievement of every student in our Academy.
2. The Subject Action Plan based upon the academy-wide quality assurance procedures and collated in the Subject Self Evaluation Form.
3. Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
4. Adherence to the Academy’s rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:

* Track student overall attainment and achievement on a regular basis;
* Evaluate the quality and appropriateness of students’ overall negotiated individual learning plans;
* Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
* Linking this data to performance management through whole-class value-added analyses.

1. Undertake action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
2. To be well informed and up to date with national developments, curriculum innovation and resources for learning in subjects covered by this post.
3. To discharge responsibilities for health, safety, welfare and safeguarding as laid down in national legislation and Trust policies.
4. Provide high quality mentoring and coaching to the subject team regarding learning and teaching and curriculum planning and delivery, particularly those new to teaching
5. Exemplify good discipline and orderly conduct within the subject area through partnership working with Learning Team Leaders and all members of the Learning Support Team.
6. Establish good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject curriculum develops within the broader context of lifelong learning.
7. Demonstrate leadership to ensure high quality subject teaching schemes are based on personalised learning principles. Ensure the personalised learning principles are in place for the start of each academic year having been revised to reflect new developments / requirements of examining boards and new developments in information learning technologies such as the Learning Gateway.
8. Ensure that work is always set for classes when a member of the subject team is absent.
9. Provide sound financial management within the departmental budgets that have been set.
10. Collaboration with their Director of Learning Head of Faculty and Assistant Principal regarding

* The arrangements for the performance management and professional development of all members of their subject team; and
* The Academy’s arrangements for quality assurance and internal verification.

1. Undertaking any other professional duties which are reasonably delegated to her/him by the Principal or Board of Directors.

This statement is in addition to, and in amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

**PERFORMANCE MANAGEMENT**

Participating in the academy’s arrangements for performance management, professional development and the academy’s arrangements for quality assurance and internal verification.

**CONTEXT**

Support staff are part of a whole school team. Each individual is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**Person Specification- Head of History**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| **Please make sure, when completing your application form, you give clear examples**  **of how you meet the essential and desirable criteria.** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Demonstrable impact on raising achievement.  Some experience of managing the work of others.  .  Experience of using performance data to inform target setting and planning. | 1,2  1,2  1,2 | Working with children with English as an Additional Language.  The recruitment of staff.  Demonstrable experience of using performance management and performance data to inform target setting, planning and policy. | 1,2  1,2  1,2 |
| **Skills/Abilities** | Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).  Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.  Able to use IT to support both the curriculum and work organisation.  Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.  Able to monitor and evaluate teaching, learning and school policy.  Able to identify the necessary resources which ensure high quality teaching and learning.  Able to assess the needs of individuals to inform the targeting of individual needs.  Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly. | 1,2  1,2  1,2  1,2  1,2  1,2,5  1,2  5 | Subject/department school self-evaluation.  Ability to lead on a whole school project or initiative. | 1,2  1,2 |
| **Competencies** | Able to demonstrate the appropriate motivation to work with young people  Able to form appropriate  relationships with young people  Emotional resilience in working with challenging behaviours  Appropriate attitudes to the use  of authority and maintaining  discipline | 1,2  1,2  1,2  1,2 |  |  |
| **Equality Issues** | Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy. | 2,5  1,2 |  |  |
| **Specialist Knowledge** | Subject/KS knowledge | 1,2,5 |  |  |
| **Education and Training** | Qualified Teacher Status  Evidence of ongoing cpd. | 4  1.2 | Training in personnel issues and procedures. | 1,2 |
| **Other Requirements** |  |  |  |  |

**( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise )**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995),

to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular

those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)
4. Code of Conduct

*‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service’.*



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| Vacancy title: |  | Application Form  The Shared Learning Trust is committed to protecting and safeguarding children.  We apply stringent safer recruitment practices. |
| Closing date: |  |  |
| Academy/ Establishment: |  |  |

