



**FULLHURST**  
COMMUNITY COLLEGE

EST 1991



Teacher of Maths

# INFORMATION PACK

Transforming Lives

[www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk)

Dear Applicant,

It is with great pleasure that I introduce myself as the Executive Headteacher of Fullhurst Community College. Thank you for expressing your interest in becoming a part of our school community.

Fullhurst Community College is committed to creating a supportive and inclusive learning environment for our 1500 students, aged 11-16 years. We take pride in offering the highest quality education and personalised learning pathways for every student, a commitment recognised in our recent Ofsted Inspection (September 2023): "Dedicated staff at the school have worked hard to create an inclusive culture."

Our primary objective is to shape successful, confident, and responsible individuals, equipped with both academic qualifications and essential personal and social skills. Acknowledged by Ofsted, our broad and varied curriculum ensures that all students have opportunities to realise their aspirations. "The school has planned an ambitious curriculum to meet the needs of all pupils."

The core values of Respect, Kindness, Determination, and Unity are integral to our success in enabling students to exceed their potential. "These values underpin the strong relationships pupils have with staff and each other. Pupils respect diversity." (Ofsted September 2023)

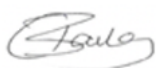
Our commitment to excellence extends to equipping our staff with the necessary tools and materials for delivering high-quality education from the start of their career.

Our state-of-the-art facilities at Fosse and Imperial Campuses cater to the diverse needs of our student body, contributing to our 'good' rating across all areas by Ofsted (September 2023).

If you are enthusiastic about contributing to our ongoing success and making a positive impact on the lives of young people, we warmly welcome your application.

We look forward to the possibility of welcoming you to our team of dedicated staff.

Yours,



Christina Bailey  
Executive Headteacher

# FULLHURST COMMUNITY COLLEGE

## Reasons to join our team



Fullhurst Community College first opened its doors in 1991 and we have never been more excited about our future.

### WE LISTEN TO OUR STAFF

We continuously collect staff feedback throughout the year using 'Performance 365', which provides staff with the opportunity to share insights into their well-being and enables us to respond promptly and effectively to their needs.

### WE VALUE OUR STAFF

We have an active group of staff who form our Wellbeing Committee who work to ensure that effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils.

"Staff are proud to work at the school. They are happy and appreciate the support they get from the school to develop their knowledge and skills."

*Ofsted September 2023.*



### WHAT WE CAN OFFER YOU:

- A comprehensive induction process.
- Commitment to providing a supportive and developmental culture for all staff, through an extensive CPD programme.
- Dedicated time is set aside for the department to plan collectively and therefore reduce workload.
- We do not conduct formal lesson observations.
- We're committed to equality and diversity; this is an area of responsibility for a member of our SLT and a linked Governor.
- Free electric car charging
- Free access to our fully equipped on-site gym and preferable rates for college facilities hire
- Vivup counselling service offering telephone or face-to-face appointments, 365 days a year.
- Eye care vouchers - help with your eye care if your work involves significant periods of time looking at a computer screen
- Annual flu jab - to protect against those winter germs
- We provide a wide range of activities and events for staff to relax and enjoy across the year
- Cycle to work scheme - designed to promote healthy travel to work and reduce carbon footprint

# FULLHURST COMMUNITY COLLEGE

## Reasons to join our team as an ECT



**We think Fullhurst is a fantastic school to begin your teaching career and we offer many opportunities for ECTs.**

- For all Early Career Teachers (ECTs) we adhere to the statutory guidance to support development. This entitles all ECTs to a reduced timetable, a mentor and access to development opportunities.
- We work with the approved providers and the local Teaching Schools Hub to deliver this programme.
- We encourage all ECTs to actively engage with the variety of opportunities they are provided with at Fullhurst to help their development, so that by the end of their induction period they are able to evidence consistently meeting all of the Teacher Standards in a sustained way.
- Development opportunities include mentoring and coaching, access to courses, lesson observations and the opportunity to observe experienced staff members.
- All ECTs will also have regular reviews of their progress and targets set to support their development.



# FULLHURST COMMUNITY COLLEGE

## What staff have to say about



“Since joining as a fresh-faced NQT in 2012, I have seen Fullhurst go from strength to strength. The staff working here are an incredible team, which is reflected in the results, which continue to improve year on year. I have had the pleasure of teaching a diverse range of amazing young people at Fullhurst, many of whom still have strong ties to the college and keep us updated on their successes. Hearing about these positive outcomes is so rewarding and a big part of why I am still enjoying my time here later I am still proud to be part of the team. As the college expands and very excited to see what happens in the future.”

