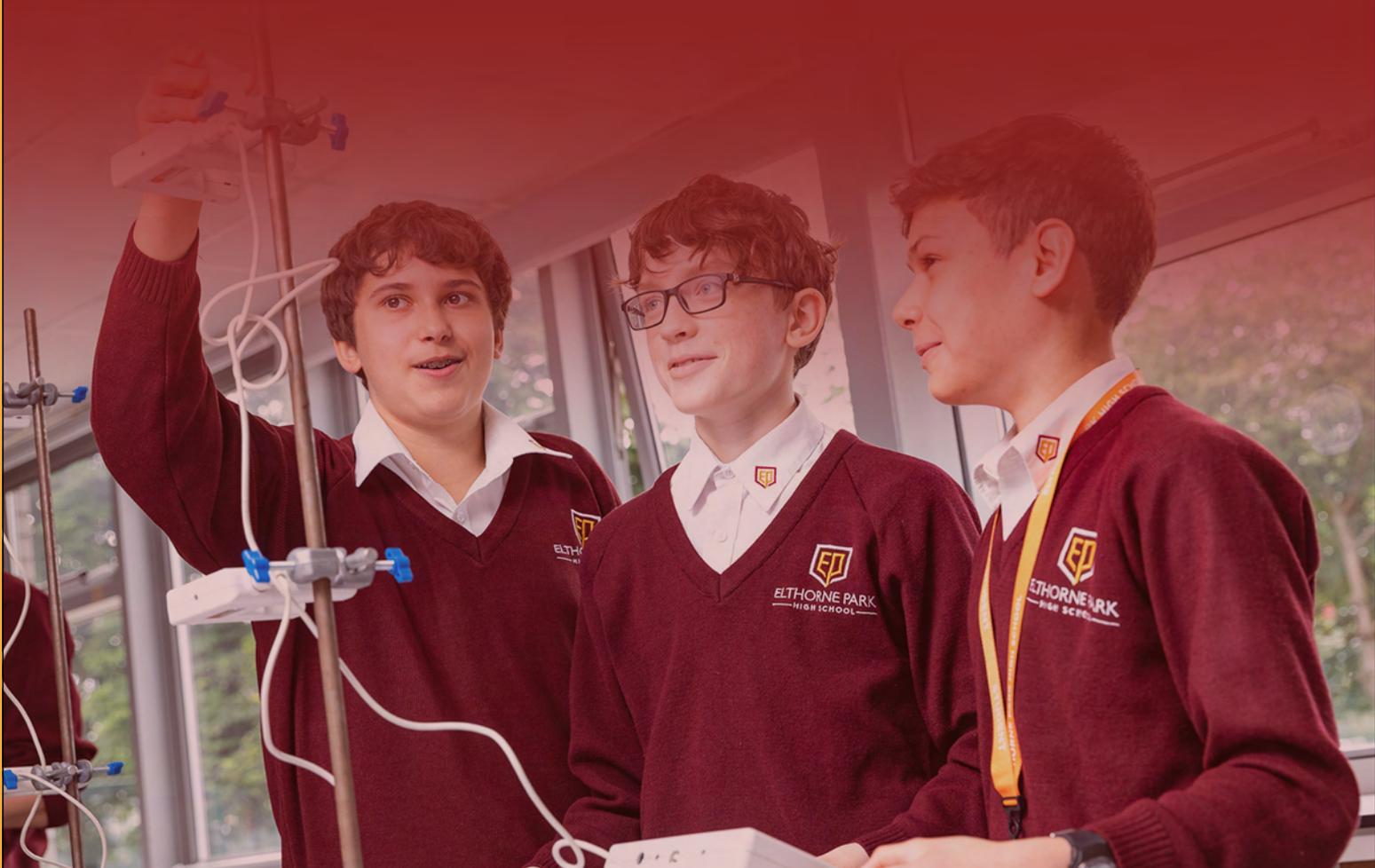




**ELTHORNE PARK**  
— HIGH SCHOOL —

Achieving excellence in a learning community



**HEADTEACHER APPLICATION PACK**

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# Letter from the Chair of Governors, Joe Voelcker

Dear Prospective Candidate,

Thank you for your interest in the post of Headteacher at Elthorne Park High School (EPHS). This important vacancy arises following the retirement of our current Headteacher, Eliot Wong after 12 years of outstanding service to the school.