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| Please ensure that all sections are completed (using black ink or type), otherwise your application will not be considered. All information that you provide will be treated as confidential. The Declaration of Criminal Offences form must be completed. If you require any reasonable adjustments as part of the application or selection process please contact us. |

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| 1. About you | | | | | |
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| Title: |  | | | | |
| First names: |  | | | | |
| Previous names: |  | | | | |
| Surname: |  | | | | |
| Previous surnames: |  | | | | |
| National Insurance No. |  | | | | |
| DFE Number (if applicable) |  | | | | |
|  |  | | | | |
| Address Details |  | | | | |
| Address: |  | | | | |
| Town: |  | | | | |
| Postcode: |  | | | | |
| Email: |  | | Daytime telephone number | |  |
| Mobile: |  | | Evening telephone number | |  |
| Do you currently work for the Trust? | |  | Yes  No | |  |
| Where did you see this vacancy advertised? | | | |  | |

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| Are you applying with a job share partner? | Yes  No | |
| If yes, Please specify hour/day arrangement |  | |
| Do you have a full current driving licence valid in the UK? | | Yes  No |

2. Employment history

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| Please list your current and all previous employers. Any gaps in employment must be explained and a continuation sheet used, if required. If you have been dismissed from any previous employment, please specify below. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Employers’ names, addresses and type of business | Job title, Key responsibilities | Dates of employment | | Salary/  Grade | Reason for leaving |
| From | To |
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| 3. Education, qualifications and training – any gaps must be explained and a continuation sheet used if required. |

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| Name of school, college, university etc. | Name of course | Dates | | Qualification/grade achieved |
| From | To |
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| 4. Professional association membership |

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| Name of professional association | Year of membership | Grade/level |
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5. Personal statement

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| Relevant abilities, skills, knowledge and experience  Tell us how your abilities, skills, knowledge and experience meet the Person Specification, drawing on all aspects of your education and experience, including paid employment and unpaid work. |

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6. Right to work in the UK

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| Are you required to have a UK work visa/permit? | Yes  No | |
|  |  | |
| If yes, do you have a valid visa/permit? | | Yes  No |
|  | |  |
| If yes, when does it expire? | | dd/mm/yyyy |
|  | |  |
| If yes, Please specify the type of Visa (Example: Tier 2) | |  |
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7. References

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| --- |
| Please give details of two referees from whom confidential enquiries may be made. Your referees should be from your current or most recent employer or your current educational establishment. Please note references will be taken up prior to interview for all shortlisted candidates. Educational referees should only be given where this will be your first employment following qualification. If you are applying for a post which involves working with children or vulnerable adults, you will be required to supply references which go back 5 years. Please attach these on a separate sheet. |

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| --- | --- | --- | --- | --- |
| Name of referee: |  |  | Name of referee: |  |
|  |  |  |  |  |
| Job title: |  | Job title: |  |
| Organisation: |  | Organisation: |  |
| Address: |  | Address: |  |
| Telephone: |  | Telephone: |  |
| Email: |  | Email: |  |
| Capacity in which known to you: |  | Capacity in which known to you: |  |

8. Declaration

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| All applicants are required to declare personal relationships with existing employees/ those affiliated with The Shared Learning Trust.  Are you related to, or a close friend of, any member affiliated with The Share Learning Trust? Yes  No  If yes, please provide the following details:  Name:  Relationship:  Address: |

Any financial interests that applicants may have in contracts with the Trust or pending tenders must be declared.

