



Teacher of Art



Information Pack



CONTENTS:

- Application Letter
- Background Information
- Information about the Mercian Trust
- Job Description
- Person Specification
- Department Information
- Vision Statement
- Policy Statement on Recruitment of Ex-Offenders
- Policy Statement – Child Protection
- Data Protection
- Application Form



AEB/DO/Pers.AppLett
Date: as postmark

Dear Applicant

Re: Teacher of Art.
MPC/TLR 2b depending on experience
Full time/permanent

Thank you for your interest in teaching at Queen Mary's High School. I hope you will find the enclosed information helpful and that you will be encouraged to apply for the post. This is a forward looking and innovative school with a clear focus on equipping our young people for their future lives. We value the diverse nature of our school community and the sense of family that we experience is a significant strength.

We are a busy, friendly and energetic school with a distinctive ethos, positive culture and optimistic outlook. If you are interested in joining us and believe you have the enthusiasm to be part of our team here at Queen Mary's High School please complete the enclosed application form.

Please be aware that if you are shortlisted for interview you will be required to bring your original qualification certificates together with photo ID and evidence of right to work in the UK.

Closing date: Tuesday 21st May
Interview: Friday 24th May

Yours sincerely,

DR ALISON BRUTON
Head Teacher



Background Information

Head Teacher: Dr Alison Bruton. BSc MEd EdD

Queen Mary's High School is close to Walsall town centre and as a selective girls' school draws its pupils from a very wide area including Walsall, Birmingham, Sandwell, Wolverhampton and Staffordshire. Currently there are over 750 pupils on roll with around 180 students in the sixth form, including a small number of boys. The pupil admission number is 120.

The school was founded in 1893 and has a mixture of late Victorian and modern buildings on a compact site. The school has its own playing fields at its brother school Queen Mary's Grammar School. The school is heavily oversubscribed with well over 1,300 girls applying in 2018.

We were most recently inspected in March 2007 and judged by Ofsted to be an outstanding school, in particular the inspectors praised the high academic standards, very positive relationships, the leadership and management and the quality of the curriculum. Since then this standard has been maintained and even improved upon.

Queen Mary's High School Philosophy

Aim

- To enable each student to achieve excellence in all aspects of their life

Objectives

- To provide opportunities for each pupil to achieve the highest possible standards
- To inspire a love of learning for its own sake
- To foster self-esteem and sensitivity to the needs of others
- To develop an appreciation of our cultural heritage
- To equip each pupil to take a responsible place in society

The Curriculum

Queen Mary's High School delivers a broad and balanced curriculum and continues to offer additional academic subjects to challenge our pupils. We are committed to equal opportunities.

Currently, there are five one hour lessons a day and we operate a two-week timetable to accommodate curricular requirements. We are considering the alignment of our day and timetable with the local boys' grammar school which would mean a move to a 6 period day. Please see the enclosed curriculum plan.

[illegible]

Post -16 Curriculum

Our successful sixth form offers 16 A levels together with the Extended Project Qualification. A further 8, Level 3 qualifications are available through the Mercian Trust. Over 90% of our sixth formers go onto higher education. We have a small number of Oxbridge entrants in most years.

Student Support

Queen Mary's has a strong pastoral system and effective monitoring of pupil progress. Data is collected and reported using Go4Schools which enables parents to have access to current data about their child's performance, attendance and behaviour, online. We also have Parents' Evenings for all year groups

Queen Mary's has two Pastoral Support Co-ordinators who provide pastoral support for individual students (one for Key Stage 3 and 4 and one for the 6th Form). They also undertake administrative duties for Personal Achievement Managers and form tutors.

Professional Development

We regard the professional and career development of all our staff, teaching and support, as vital to the continued success of the school.

There are plenty of opportunities to share good practice and building capacity in-house is a focus for the school.

Governors

Queen Mary's High School is very fortunate in having a very committed and informed Local Governing Body led by Miss Rebecca Hearsey. The Senior Leadership Team usually attend all full LGB meetings.

Support and opportunities for new staff

- Structured induction programme for all new staff
- Additional programme for NQTs
- Generous non-contact time allowances
- Cover supervisors so cover lessons are infrequent for teaching staff
- A supportive programme of lesson observations and feedback
- Opportunities to observe other colleagues
- Peer mentors attached to all new staff as 'buddies'
- A strong commitment to continuing professional development
- Excellent ICT facilities
- A school committed to continuous improvement in pupil achievement and enjoyment, and continuous development of staff expertise and career potential

Applications

Applications for all posts must be made on the form enclosed. You will also need to include a comprehensive letter of application rather than a curriculum vitae.

If you are invited for interview I do hope you will enjoy visiting us and getting to know the school.

Introducing the Mercian Multi Academy Trust

Dear Potential Applicant

Queen Mary's High School is a Founder Academy of a new Multi Academy Trust or MAT which was officially incorporated on 01 January 2018.

The Mercian Trust brings together five schools working together under a common banner and an over-arching structure of governance, but retaining their autonomy as custodians of their own unique heritage, distinct identity and successful operation.

The Schools are: Aldridge School, Queen Mary's Grammar School, Queen Mary's High School, Shire Oak Academy and Walsall Studio School.