EPHS is a co-educational, community school that draws pupils from a diverse local community, principally from five Primary schools: Fielding, Oaklands, St Marks, St Johns and Little Ealing. We pride ourselves on providing an environment where our pupils not only fulfill their academic potential but also develop the confidence, social skills and awareness necessary for success beyond school.

We are fortunate to have a dedicated team of experienced senior and middle leaders, teachers and support staff, committed to working together to ensure that our pupils have a broad and high-quality learning experience.

As a parent Governor, I have always been encouraged and heartened by the care and attention that EPHS has given to our pupils. On multiple occasions Ofsted has confirmed that our provision is of extremely high quality, most recently in 2019 when inspectors confirmed that Elthorne is an outstanding school.

Our Board of Governors, representing the diversity of our local community, brings expertise from a wide variety of walks of life to inform and support the school in its decision making. We are totally committed to the ethos of supporting and challenging all our students to fulfil their potential and offering a broad and balanced curriculum from Years 7 to 13. We have had a strong and collaborative relationship with Eliot and his outstanding leadership team and we look forward to working in partnership with the new Headteacher.

This role presents an excellent opportunity for an exceptional individual to build on our school's many strengths, and bring fresh perspectives and new thinking to inspire and lead the school community to further success.

I do hope you will take up the opportunity to visit the school before submitting your application. I'm sure you will be impressed by our pupils and the positive and stimulating environment we provide for them. To arrange a visit, please contact the Head's PA, Wendy Henderson, at 020 8566 1166 or [whenderson@ephs.ealing.sch.uk](mailto:whenderson@ephs.ealing.sch.uk)

## Key Dates

26th Feb - 4th March - Prospective candidates visit school.

4th March - Application Deadline - applications should be submitted electronically using the form provided by 12:00 noon

w/c 25th March - Selection tasks and interviews

Thank you once again for considering Elthorne Park High School as the next chapter in your career, and we look forward to receiving your application.

Best wishes

Joe Voelcker  
Chair of the Governing Body



## Letter from the Headteacher

Dear prospective candidate,

I am very glad that you have shown interest in the post of Headteacher here at Elthorne Park High School. I hope that the information in this pack is useful to you and that you choose to visit the school and apply for the position.

I joined the school in 2012 from another local High school and have thoroughly enjoyed being Headteacher here at Elthorne. In my time we have grown from a 6 form entry school with an embryonic sixth form into a highly over-subscribed 8 form entry school with 350+ sixth formers. As a maintained Community school we have been fortunate to benefit from over £15 million of investment from the Local Authority which has paid for a brand new main teaching building, second Sixth form building, eco-friendly heating systems and improvements to our other buildings and site generally as we have grown in numbers.

I have been fortunate to have always had the strong support of dedicated Governors from a wide range of backgrounds who have supported myself and my SLT in delivering our shared vision of achieving excellence whilst maintaining a broad and inclusive curriculum. I have always relied heavily on a large and highly talented roster of Senior leaders, many of whom have deservedly gone on to Deputy and Headteacher roles. I can safely say that you will be inheriting a highly dedicated and impressive group of Senior leaders.

I will of course greatly miss the leaders, teachers and support staff but it's our Elthorne pupils that I will miss the most. They are constantly surprising and delightful, respectful and eager (for the most part!) to learn but always supportive of each other and the school community. I am confident that when you meet with them you will be as impressed as I have been over the years.

I'm sure that the successful candidate will have the vision, determination and tenacity to continue to build upon the many strengths here at Elthorne and I wish you all the best in your career and for the future.

Eliot Wong  
Headteacher

# About Elthorne Park High School

Elthorne Park High School is a thriving, significantly oversubscribed comprehensive school serving its local community in Hanwell and South Ealing with over 1500 pupils, including 350 students in the Sixth Form, and strong partnerships with local Primary schools.

## **Achieving excellence in a learning community**

This is an outstanding school. We have fantastic pupils, a tremendously supportive community of parents, an expert, highly committed staff and we are situated in leafy Ealing, the queen of the suburbs!

As an ambitious and highly achieving school, we have received numerous attainment and progress awards during our unbroken run of ever-increasing academic success over the past decade. We have achieved three awards in recognition of our highly effective approaches to 'engagement in evidence and research', 'variety of teaching approaches' and 'professional learning'. These three aspects of our work are absolutely vital and are part of our investment in teachers and their professional development.

As a proud community school, we follow a broad curriculum with all KS3 students taking art, DT, MFL, drama and music alongside the academic core. At KS4 and 5 we offer the full range of option subjects including vocational BTECs. We operate sensible and highly effective teaching and learning, behaviour and staff development policies.