Are you or any of your relative’s party to an existing contract or involved in any competitive tendering process?  
Yes  No

If yes, specify the contract details:

**Teaching Disqualifications**

Have you ever been disqualified from Teaching? Yes  No

If yes, please specify and confirm if the sanction is spent:

9. Declaration of Criminal Offences

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| The job for which you are applying involves substantial opportunity for access to children. It is therefore exempt from the Rehabilitation of Offenders Act 1974. You are required to declare any convictions or cautions you may have, even if they would otherwise be regarded as "spent" under this Act. The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies. As the occupant of the post will have substantial access to children, a disclosure request will be made to the Disclosure and Barring Service (DBS) to ascertain whether their records reveal any criminal convictions (including spent ones) relating to the successful applicant. All information given will be treated in the strictest confidence and will be used for this job application only. The disclosure of a criminal record will not debar you from appointment unless the selection panel considers that the conviction renders you unsuitable for appointment. In making this decision the panel will consider the nature of the offence, how long ago and what age you were when it was committed and any other factors which may be relevant. | | | | |
| Your application will not be considered without completion of this section. | | | | |
| Nature of offence(s) | Details of offence(s) | Place and date of judgement(s) | | Sentence(s) |
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| All information given will be treated in the strictest confidence and will be used for this job application only.  I certify that, to the best of my knowledge, the information on this form is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to instant dismissal without notice. | | | | |
| Signed - Applicant: | | | Date (dd/mm/yyyy): | |
| Name (please print) | | |  | |

**Diversity Monitoring Form**

The Shared Learning Trust aims to have a workforce that reflects the diversity of talent, experiences and skills of our learners.

We monitor the composition of our workforce to ensure that is representative and that all staff are treated fairly. In addition, we are committed to promoting race equality, under the Race Relations (Amendment) Act 2000, which applies to everything the trust does. The information you give on this form will remain strictly confidential, in accordance with the Data Protection Act 1998, and will not affect any decision to employ you.

**Date of Birth:**

**Age:**  Under 20  20-29  30-39  40-49  50-59  60 and over

**Disability**

The Disability Discrimination Act 1995 defines a disability as ‘A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. In this definition, long term is taken to mean more than 12 months.

Do you consider that you have a disability under the Disability Discrimination Act definition?

Yes  No

If you have answered ‘Yes’, please select the definition/s from the list below that best describes your disability/disabilities:

|  |  |
| --- | --- |
| Hearing (such as deaf, partially deaf or hard of hearing) | Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina, asthma, angina or diabetes) |
| Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) | Severe disfigurement |
| Speech (such as impairments that can cause communication problems) | Learning difficulties (such as dyslexia) |
| Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis) | Mental illness (substantial and lasting more than a year, such as severe depression or psychoses) |
| Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy) | Other disability (please specify) |

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Asian or Asian British** | **Black or Black British** | **Mixed** | **Other** | **White** |
| Bangladeshi | African | White and Asian | Chinese | British |
| Indian | Caribbean | White and Black African | Other | Irish |
| Pakistani | Black British | White and Black Caribbean |  | Other |
| Other | Other | Other |  |  |

If you selected any of the ‘other’ categories, please tell us how you would further describe yourself:

**Faith**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agnostic | Atheist | Buddhist | Christian | Muslim |
| Hindu | Humanist | Jain | Jewish | Sikh |
| No religion | Prefer not to say | Other faith (please specify) |  |  |

**Gender**

|  |  |
| --- | --- |
| Female | Male |

**Sexuality (Optional information)**

|  |  |  |  |
| --- | --- | --- | --- |
| Bisexual | Gay | Heterosexual | Lesbian |

In addition, if you prefer to define your sexuality in terms other than those used above, please let us know.

I certify that, to the best of my knowledge, the information I have provided on this application form, and on my completed declaration of criminal offences form, is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to dismissal without notice. I give explicit consent that the information provided by me on this form may be processed in accordance with the Trusts registration under the 1998 Data Protection Act and authorise the disclosure of personal data when references are taken up.

|  |  |
| --- | --- |
| Signed – Applicant: | Date: dd/mm/yyyy |
|  |  |

|  |  |  |
| --- | --- | --- |
| For office use only | | |
| Application withdrawn | Post withdrawn | Shortlisted Yes  No |
|  |  | Appointed Yes  No |