**Mr T Jones** *Phase Leader Year 7&8 for Communications*

“I started working in education in 1992 as a teaching assistant in a primary school. In 1994, I began working as a TA at a secondary school mainly with two students with SEN, this was a very unusual role at the time. When the students left I became a science technician at the school. I joined Fullhurst Community College as a science technician in 2005. I have seen lots of changes over the years, for the better. I have been through several Ofsted visits with the college attaining higher outcomes each time. Working here is very rewarding, the staff are a great team, working together for the benefit of our students both academically and in their own personal development. Expectations of students are high and staff work together to help them achieve their best. Fullhurst is also a fun place to be!”



**Mrs T Kirk** *Science Technician*

# FULLHURST COMMUNITY COLLEGE

## What staff have to say about



"I joined Fullhurst Community College straight after a successful School Direct programme and completed my NQT year here. Fullhurst have a fantastic NQT programme where you gain outstanding support to help you develop to become the best teacher you can. Two years later I was fortunate to be offered the position of Head of Physical Education and am now a Standards Leader. The reason I applied to work at Fullhurst is the ethos of transforming lives. I believe that as a teacher and a leader, you can provide every student with equal opportunities so that they can reach their full potential and that is exactly what Fullhurst offer. Working with a variety of students from completely different backgrounds, I find to be very rewarding and enjoyable. Every day something new can happen which keeps you on your toes! I love working here because you feel like you make a real difference to our students' lives in both their academic and personal development."

**Miss M Bird**, *PE Teacher and Year 7 Standards Leader*

"I joined Fullhurst in 2014 as a Curriculum Leader in the Mathematics & ICT Faculty. I have been supported effectively throughout my time at the college which has allowed me to professionally develop quickly as an individual and enabled me to make a bigger impact on the outcomes of our students. It is clear that Fullhurst is relentlessly driven by a clear moral purpose of improving the life chances of all of our students. This is done not only through the curriculum we deliver but the huge variety of extra-curricular opportunities on offer.

I am proud to be a part of the positive impact that Fullhurst Community College has on students, staff and the community".

**Mr S Willcock**, *Senior Deputy Headteacher*



“I started working at Fullhurst Community College as the Standards and Progress Leader for Maths and ICT in September 2016. I was then promoted to be Curriculum of Maths. Having worked previously as a second in department at a different school in the city, I was ready to influence students’ lives on a wider scale and this seemed the best opportunity to do so. When I stepped into Fullhurst Community College, I knew that this was where I wanted to work. The college’s goals fall in line with my personal goal as a facilitator of learning, which is that ‘every child irrespective of their background has the right to achieve and do well to the best of their capability’. The belief that teachers have in their students is the driving force behind our success. Students know that you genuinely want them to do well, and this dedication from both parties brings about the brilliant results the college continues to achieve. Staff development is also at the forefront of the leadership team and at Fullhurst I have been given opportunities to embark on courses to improve my leadership skills.

Students at Fullhurst genuinely want to do well and the college provides them with the environment to do so. It is amazing to be part of the success story of a college which improves the lives of students in their community, giving them a chance to stand tall as equals with students from all over the country.”

**Mrs V Adeniyen**, Associate Assistant Headteacher *for Maths and Computing*



# FULLHURST COMMUNITY COLLEGE

## Recruitment Advertisement



Post title: Teacher of Maths  
Salary: MPS/UPS (£31,650 - £49,084 per annum)  
Contract type: Full time and permanent  
Line Managed by: Assistant Headteacher  
Responsible to: Executive Headteacher

We are looking to recruit a passionate and qualified Maths Teacher to join our Maths, Statistics and Computing Faculty at Fullhurst Community College. We warmly encourage prospective applicants to visit our school to discover what makes it so unique.

Fullhurst Community College is an over-subscribed and multi-award-winning secondary school for 11-16-year-olds based across two impressive campuses in Braunstone, Leicestershire. Our school is dedicated to our local community, and we passionately believe in transforming the lives of young people from one of the most deprived communities in the UK by ensuring that every student has the very best life chances made available to them.

Further details about the role, including the application form are available from our website [www.fullhurst.leicester.sch.uk](http://www.fullhurst.leicester.sch.uk) or by emailing [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)

A cover letter detailing why you are a suitable candidate for the position should accompany your completed application.

Completed applications should be returned to the Executive Headteacher, Fullhurst Community College, Imperial Avenue, Leicester, LE3 1AH or via email at [recruitment@fullhurst.leicester.sch.uk](mailto:recruitment@fullhurst.leicester.sch.uk)



### Safeguarding Statement:

We are committed to keeping children and young people safe from harm and abuse and to promoting their welfare, and we expect that everyone who comes to work for us will share the same commitment. Fulfilling this responsibility includes making sure that our recruitment process includes a range of measures to identify those who may be unsuitable to work with children and young people. In addition, all roles within the school/college are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, and are subject to an enhanced Disclosure and Barring Service (DBS) check. These posts may also be subject to further DBS re-checks at appropriate intervals. Further information about what the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 means for applicants is provided on the Application Form. Please note that having a criminal record is not an automatic bar from working with us: whether or not your criminal record has a bearing on the post you have applied for will be carefully considered as part of the recruitment process. This may involve a discussion with yourself about the circumstances and background to your offences.