Our Progress and Attainment 8 scores are consistently above average and EPHS is a top non-selective school nationally and is one of the top performing schools in Ealing for GCSE, A level and advanced BTEC results.

A photograph of a young woman wearing a light-colored hijab and clear safety glasses, focused on her work in a workshop. She is wearing a maroon long-sleeved shirt and is using a tool on a workbench. In the background, another student is visible, also wearing safety glasses. The scene is brightly lit, suggesting a well-lit workshop environment.

“The school’s mission is ‘achieving excellence in a learning community’. It fulfils this mission outstandingly well.’  
– Ofsted, 2019

# Values and Ethos

Our ethos here at Elthorne Park High School is 'Achieving Excellence in a Learning Community'. We aim for all pupils to achieve academic excellence. We succeed in this by placing equal emphasis on developing pupils' character, potential and working together in partnership to achieve success.

We pride ourselves on being an outward facing school actively promoting shared values of tolerance and respect. We look to retain a wide range of experiences and opportunities to learn for our pupils through delivering a broad and balanced curriculum. We also provide an inclusive and welcoming learning environment for all and look to develop pupils as confident, caring and skilled world citizens. We recognise that the world and society are ever-changing and aim to foster the skills and attributes that give our pupils the best possible opportunities in life.

## Our Five Core Pupil Values

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### **We are proud**

I proudly celebrate my achievements and those of people around me.

### **We are prepared**

I have high expectations of myself and others and am prepared for each school day

### **We are principled**

My actions show I know the difference between right and wrong.

### **We persevere**

I am resilient, confident and independent in my learning.

### **We participate**

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



# Outstanding staff and excellent teaching

All of our carefully selected teachers are highly qualified specialists in their fields, with a great number of years of experience in delivering excellent outcomes for pupils at Key Stages 4 and 5. Our culture of continuous development applies to both staff and pupils, leading to our truly collaborative community of self-reflection and improvement.

## Outstanding facilities

Elthorne Park High School has been equipped as a centre of excellence and in 2016 benefited from a £15 million investment in new buildings. Our facilities include:

Brand new state of the art teaching rooms  
Ten modern science laboratories

A suite of specialist music rooms

Two purpose-built drama studios

A very well equipped, purpose built library resource centre with two attached ICT suites

Exceptional ICT facilities throughout the school including 12 dedicated ICT rooms

A faculty-wide wi-fi network

Five art studios with, graphics, kiln facilities and a dark room

Four specialist design and technology rooms including food, textiles and resistant materials rooms

Excellent transport links including nearby Boston Manor tube and West Ealing Elizabeth line stations

Four specialist design and technology rooms including food, textiles and resistant materials rooms

Buildings which are fully accessible to wheelchair users

A large sports hall and separate canteen for break and lunchtime dining

The sole daytime use of extensive playing fields at the rear of the school

A multi-use games area with a number of all-weather courts

Two purpose built Sixth Form Centres with the second building completed in 2023

A dedicated Sixth Form coffee shop and Wifi enabled work/play areas



## Key information

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<b>Status</b>	LA maintained comprehensive school
<b>Last Ofsted</b>	May 2019 (outstanding)
<b>Type of School</b>	Mixed comprehensive
<b>Age Range</b>	11-19
<b>Number of Students on Roll</b>	1576
<b>Number of Students in Sixth Form</b>	354
<b>% of SEND Students</b>	25%
<b>% of EAL Students</b>	29%
<b>% of FSM Students</b>	13% (excluding Sixth Form)
<b>% of Pupil Premium Students</b>	16% (excluding Sixth Form)
<b>School Website</b>	<a href="https://www.ephs.ealing.sch.uk">https://www.ephs.ealing.sch.uk</a>

## Quotes from Ofsted report - 2019

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‘The headteacher and his senior team lead the school with compassion and ambition. Over several years, leaders have skilfully nurtured a community which is both inclusive and highly aspirational.’

‘A culture of scholarship is deeply embedded, with a large proportion of teachers, including support staff, actively engaged in educational research. This results in effective strategies that support pupils in their learning.’

For school news and celebrating student success please explore our website: [www.ephs.ealing.sch.uk](http://www.ephs.ealing.sch.uk)

# JOB DESCRIPTION

## Headteacher of Elthorne Park High School

### **Responsible to:**

The Board of Governors of the School

### **Responsible for:**

The headteacher carries out duties in line with the conditions of employment as set out in the current School Teachers Pay and Conditions document, the National Standards of excellence for Headteachers and the policies and procedures of the Board of Governors.

