



Mathematics – Lead Practitioner



COOPERS SCHOOL

Application Pack for a Teaching Post

Coopers is a successful 11-18 co-educational school
with a strong caring and inclusive culture

Mathematics

Lead Practitioner

Required for April 2018
L9-L13 Outer London

An amazing opportunity has arisen for a Lead Practitioner in Mathematics who is passionate about inspiring students and achieving outstanding results. The successful applicant will join a Faculty that currently teaches Mathematics at all key stages, as well as Core and Further Mathematics, and Finance and Economics at KS5.

We offer outstanding induction and support programmes with many opportunities for professional development which would suit those with a desire for career progression.

If you are interested in this exciting opportunity, for more information please contact Rachel Gulyas on 0208 468 1681 / email: rgulyas@coopersschool.com

Closing Date: Monday 11 December 2017

(Please note that we encourage early applications, and reserve the right to close this vacancy at any time should the right candidate be found.)

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

‘Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’



Coopers School



An IB World School

CEO: Mrs S Puxty BSc (Hons) NPQH

Headteacher: Mrs S Wood BA (Hons) NPQH

'Enabling learners of today to become achievers of tomorrow'



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November 2017

Dear Applicant

Re: Vacancy for Lead Practitioner – Mathematics

Thank you for your enquiry about the post of Lead Practitioner in Mathematics at Coopers School. I hope that this pack gives you all the information you need at this stage, and that we can look forward to your application.

The closing date for all applications is Monday 11 December 2017, although early applications are encouraged, and we reserve the right to close this vacancy at any time should the right candidate be found.

Please send your completed application form and covering letter to jobs@coopersschool.com. If you require any additional information or have any questions, please contact Rachel Gulyas, PA to the Principal / Trust CEO, and Head of HR, at rgulyas@coopersschool.com.

Yours faithfully

Shirley Puxty

Shirley Puxty
Principal
CEO – William Willett Learning Trust

Chair of Governors: Andrew Downes
Senior Vice Principal: Matthew Baker
Vice Principals: Rob Carling | Hazel Hatch | Jane Salt | Niall Toal
Curious Creative Resilient Respectful Empathetic



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COOPERS SCHOOL

WELCOME

Coopers is a warm, welcoming and friendly School situated in 33 acres of parkland in Chislehurst in the borough of Bromley, about eight miles from central London. It is a place where all students are happy learners. My mission as Principal and CEO of the William Willett Learning Trust is to take Coopers from being a good to an outstanding school. We are very proud of our latest Ofsted Report which shows that we can achieve this.

When the School was last inspected in January 2014, the inspectors said that 'Coopers is a well led school within which a well-planned curriculum and good teaching lead to very high standards and very good examination results, in the top 20% of the country.' They described the school as "bubbling outstanding."

- "Students' progress overall was well above national figures."
- "The overall quality of teaching is good and, as a result, students learn well and make at least good progress."
- "Teachers receive high quality professional development from outstanding teachers in the school and external consultants."
- "Senior leaders have been successful in raising achievement and improving the quality of teaching over recent years."
- "The curriculum goes far beyond academic subjects with worthwhile vocational and practical courses."

The inspectors also commented that the very good behaviour of the students makes an important contribution to the welcoming, supportive and orderly learning environment created by the School as we strive for academic success.

We are very proud of our school, of the opportunities we provide, and of its role in the community. We strive to create an environment where each individual is valued, an environment that fosters tolerance and compassion, vibrant, caring relationships, lifelong learning skills and a strong sense of moral purpose. We operate through a core set of values:

- **Curious** - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance.
- **Creative** - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferable across all disciplines.
- **Resilient** – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.
- **Respectful** - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.
- **Empathetic** - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives.

Coopers School became a Grant Maintained School in the 90's, followed by a Foundation School and then became an Independent Academy in March 2011. It is a founder member of the William Willett Learning Trust and acts as a sponsor for Mead Road Infants School. We are also a founder member of the Bromley Schools Collegiate with an Ofsted outstanding judgement for ITT. The Trust is due to expand further for 1 September 2017 subject to consultation. We are really excited at the increased opportunities for collaboration and career opportunities for staff.