# FULLHURST COMMUNITY COLLEGE

## Job Description



**Post title:** Teacher of Maths

**Salary:** MPS/UPS (£31,650 - £49,084 per annum)

**Contract type:** Full time and permanent

**Line Managed by:** Assistant Headteacher

**Responsible to:** Executive Headteacher

### CORE PURPOSE OF THE ROLE:

- To provide a high-quality educational experience for all students by demonstrating the standards of knowledge, understanding and skills required for QTS
- To carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and the Teaching Standards
- To deliver high quality care and guidance to each student a tutor group

### KEY RESPONSIBILITIES

#### KNOWLEDGE AND UNDERSTANDING:

- Have a secure up to date knowledge and understanding of subject specialism and understand progression in it
- Have up to date knowledge of teaching techniques and learning styles
- Understand how students' learning is affected by their physical, intellectual, emotional and social development
- Select and make good use of ICT and new technologies
- Be familiar with and implement the college's policies and procedures
- Select and make good use of appropriate strategies for literacy and numeracy development

#### PLANNING, TEACHING AND CLASS MANAGEMENT:

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and students being taught
- Plan effectively for clearly defined and accountable learning outcomes
- Plan in light of agreed curriculum
- Plan homework activities according to agreed policies
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met and momentum and challenge are maintained
- Ensure the health and safety of all students
- Facilitate the development of a range of key skills
- Establish high expectations of behaviour and attainment
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe positive learning environment in which students feel confident
- Be familiar with the SEN Code of Practice and the identification, assessment and support of students with special educational needs
- Be familiar with the individual needs of all learners and manage these appropriately
- Evaluate your teaching to improve effectiveness.

### **MONITORING, ASSESSMENT, RECORDING, REPORTING, ACCOUNTABILITY:**

- Assess and record each student's progress systematically with reference to the college's current practice
- Make effective use of assessment information on students' attainment to guide their next steps and to inform planning and lesson delivery.
- Mark and monitor classwork and homework in line with agreed policies ensuring marking is informative and helps students to progress
- Participate in standardisation and moderation activities as required
- Evaluate the progress of all students and complete reports for Curriculum Leader, students, parents and Executive Headteacher as required
- Keep data on attendance, punctuality, behaviour, rewards and sanctions for students in tutor group
- Implement college policies so students have positive attitudes to school, consideration for others and good behaviour
- Provide positive communication with parents concerning students' progress, including holding progress review meetings with parents and the writing of annual reports
- Provide appropriate references or information as requested by others by using standard formats

### **OTHER PROFESSIONAL REQUIREMENTS:**

- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- Take responsibility for own professional development identifying and pursuing opportunities for Continuing Professional Development (CPD) to improve teaching and learning
- Evaluate the impact of all CPD on teaching and learning and share outcomes as appropriate
- Contribute to writing sections of SoW as directed by Curriculum Leader
- Ensure health and safety guidelines are adhered to, be involved in health and safety audits/reviews

### **ADDITIONAL REQUIREMENTS FOR TEACHERS ON U2 AND U3:**

- Mentor and coach other teachers in aspect of CPD
- Observe others and be observed to share good practice and teaching techniques to impact on other classrooms
- Be involved in mentoring of Initial Teacher Training (ITT) and Early Careers Teacher (ECT) students with the Curriculum Leader in terms of monitoring progress and improving techniques

# FULLHURST COMMUNITY COLLEGE

## Person Specification



**Post title:** Teacher of Maths  
**Salary:** MPS/UPS (£31,650 - £49,084 per annum)  
**Contract type:** Full time and permanent  
**Line Managed by:** Assistant Headteacher  
**Responsible to:** Executive Headteacher

### QUALIFICATIONS:

| Essential                                  | Desirable                                                    | Notes            |
|--------------------------------------------|--------------------------------------------------------------|------------------|
| Qualified teacher status                   | Commitment to continuing professional development activities | Application form |
| Degree or equivalent in a relevant subject |                                                              | Application form |