### **Core purpose**

To provide vision and dynamic leadership to Elthorne Park High School to build on its exceptional success at educating and safeguarding the education and welfare of children and young people

To inspire, challenge, motivate and empower all members of the school community to carry the vision forward

To manage the school's resources effectively and creatively and cultivate a safe and orderly environment that allows pupils to achieve their true potential

### **Key Responsibilities**

- Take the lead role on working with the Board of Governors to develop a collaborative school vision, which embraces excellence, high standards and inclusion. Translate vision into a development plan and implement it successfully
- Secure excellent teaching to high standards of learning and attainment across the range
- Hold all staff to account for their professional conduct and practice
- Ensure inclusion, diversity, and access
- Implement and oversee robust safeguarding policies and procedures, creating a safe and secure learning environment for all students
- Experience of safeguarding, inclusion and positive behaviour management and developing a pupil focused effective learning environment
- Lead by example to foster an open, transparent, and equitable culture
- To be responsible for the internal organisation, management, and control of the school
- Manage finance and resources astutely to maximise their use and value
- Develop and sustain effective relationships with the Board of Governors, and the Co-Chairs of Governors in particular, to ensure effective governance of the school, and the discharge of GB responsibilities
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils
- Further develop Elthorne as an outward-facing school to work with other schools, organisations, and partners to champion best practice

# Headteachers' standards (2020)

## 1. School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment
- Ensure a culture of high staff professionalism

## 2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

## 3. Curriculum and Assessment

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## 4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair, and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen
- Additional and special educational needs and disabilities
- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties regarding the SEND code of practice
- Professional development
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs.

## **6. Professional development**

Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs  
Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the Standard for teachers' professional development, and the associated implementation guidance.

Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds

Ensure staff are deployed and managed well with due attention paid to workload

Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently

Ensure rigorous approaches to identifying, managing, and mitigating risk

## **8. Continuous school improvement**

Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community

Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support

Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and accountability**

Establish and sustain professional working relationships with those responsible for governance

Ensure that staff know and understand their professional responsibilities and are held to account

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

# PERSON SPECIFICATION

This document outlines the key skills and experience we are looking for in our new Headteacher. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

In your supporting statement please address the criteria in the person specification in a numbered format giving examples of recent experience and evidence. As appropriate your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement. The supporting statement should be no more than three A4 pages long and a font size no less than Arial 11 point or equivalent. Please do not include a CV as they are not accepted.

<b>Qualifications and experience</b>	Essential	Desirable
1. Graduate level qualification or equivalent with Qualified Teacher Status	E	
2. Evidence of recent continuous professional development and further relevant professional/ academic study	E	
3. NPQH		D
4. Safeguarding designated person training.	E	
5. Significant and sustained senior leadership experience as a Headteacher or Deputy Headteacher in a large, culturally diverse and inclusive high school	E	
6. A sustained record of continuous school improvement across all areas.	E	
<b>Culture and ethos</b>		
7. A proven track record of developing and sustaining a school's ethos, strategic direction and establishing a positive culture across the school community	E	
8. A commitment to a community-based school providing excellence for all learners in a diverse, inclusive environment which celebrates the success of all individuals	E	
9. Experience of safeguarding, inclusion and positive behaviour management and developing a pupil focused effective learning environment	E	
10. Commitment to the professional development of all staff balancing the needs of the whole school, teams, and individuals at all stages of their careers.	E	
<b>Curriculum and teaching</b>		
11. Outstanding classroom practitioner with an excellent understanding of how pupils learn and the core features of classroom practice	E	
12. Experience of using target setting, data analysis and curriculum innovation to improve performance and raise attainment	E	
13. Commitment to establishing and sustaining high-quality expert teaching across all subjects using evidence informed approaches	E	