Our examination results at Key Stage 4 have shown many rises. We are most proud of our post 16 outcomes, the end of the seven year journey, which see ALPs 2 Grades for AS and BTEC and ALPs 3 for A2, significantly above national average. A range of post 16 courses are taught. We are a World IB School and we offer, A levels, AS courses, BTecs and the IBCP. We are the only school in Bromley to offer IBCP (Careers Programme) and currently only about twenty schools in the country can teach this. Of a role of 1600, 320 students are in the Sixth Form. We have an impressive number of young people leave us for top universities and apprenticeship programmes.

Our Students

Our students feel happy and secure. We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to assume and enjoy responsibility through our Student Leadership and Ambassador Teams. Our highly skilled staff work closely with students to monitor their progress to ensure they exceed their potential. There is an excellent student volunteer peer mentor scheme and students are encouraged to play an active part in the running of the school.

We understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements. We have an extensive enrichment programme, the full details of which can be found on the website.

Our Staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated. We encourage and support further learning and research.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.

Coopers School is an Equal Opportunities employer.



Mrs Shirley Puxty BSc (Hons) NPQH
Principal
CEO – William Willett Learning Trust



Mrs Sue Wood BSc (Hons) NPQH
Headteacher

THE MATHEMATICS FACULTY

The Mathematics Faculty at Coopers comprises of an enthusiastic, passionate, hardworking and dedicated team of ten full time Teachers and two HLTAs who specialise in small group intervention work. We aim to create a positive attitude to Mathematics and develop, maintain and stimulate students' curiosity, interest and enjoyment in Mathematics. We encourage problem solving, creativity and independent thought, as well as team work and sharing ideas. Leadership within the Faculty consists of a Director, a Lead Practitioner and Leaders of KS3, KS4 and KS5 Mathematics. Mathematics is taught in a suite of ten classrooms and two intervention rooms, all with interactive whiteboards.

Since 2007 we have continuously improved examination results. Maths is an extremely popular subject at A Level; including Further Maths. Our students consistently achieve over 95% A* - E grades at A Level and we are dedicated to maintaining and improving upon these results. Many students leave to join a variety of universities to study Mathematics.

Students are taught in broad ability groups, including groups of more able students who are being fast tracked through their GCSE course, to enable them to achieve the Level 2 Further Maths Qualification in addition to their GCSE by the end of Year 11.

This is an extremely exciting time to be joining the Mathematics Faculty at Coopers with the introduction of the new GCSE. Students follow the Edexcel GCSE and throughout all years lessons are focused on developing the students' mathematical processes, through the use of working in context and problem solving. We are committed to ensuring our students can function mathematically in society, as well as equipping them with the necessary skills for future education, training and work.

The continuing professional development of all staff at Coopers is a priority and the Mathematics Faculty is devoted to providing opportunities for staff to further their career. The school recently supported a member of the faculty in successfully achieving a Masters qualification. The faculty is well established in training teachers through the SDS and Collegiate SCITT/SDT programmes; some of whom have progressed to senior positions within the faculty. We have also successfully supported many NQTs in becoming fully qualified teachers.

FACILITIES

Coopers' campus is set in 33 acres of parkland on the edge of Chislehurst.

The School offers exceptional educational facilities which are continually being extended and developed. We have recently been successful in securing over £8million to enhance our facilities in our peaceful setting. We have now built a £3million new Performing Arts Block which opened in September 2015.

We live in a time of such rapid technological and scientific change that new ways of teaching are needed to prepare children for the world we live in today.

To support this, our technological facilities include:

- Twenty networked computer suites across the school
- Six networked Apple Mac computer classrooms
- Over four hundred wireless laptops available across the site
- Industry standard machinery including a laser cutter and CAD/CAM equipment
- State of the art digital cameras and iPads for sports students to self-assess their performance

GENERIC JOB DESCRIPTION – LEAD PRACTITIONER Mathematics

Title:	Lead Practitioner
Salary:	L9 - 13
Conditions:	Permanent
Line led by:	Vice Principal
Line leadership of:	Staff related to roles

All staff at Coopers School are expected to:

- actively contribute to the School's achievement culture;
- share our common values of Curious, Creative, Resilient, Respectful and Empathic;
- make a commitment to achieving the highest possible standards in all areas of their work;
- contribute to the development of the School's ethos.