### PROFESSIONAL ATTRIBUTES

| Essential                                                                                                                                                                                                                                                                                                                   | Desirable                                                                                                                                                        | Notes                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them                                                                                        | Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation | Application form<br>Letter of application<br>References<br>Interviews |
| Hold positive values and attitudes and adopt high standards of behaviour in their professional role                                                                                                                                                                                                                         |                                                                                                                                                                  |                                                                       |
| Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity |                                                                                                                                                                  |                                                                       |
| Communicate effectively with young people and colleagues                                                                                                                                                                                                                                                                    |                                                                                                                                                                  |                                                                       |
| Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being                                                                                                                                                                            |                                                                                                                                                                  |                                                                       |
| Recognise that communication is a two-way process and encourage parents and carers to participate in                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                       |

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| discussions about the progress, development and well-being of young people                                                                                                        |  |  |
| Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment |  |  |
| Have a commitment to collaboration and cooperative working where appropriate                                                                                                      |  |  |
| Evaluate their performance and be committed to improving their practice through appropriate professional development                                                              |  |  |
| Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified                    |  |  |
| Act upon advice and feedback and be open to coaching and mentoring                                                                                                                |  |  |

## PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

| Essential                                                                                                                                                                                                                                                                       | Desirable                                                                                                                                                                                                                                           | Notes                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential | Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential | Application form<br>Letter of application<br>References<br>Interviews |
| Know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications                                                                                                            | Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications                         |                                                                       |
| Know a range of approaches to assessment, including the importance of formative assessment                                                                                                                                                                                      | Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs                                                                                           |                                                                       |
| Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment                                                                                       | Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning                                                                                                                  |                                                                       |

|                                                                                                                                                                                                                                                                                               |                                                                                                                                            |  |
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|                                                                                                                                                                                                                                                                                               | progresses within them                                                                                                                     |  |
| Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement           | Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people |  |
| Have a secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments                                                   |                                                                                                                                            |  |
| Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach                             |                                                                                                                                            |  |
| Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities                                                                                                                                                                              |                                                                                                                                            |  |
| Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences                                                                  |                                                                                                                                            |  |
| Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching |                                                                                                                                            |  |
| Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people  |                                                                                                                                            |  |
| Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to                                                                                                  |                                                                                                                                            |  |

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| refer to sources of information, advice and support from external agencies                                                                                                                                                               |  |  |
| Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people                                                                                     |  |  |
| Know the local arrangements concerning the safeguarding of children and young people                                                                                                                                                     |  |  |
| Know how to identify potential child abuse or neglect and follow safeguarding procedures                                                                                                                                                 |  |  |
| Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support |  |  |

## PROFESSIONAL SKILLS

| Essential                                                                                                                                                                                               | Desirable                                                                                                                                                                                                                                                                                              | Notes                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge | Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge | Application form<br>Letter of application<br>References<br>Interviews |
| Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context                                          | Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally                                                                                                                                 |                                                                       |
| Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning           | Promote collaboration and work effectively as a team member                                                                                                                                                                                                                                            |                                                                       |
| Teach challenging, well organised lessons and sequences of lessons across the secondary age and ability range                                                                                           | Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback                                                                                                                                           |                                                                       |
| Use an appropriate range of teaching strategies and resources, including                                                                                                                                |                                                                                                                                                                                                                                                                                                        |                                                                       |

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| e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion                                                                                    |  |
| Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress                                                          |  |
| Develop concepts and processes which enable learners to apply new knowledge, understanding and skills                                                                                                |  |
| Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively                    |  |
| Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners                       |  |
| Teach engaging and motivating lessons informed by a well-grounded expectation of learners and designed to raise levels of attainment                                                                 |  |
| Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment |  |
| Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development                                                                                          |  |
| Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners         |  |
| Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching                                                   |  |
| Review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary                                                 |  |
| Review the impact of the feedback provided to learners and guide learners on how to improve their attainment                                                                                         |  |
| Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and                                                                           |  |

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| guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the college    |  |  |
| Make use of the local arrangements concerning the safeguarding of children and young people                                                                                                       |  |  |
| Identify and use opportunities to personalise and extend learning through out-of-college contexts where possible making links between in-college learning and learning in out-of-college contexts |  |  |
| Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the college's behaviour policy                              |  |  |
| Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners                                                |  |  |
| Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills                                                                    |  |  |
| Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them                   |  |  |
| Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil                                                   |  |  |

## EQUAL OPPORTUNITIES

| Essential                                                                                                                               | Desirable | Notes                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------|
| Must be able to recognise discrimination in its many forms and willing to put the college's equality and diversity policy into practice |           | Application form<br>Letter of application<br>References<br>Interviews |
| Commitment to equal opportunities and equal value for all students                                                                      |           |                                                                       |

## OTHER CONDITIONS

| Essential                                                                            | Desirable | Notes                                             |
|--------------------------------------------------------------------------------------|-----------|---------------------------------------------------|
| Able and willing to attend/achieve further training/qualifications where appropriate |           | Application form                                  |
| Able and willing to attend/achieve further training/qualifications where appropriate |           | Letter of application<br>References<br>Interviews |