14. Involvement in establishing and sustaining an inclusive culture and practices to motivate pupils with additional/special needs access the curriculum and learn effectively	E	
15. Experience of and an openness to seek appropriate learning routes to suit a wide range of learners.	E	
<b>Organisational effectiveness</b>		
16. Strong financial awareness with experience and understanding of effective management of funding, budget management and resources including retention and staffing	E	
17. Experience of HR and performance management, including the ability to challenge poor performance robustly	E	
18. Evidence of impact from effective school self-evaluation and development planning	E	
19. Experience of forging constructive relationships beyond the school, working in partnership with parents, carers and the local community and other external organisations	E	
20. An ability to cultivate a team ethic and ethos, knowing when to lead, coordinate and delegate	E	
<b>Governance and accountability</b>		
21. Clear understanding of current and proposed educational policy and the legal framework within which maintained schools must operate	E	
22. Understanding of effective governance and the ability to build and maintain a successful working relationship with the Governing Board and Local Authority		
23. Proven successful experience of systematic, rigorous school self-evaluation, to inform school improvement planning, maintain high standards and raise education standards even further.	E	
24. An ability to combine the outcomes of regular school self-review with external reviews to improve the school further	E	
<b>Skills and personal qualities</b>		
25. Suitability to work with children	E	
26. Proven ability to lead by example with integrity, empathy, ambition, and optimism to inspire and motivate a large staffroom and wider school community	E	
27. An effective and creative communicator (oral and written)	E	
28. An ability to solve problems creatively and decisively when dealing with complex issues	E	
29. An ability to work under pressure, prioritise and delegate effectively	E	
30. An ability to engage with parents and carers in a variety of ways promoting open and positive partnerships	E	
31. Excellent listening skills, consults and values the contributions of others	E	

# HEADTEACHER ADVERT

Job details	
Employer	Elthorne Park High School
Location	Ealing, London
Salary	Leadership scale point 26-39 (£97,999-£128,381)
Contract type	Full Time
Contract term	Permanent
Job dates	
Posted	Wednesday 7th February 2024
Closing Date	Midday on 4 <sup>th</sup> March 2024
Assessment days	W/c 25th March
Job starts	September 2024

Following the retirement of our current Headteacher, the Board of Governors of Elthorne Park High School (EPHS) is seeking to appoint a Headteacher with strong leadership skills and a drive for continued improvement to lead the next phase of our development.

This is an exciting opportunity for a new leader to build on our current success, to develop a fresh perspective on whole school improvement and to implement positive changes to enhance our pupil and staff experience.

EPHS is located in an attractive purpose-built site that is designed to accommodate a range of curriculum and pastoral delivery models, group and individual. It is a well-regarded and established school with an aspirational pupil population of over 1500 which includes more than 350 students in the Sixth form.

We have high expectations of all our pupils and are proud that they leave school with excellent qualifications and skills that prepare them for Higher Education and careers. We take pride that nearly all of our pupils go on to university or appropriate courses after Year 13. We offer a supportive and vibrant learning community and outstanding CPD to our staff.

## The successful candidate will:

- Have substantial leadership experience as a Headteacher, Deputy Headteacher or equivalent role
- Have a strong commitment to providing an excellent, inclusive learning environment and a broad curriculum for all pupils
- Be able to work with the Board of Governors to build on current success and to shape the vision for EPHS' future
- Implement and oversee robust safeguarding policies and procedures, creating a safe and secure learning environment for all students
- Have the ability to inspire, challenge, and motivate pupils and staff
- Be able to manage and utilise resources to the benefit of the EPHS community

## The school has:

- A strong, stable and experienced leadership team
- A dedicated and loyal team of staff
- A committed and experienced Governing Body
- Strong staff and pupil relationships
- An ethos of excellence for all where pupils are supported to achieve their best
- An outstanding Ofsted judgement at Easter 2019

## Elthorne Park High School:

- is committed to all aspects of child protection and safeguarding. We believe that all children have the right to be protected from abuse and harm. Successful candidates will undergo reference checks with previous employers and an enhanced Disclosure and Barring check
- follows safe recruitment practices to protect children. The aim of these practices is to ensure, as far as is possible, that anyone, paid or voluntary, who seeks to work in this school is safe to do so
- expects all staff and volunteers to share our commitment to safeguarding and promoting the welfare of children and young people
- reserves the right to research shortlisted candidates on social media platforms and the internet



**ELTHORNE PARK**  
— HIGH SCHOOL —

For further information and an application form please refer to the links on the TES website or visit our website [www.ephs.ealing.sch.uk](http://www.ephs.ealing.sch.uk) and forward completed forms to Ms Wendy Henderson, the Headteacher's PA on [whenderson@ephs.ealing.sch.uk](mailto:whenderson@ephs.ealing.sch.uk)

If you would like an informal chat or to arrange a visit to the school for a tour and a chance to meet a member of our senior staff, please contact Ms Wendy Henderson on [whenderson@ephs.ealing.sch.uk](mailto:whenderson@ephs.ealing.sch.uk) or 020 8566 1166.