JOB PURPOSE- Generic LP

- To undertake the pedagogic leadership of an area within School
- To play a key part in raising teaching and learning standards through the quality of own teaching and by supporting the professional development of colleagues
- Lead on staff development programmes within the curriculum areas
- Lead on whole School responsibilities as a member of the School Leadership Team
- Take part in the Learning Team's QA process.

RESPONSIBILITIES

Strategic direction and development of an area

Within the context of the School's aims and objectives implement subject policies, plans, targets and practices

- develop and implement policies for the subject area which reflect the School's commitment to high achievement and effective teaching and learning
- make contributions to whole School strategic direction and development
- create a climate which enables staff to maintain positive attitudes to the subject and confidence in teaching it
- establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, intellectual and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, in to inform policies, practices, expectations, targets and teaching methods
- establish short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole school aims, objectives, policies and practices
 - are based on a range of comparative information and evidence, including in relation to the prior attainment of students and the results of any other tests used by the school
 - identify realistic and challenging targets for improvement in the subject
 - are understood by all those involved in putting the plans into practice
 - are clear about action to be taken, responsibilities, timescales and criteria for success
- monitor the progress made in achieving subject plans and targets, evaluate the impact on teaching and learning and use this analysis to inform further strategies for improvement
- prepare an annual self-review (QA), including an analysis of public examination results, and attend meetings with the Leadership Group to discuss
- Produce accountability reports to stakeholders
- Monitor the quality of Learning and Teaching
- Undertake tasks as shown in the self-evaluation cycle and lead on quality assurance audits of the area of lead.

Lead, Manage and Challenge staff

- Provide to all those with involvement in the teaching of the subject, the induction, support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning
- establish clear expectations and constructive working relationships among staff involved in the subject, through team work and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
- set high expectations, targets and standards of staff in your charge
- sustain the motivation of all staff involved in the subject
- participate in the recruitment of subject staff

- audit training needs, participate in appraisal and use the process to develop the professional and personal effectiveness of staff
- lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development
- devise a focused programme of lesson observation and use the findings to disseminate good practice
- ensure that Beginning and Newly Qualified Teachers are appropriately trained, monitored, supported and assessed in relation to national standards
- ensure all subject teaching staff are assessed against the Teaching Standards
- liaise with other colleagues, on cross-curricular matters and support for students with special educational needs
- Challenge staff that are underperforming and prepare reports for the Line Leader
- Oversee the Curriculum Area's presence at whole school functions
- ensure that the Leadership Group and governors are kept well informed about subject policies, plans and priorities, your success in meeting objectives and targets and subject-related professional plans

Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards attained and set targets for improvement

- ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational needs
- ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this information to students
- ensure that all teachers produce a detailed plan for every lesson, in accordance with the Coopers Policy
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
- plan the most effective grouping of students to meet all needs
- ensure effective development of students' literacy, numeracy and ICT skills through the subject
- establish, implement and monitor clear policies and practices for assessing, recording and reporting on student achievement and use this information to recognise achievement and to help students in setting targets for further improvement
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject by having tracking data centrally
- set expectations and targets for staff in relation to the quality of teaching
- set expectations and targets for staff and students in relation to examination results and evaluate progress towards these outcomes
- evaluate the teaching of the subject and use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning
- ensure development of students' individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school
- ensure that teachers are aware of the subject's contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- take responsibility for the management of students by using effective strategies at an early stage, thus avoiding the need to refer problems to others
- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding

Efficient and effective deployment of staff and resources

- Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely
- establish staff and resource needs for the subject and advise the Leadership Group of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- prepare and manage the area's budget plan and be accountable for Curriculum Area expenditure
- deploy, or advise the Principal on the deployment of staff in the subject to ensure the best use of subject, technical or other expertise
- ensure the effective and efficient management and organisation of learning resources, including ICT
- maintain existing resources and explore opportunities, including preparing bids, to develop or incorporate new resources from a wide range of sources inside and outside school
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject including display
- ensure that there is a safe working and learning environment in which concerns are properly assessed reported and acted upon
- Identify CPD needs for your team and working with the Directors produce a calendar of CPD opportunities.