## CONFIDENTIAL

### Application for teaching post



Please read any guidance notes to help you complete this form.  
Please type or use black ink. If you are not contacted within 3 weeks of the closing date your application has not been successful.

Job you are applying for	Click or tap here to enter text.
Reference number	Click or tap here to enter text.
Closing date (dd/mm/yyyy)	Click or tap here to enter text.
School name	Click or tap here to enter text.
Contact name for sending application	Click or tap here to enter text.
Contact telephone	Click or tap here to enter text.
Contact email	Click or tap here to enter text.

#### 1. Personal details

Surname	Click or tap here to enter text.
Forename(s)	Click or tap here to enter text.
Previous name(s):	Click or tap here to enter text.
Known as or preferred to be known as	Click or tap here to enter text.
Current address	Click or tap here to enter text.
Home/term time address, if different	Click or tap here to enter text.
Home contact number	Click or tap here to enter text.
Work contact number	Click or tap here to enter text.
Mobile	Click or tap here to enter text.
Email	Click or tap here to enter text.
National insurance number	Click or tap here to enter text.
DfE number	Click or tap here to enter text.

#### Right to work in the UK

<b>Asylum and Immigration Act 1996</b> Before you commence work you must provide evidence to demonstrate your right to work in the United Kingdom. Are you eligible to work in the UK	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you need sponsorship (work permit):	Yes <input type="checkbox"/> No <input type="checkbox"/>
Nationality	Click or tap here to enter text.

Do you have qualified teacher status (QTS)	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you have qualified since May 2001, have you completed induction successfully	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you related to anyone employed at the school and/or related to or have a close relationship with any councillor or senior officer (including headteachers or governors) of Ealing Council?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, provide details: Click or tap here to enter text.

## 2 Present/most recent post

For first year teachers please give details of your most recent teaching practice

School / college name	Click or tap here to enter text.
Address including postcode	Click or tap here to enter text.
Local authority	Click or tap here to enter text.
Date appointed	Click or tap here to enter text.
Position held	Click or tap here to enter text.
Full time or part time	Click or tap here to enter text.
Main subjects taught	Click or tap here to enter text.
Date resigned (if applicable)	Click or tap here to enter text.
Number of pupils/ students	Click or tap here to enter text.
Age range of pupils/ students	Click or tap here to enter text.
Boys/Girls/Mixed	Click or tap here to enter text.
Present salary - Give details of any additional allowances	Click or tap here to enter text.
Scale/grade	Click or tap here to enter text.

## 3 Employment history (most recent first)

(Please tell us about the jobs you have held (this may include voluntary/unpaid work) and provide an explanation for any gaps in employment as below)

From dd/mm/yy	To dd/mm/yy	Full/part time/voluntary	Employers name, address and contact number	Type and size of school/college (if applicable)	Position held and salary	Reason for leaving

### Explanation for gap in employment

From dd/mm/yy	To dd/mm/yy	Reason for gap in employment
Enter text	Enter text	Click or tap here to enter text.
Enter text	Enter text	Click or tap here to enter text.
Enter text	Enter text	Click or tap here to enter text.

## 4 Education and training

Please give details of education and training you have received. You will need to provide originals or certified copies of relevant certificates at the interview. If you are a first-year teacher please give details of your QTS including skills tests in literacy, numeracy, ICT

### Secondary education

From dd/mm/yy	To dd/mm/yy	Name of school/college	Examinations passed Subject (inc. awarding body)	Level, grade and date awarded
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text

### Further education and training

From dd/mm/yy	To dd/mm/yy	Name of school/college	Examinations passed Subject including awarding body	Level, grade and date awarded
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text
Enter text	Enter text	Enter text	Enter text	Enter text

### Membership of professional bodies

Name of body or association	Grade of membership or qualifications	Date awarded
Enter text	Enter text	Enter text
Enter text	Enter text	Enter text
Enter text	Enter text	Enter text
Enter text	Enter text	Enter text
Enter text	Enter text	Enter text
Enter text	Enter text	Enter text

### Relevant short courses

Name of course	Date awarded
Click or tap here to enter text.	Enter text
Click or tap here to enter text.	Enter text
Click or tap here to enter text.	Enter text
Click or tap here to enter text.	Enter text
Click or tap here to enter text.	Enter text

## 5 Rehabilitation of Offenders Act 1974 (as amended)

The post you are applying for is exempt from the Rehabilitation of Offenders Act 1974. You must declare any convictions, cautions, reprimands and final warnings that are not protected (filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013). The amendments to the Exceptions Order provide that certain 'spent' convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be considered during recruitment.

Here is [guidance and criteria on the filtering of these cautions and convictions](#)

Please ensure that you answer the following questions honestly as false statements or withholding relevant information will result in one of the following actions being taken:

- your application will be taken no further
- an offer of employment will be withdrawn
- disciplinary action leading to dismissal will be taken (if employment has commenced)

You are required to say whether you have any convictions, cautions, reprimands or final warnings that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

Do you have anything to declare in relation to the above?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been disqualified from working with children and /or included on the Childrens barred list (or its predecessor List 99) or subject to sanctions imposed by a regulatory body e.g TRA, DfE, DBS?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you answered yes to either of the above questions, please provide details below or submit written details in a sealed envelope addressed in confidence to the Headteacher or Chair of Governors:	

## 6 References

You must give details of two referees. The first referee must be your current or recent employer. References from relatives or friends will not be accepted. If you have not worked for some time, please give the name of someone who knows you and who can comment on your ability to do the job.

If you are not currently working with children, but you worked with children before, you must provide a reference from that employer, this can include voluntary or unpaid work). We will ask referees for details of any child protection, performance and disciplinary concerns.

**Please note references will be requested prior to interview in line with current statutory guidance contained in Keeping Children Safe in Education.**

Reference 1 Name	Click or tap here to enter text.
Job title	Click or tap here to enter text.
Address including postcode	Click or tap here to enter text.
Email	Click or tap here to enter text.
Contact number	Click or tap here to enter text.
Reference 2 Name	Click or tap here to enter text.
Job title	Click or tap here to enter text.
Address including postcode	Click or tap here to enter text.
Email	Click or tap here to enter text.
Contact number	Click or tap here to enter text.

**Any issues raised in the references may be discussed at interview**

## 7 Pension

Are you currently paying into the teachers pension scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you elected to opt-out of the teachers pension scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If <b>yes</b> , what was the opt out date	Click or tap here to enter text.
Are you currently paying into any other occupational or private pension scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If <b>yes</b> , please provide details	Click or tap here to enter text.
Are you in receipt of a pension from the teachers pension scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If <b>yes</b> , please provide details <b>and type of retirement awarded</b>	Click or tap here to enter text.

## 8 If you have a disability

We may be able to make adjustments/adaptations to job requirements/environment etc

Is there anything we need to know about a disability that you have to offer you a fair selection interview?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please give details of any adjustment required	Click or tap here to enter text.

## 9 Safeguarding children

Ealing schools are committed to safeguarding and promoting the welfare of children. Assessment and testing of applicants' suitability to work with children is an integral part of the selection process. Any discrepancies or anomalies in information provided will be taken up at interview. Current or previous employers will be contacted as part of the verification process.

## 10 The data you provide to us on this form

We are required under the Data Protection Act 2018 and UK General Data Protection Regulations to confirm why we collect personal and/or sensitive information from you, what we use it for and how we will store it. The personal/sensitive information that you provide to us on this form will be used and retained as a part of our Human Resource Management process.

This means that we will use the information you provide to inform part of our assessment during the recruitment process. Successful candidates' information will be used to form the contract of employment and be shared with the school's payroll service. We may contact relevant organisations to check information you provided on this form, including for safeguarding purposes. If your application is unsuccessful, we will store the information on paper and electronically and dispose of it after 6 months.

The council and school are under a duty to protect the public funds they administer, and to this end, **should the school or Council employ you**, they may use the information you provided on this form within this authority for the prevention and detection of fraud. They may share this information with other bodies administering public funds solely for this purpose.

I declare the information I provided on this form is correct to the best of my knowledge and belief, and I understand that any false statements I make on this form could result in my application being rejected or summary dismissal and possible referral to the teachers' regulation agency or the police if appropriate. I agree that the information I have provided on this application for employment may be stored and processed for the purposes set out above. If applying online, you will be asked to sign your application at interview.

*If you wish to be informed about the information that is held about you please contact the school you are applying to or are employed at, in the first instance.*

Date(dd/mm/yyyy): Enter date Signed \_\_\_\_\_

## 11 Supporting statement

Your supporting statement should cover the criteria for shortlisting in the person specification. In some instances, this will be all of the criteria listed in the person specification, for others only certain criteria will require a response from you. Please read the person specification for further guidance. If no instructions are given, please answer all of the criteria. For each criterion please explain/give examples of how your

skills, knowledge and experience make you suitable for the job. If completing a paper application form you can attach extra sheets if required. Please note CVs will not be accepted

Click or tap here to enter text.