Teach and manage students to very high standards:

- improve own teaching through evaluating practice in relation to students' progress, School targets and inspection evidence
- understand and use the most effective teaching methods to achieve the teaching objectives in hand
- display flair and creativity in engaging, enthusing and challenging groups of students
- use questioning and explanation skilfully to secure maximum progress
- quickly understand students' perceptions and misconceptions from their questions and responses
- develop students' literacy, numeracy and ICT skills as appropriate
- provide positive and targeted support for students who have special educational needs, are very able, lack confidence, have behavioural difficulties or are disaffected maintain respect and discipline and be consistent and fair
- demonstrate the ability to achieve excellent results and outcomes in relation to school targets and expected outcomes

Working with other teachers on classroom organisation and teaching methods/providing model lessons:

- lead continuing professional development activities
- hold workshops on classroom management, differentiation, pace and challenge
- match teaching approaches to student learning styles
- make a video of model lessons
- act as a consultant to teams developing strategies for students experiencing difficulties

Disseminate best practice based on educational research:

- identify and disseminate educational research to enhance existing practices

Produce high quality teaching materials:

- advise on updating existing schemes of learning and support their introduction
- lead the introduction of new technologies
- develop resource packs to support existing teaching

Advise on professional development:

- design and deliver professional development activities
- participate in the planning and delivery of focused in-service training days.
- participate in the performance management of other teachers
- assist with the performance review of teachers experiencing difficulty
- undertake observation and feedback within the school's performance management policy
- develop a code of good practice in the observation of teaching

Help teachers experiencing difficulties:

- observe and feedback on the teaching of colleagues experiencing difficulties
- provide a structured programme of advice and support
- Be able to coach and mentor as appropriate
- Lead developing Teacher Programmes

Mentor newly qualified teachers:

- contribute to the induction programme for NQTs
- observe and provide feedback to NQTs

Initial teacher training:

- provide exemplar lessons for trainee teachers
- contribute to the assessment of students' teaching practice
- act as mentor to trainee teachers

Additional support for targeted students:

- provide workshops/ enrichment opportunities
- provide targeted support for underachieving students

Aspiration programme

- Design and implement enrichment and extracurricular opportunities for students in your subject area to raise awareness of the opportunities afforded by the subject.
- Plan and track impact of programmes

Line Leadership Role

- Line lead as above in accordance with the School's Appraisal Policy and structure.
- Meet regularly with these staff, identify training needs and act as their reviewer and coach for the purposes of performance management.
- Induct staff effectively into School policies and continuously model and reinforce high standards.

General Responsibilities

- Promote the values and ethos of the School in accordance with its Professional Code.
- Identify personal training needs with line managers and work actively to develop professional expertise by participating in on going professional development.
- Support the professional development of colleagues.
- Comply with all School policies and the Staff code of Conduct
- Contribute to the School duty rotas and assembly rotas.
- Contribute to the School Enrichment Programme

This job description will be reviewed annually as part of your Professional Review Meeting.

Person Specification and Selection Criteria

Essential Qualifications and professional development:

- Qualified Teacher Status
- outstanding teaching skills, as evidenced by inspection reports
- an excellent track record of recent, relevant professional development including curriculum knowledge
- Right to work in the UK

Professional knowledge and understanding of:

- the characteristics of effective schools
- recent research and inspection evidence on school improvement
- recent research and inspection evidence on effective Science teaching
- leadership styles and practices and their effect in different contexts within the school
- the principles and practices of strategic and operational planning and delivery
- practical strategies for raising achievement across the ability range
- practical strategies for developing students' skills in literacy, numeracy and ICT
- the National Strategy
- different teaching and learning approaches, including the concepts of multiple intelligence and accelerated learning
- requirements and models for the curriculum
- the use of performance data to track student progress, monitor achievement and set targets for improvement
- the application of ICT to teaching and learning, and to management
- strategies for teaching students about ethnic and cultural diversity
- strategies for promoting the spiritual, moral, social and cultural development of students
- strategies for promoting self-discipline in students
- strategies for ensuring equal opportunities for staff and students

Leadership and management skills

Ability to:

- build, lead and manage high-performing teams
- work effectively within a team
- deliver high quality professional development
- initiate, lead and manage change in pursuit of school improvement
- prioritise, plan and organise
- direct and co-ordinate the work of others
- motivate staff and students, including those who may have become disaffected
- set high standards both in the classroom and around the school and provide a role model for students and staff
- use ICT for efficient and effective management and administration
- deal sensitively with people and resolve conflicts
- seek advice and support when necessary

Decision-making skills:

Ability to:

- make decisions based on analysis, interpretation and understanding of relevant data and information
- think creatively and imaginatively to anticipate and solve problems and identify problems
- demonstrate good judgement

Communication skills

Ability to:

- communicate effectively orally and in writing to a range of audiences
- negotiate and consult fairly and effectively
- manage good communication systems
- chair meetings effectively
- develop, maintain and use an effective network of contacts

Self-management skills

Ability to:

- prioritise and manage own time effectively
- work under pressure and to deadlines
- achieve challenging professional goals
- take responsibility for own professional development

Personal qualities and attitudes:

- a commitment to comprehensive education
- evident enjoyment in working with young people
- personal impact and presence
- vision, imagination and creativity
- ability to inspire confidence in staff, students and parents
- determination to succeed and the highest possible expectations of self and others
- adaptability to changing circumstances and new ideas
- ability to manage and overcome setbacks
- a commitment to an open and collaborative style of management
- intellectual ability and curiosity
- reliability, integrity and stamina
- personal ambition and potential for further promotion
- an excellent record of attendance and punctuality
- loyalty and integrity

Selection Criteria

Experience and knowledge: Demonstrate -	Essential	Desirable
Excellent understanding of the components which comprise outstanding teaching and learning	✓	
Use of assessment and attainment data to improve practice and raise standards.	✓	
Understanding of the latest pedagogical and research developments/initiatives in their subject specialism and in teaching practice more generally.	✓	
Leading teaching and learning initiatives beyond their own classroom and proven ability to raise standards in classrooms other than their own.	✓	

Building and developing schemes of learning and teaching resources for wider use in/across school(s).	✓	
Coaching and mentoring colleagues.	✓	
Conducting lesson observations and giving effective feedback.	✓	
Development of partnerships with other schools, business and the community.		✓
Developing high quality learning strategies and monitoring learner progress to raise attainment.	✓	
Have a broad and current understanding of quality assurance methods for monitoring teaching and learning.	✓	
Have a broad and current knowledge of relevant curriculum and assessment areas at different Key Stages (3-5) and good understanding of accountability measures at Key Stages 4 and 5.	✓	

Skills and attributes	Essential	Desirable
Be an outstanding and reflective classroom practitioner.	✓	
Makes use of evidence-based pedagogical practice.	✓	
Demonstrates good leadership qualities.	✓	
Evidence of a commitment to own and others' professional development and learning.	✓	
Effective use of Assessment for Learning to engage learners.	✓	
Ability to plan and resource effective interventions to meet curricular objectives.	✓	
Excellent interpersonal and communication skills.	✓	
Ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience.	✓	
Committed to continuing professional development through wider reading, research and membership of professional organisations.	✓	
Demonstrates an enjoyment for working in new and changing situations, steering the vision through from beginning to end.	✓	
An awareness of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity.	✓	
Demonstrates good decision-making skills with an ability to identify and implement solutions to problems.	✓	

SPECIFIC RESPONSIBILITIES OF SCHOOL LEAD PRACTITIONERS 2017-2018	
LP 1	QA Learning Team 1 Mentoring / Coaching – Whole School
LP 2	QA Learning Team 1 Development of Learning and Teaching in Mathematics Mentoring and Coaching – LT1 Outreach to Trust Schools
LP 3	Community Cohesion House lead (whole school) Student Voice IBCP Service Learning Coordinator
LP 4	Aspiration, Trips and Enrichment Coordinator (whole school) STEM (PHA) QA Learning Team 2 Coaching/ Mentoring LT2
LP 5	TEEP Lead (whole school) QA Learning Teams 1-3 Holocaust Beacon School Outreach to Trust Schools
LP 6	QA Learning Team 3 Initial Teacher Training Senior Mentor inc Bromley Schools Collegiate OLE
LP 7	SMSC QA Learning Team 2 New staff induction
LP 8	CPD Inclusion Safeguarding Coaching/ Mentoring – whole school
LP 9	QA Learning Team 2 Coaching and mentoring LT2 E-Safety Strategy Outreach to Trust Schools

September 2017

“Coopers School is committed to safeguarding and promoting the welfare of children and young people’ and expects all staff and volunteers to share this commitment.”

Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form which can be found on the website (under vacancies). Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. Instructions and advice on "How to apply" can be found on the website: www.coopersschool.com

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents if external applicants:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people and staff
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Barred List
- Satisfactory CRB/DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts:

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.