### Monitoring information

The school is committed to Equality and Diversity Policy and to ensuring equality of opportunity in employment and provision of services. To support this commitment, all applicants are requested to provide the following information.

I am Female  Male  (Please tick the appropriate box)

date of birth (dd/mm/yyyy) [Click or tap here to enter text.](#)

### Ethnic background

Choose one section from (A) to (E) then tick the appropriate box to indicate your ethnic background.

<b>A White</b> British Irish Any other white background, please specify	<b>Tick one</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>B Mixed</b> White and Black African White and Black Caribbean White and Asian Any other mixed background, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>C Asian or Asian British</b> Indian Pakistani Bangladeshi Any other Asian background, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>D Black or Black British</b> Caribbean African Any other black background, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>E Chinese or other ethnic group</b> Chinese Any other ethnic group, please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The Equality Act 2010 defines a person as having a disability if they have 'a long physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities'. Ealing Council is actively seeking to employ people with disabilities. We can arrange nearby parking, someone to meet you at the entrance to the building, a sign language interpreter at interview, preferred type of seating etc

Do you consider yourself to have a disability?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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### Advertising monitoring

How did you find out about this vacancy? Name of the newspaper/journal, council jobs list, web site, friend etc	<a href="#">Click or tap here to enter text.</a>
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**Application form produced by Schools' HR, Perceval House, 14-16 Uxbridge Road, Ealing W5 2HL**

## **School policy statement on the recruitment of ex-offenders**

### **Exemption from the Rehabilitation of Offenders Act 1974**

Ex-offenders must disclose information about spent, as well as unspent convictions if the job for which they are applying is exempted from the Rehabilitation of Offenders Act 1974

#### **How this affects school-based jobs**

All school-based jobs are exempt from the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group.

Applicants for school-based jobs 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).

The amendments to the Exceptions Order provide that certain 'spent' convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be considered. Guidance and criteria on the filtering of these cautions and convictions can be found using the following link.

<https://www.gov.uk/government/publications/dbs-filtering-guidance>

All applicants who are offered employment in a school will be subject to a Disclosure and Barring Service (DBS) check before an appointment is confirmed. This will include details of cautions, reprimands, and warnings as well as spent and unspent convictions. An enhanced disclosure (check) may also contain non-conviction information from local police records which a chief police officer thinks may be relevant.

The successful applicant will not be eligible to start work until the School has seen notification from the Bureau.

Having a criminal record will not necessarily bar someone from working in a school.

Criminal records will be considered for recruitment purposes only when the conviction is relevant.

Schools undertake not to discriminate unfairly against any subject of a Disclosure based on conviction or other information revealed.

When considering a criminal record, the following factors will be considered:

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the applicant has a pattern of offending behaviour or other relevant matters
- Whether the applicant's circumstances have changed since the offending behaviour or the other relevant matters, and
- The circumstances surrounding the offence and the explanation(s) offered of the offending person.

There are, however, offences that would automatically prevent an offer of employment in a school being confirmed. These include:

- Rape
- Incest
- Unlawful sexual intercourse
- Indecent assault
- Gross indecency

- Taking or distributing indecent photographs

Other offences which make it unlikely (although not automatic) for an offer of employment in a school to be confirmed include the following:

- Violent behaviour towards children or young people
- A sexual, or otherwise inappropriate relationship with a pupil (regardless of whether the pupil is over the legal age of consent)
- A sexual offence against someone over the age of 16
- Any offence involving serious violence
- Drug trafficking and other drug related offences
- Stealing school property or monies
- Deception in relation to employment as a teacher or at a school, for example false claims about qualifications, or failure to disclose past convictions
- Any conviction which results in a sentence of more than 12 months imprisonment
- Repeated misconduct or multiple convictions unless of a very minor nature.

If appropriate, applicants will be invited to discuss disclosure information before a final recruitment decision is made.

It may be necessary at times to update the records of existing employees. Existing employees who are found to have criminal records will not be dismissed as a matter of course. Each case will be considered on its merits, and during consideration an assessment of risk and relevance will be undertaken.

The school has adopted the Disclosure and Barring Service code on the use and handling of Disclosure information and will adhere to it under all circumstances. A copy of the code is available from the DBS website.