The schools are diverse in character, but united in purpose. We want to prepare all our pupils to realise their potential, thrive in the world of work and make a contribution to the local, national and international community. We want to set them up to live life to the full.



Diversity underpins this Trust; seamless collaboration is what makes it work. That's what the DfE said when they came to visit us last year. They noted the enthusiasm, and enterprise, curiosity and commitment that you can see written large in the faces of the Mercian staff.

Thank you for your interest in joining Queen Mary's High School as Deputy Head. It is an exciting prospect. The successful applicant will be expected to be ambitious, dynamic and innovative not only for QMHS, but also for the MAT as a whole. You will be joining a supportive network of leaders who have experience in leading successful schools and an appetite to make a real difference in our town. The DfE described our plans as a "compelling vision for Walsall."

You can be involved in turning that vision into reality. We look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T Swain'.

Timothy Swain
Chief Executive Officer



TEACHER Main Scale

Job Description- What is expected of teachers at QMHS is underpinned by the Teachers' Standards and an acceptance of Ofsted's view that "the most important role of teaching is to promote learning and to raise pupil achievement".

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and
- address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of
- standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support
- pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with
- English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage
- and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in
- classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and
- rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification for the Post of Teacher of Art

Aspect	Professional and Personal Qualities
QUALIFICATIONS	<ul style="list-style-type: none"> • Good Honours Degree • Professional teaching qualification
EXPERIENCE	<ul style="list-style-type: none"> • Experience of 11 – 18 age range • A' Level experience • Good track record in terms of results at GCSE/A' Level • Form Tutor experience • An awareness of the importance and role of the subject in contributing to pupils' wider development • Ability to use national and school data in target setting and monitoring
TRAINING	<ul style="list-style-type: none"> • Relevant in-service training • Clear sense of responsibility for their own professional development
PERSONALITY	<ul style="list-style-type: none"> • Pleasant demeanour • A sense of humour • Ability to seek and respond to advice positively • Team-player qualities • A good listener • Relates well to students • Relates well to staff • Relates well to parents • Self-motivated hard worker • Can balance warmth and discipline as appropriate • Ability to work under pressure and to challenging deadlines
SKILLS	<ul style="list-style-type: none"> • Successful and innovative teacher • Effective classroom manager • Good communicator – orally and in writing • Leadership potential • Effective inter-personal skills • A good personal planner/ organiser • Well-developed ICT skills • Ability to deal with parents, colleagues and pupils in a manner appropriate to each
VALUES	<ul style="list-style-type: none"> • Believe in an environment that encourages all staff and students to give of their best • Commitment to high standards • Commitment to home/school partnership • Genuine interest in all ability groups • Commitment to the school's role in the wider community • Commitment to the CPD of all staff • Commitment to safeguarding and promoting welfare of students. • Commitment to caring for the individual
REFERENCES	<ul style="list-style-type: none"> • Two unreserved references • Use of words such as good, excellent, outstanding etc. • Describing an adaptable, reliable and hard-working candidate • Reference to enthusiasm for subject, potential, confidence, integrity, competence and effectiveness



THE ART DEPARTMENT

Art is a popular subject at Queen Mary's and student up take at GCSE (Fine Art) and A Level (Fine Art) is very good. A regular number of our students go on to study Art at university or complete an Art Foundation Course. Examination results are excellent and last year's results were 83% level 7-9 grades at GCSE and 100% A/C grades at A Level.

The Department is housed in two adjacent multi-purpose classrooms containing extensive resources. It also has a gallery area which showcases the high achievement of our older students. All students enjoy a broad and balanced curriculum which includes drawing, painting, multi-media, printmaking, sculpture and clay work. Support Staff contribute to the smooth running of the Department by preparing materials, assisting in the classroom and with administrative tasks.

The Department contributes to wider school life by running workshops, regularly displaying student work around school, visiting galleries and museums, producing art work on 'location' and arranging for students to work with professional artists. The Art Department also runs an Art Club for Key Stage 3 students, which meets on a weekly basis.

The Art Department is a creative, hard-working and friendly one which encourages mutual support and the sharing of skills, ideas and experience.



A Vision of Queen Mary's High School

We envisage Queen Mary's High School as an outstanding girls' grammar school with a reputation for the highest academic standards, as a school where the individual needs of highly able students are met and the development of the 'whole person' together with the enjoyment of learning lie at the heart of its ethos and culture. We also see Queen Mary's High School as having a commitment and responsibility to its own community and communities locally, nationally and internationally.

We see Queen Mary's as a school where students' needs are met through the quality of teaching and learning, pastoral care and guidance and the breadth and richness of the curriculum, both formal and informal, which supports students with individual learning needs or particular talents. The achievements of everyone in the school community are celebrated. The quality of the school will be obvious through outside scrutiny, external awards and data comparison.

The school aims to have a leadership group which is forward-thinking and able to respond quickly and flexibly to change. It should be able to ensure that teaching methods are always developing and provide the best resources and physical environment for teaching and learning. The leadership group will reflect on and evaluate its own performance and the priorities for the school.

The high expectations for teaching and learning and positive relationships between staff, students and parents will be clear in all induction procedures, and in staff development and performance management. Students can expect consistently high-quality teaching and in return commit to the responsibilities of their school work and membership of the school community. Staff can expect the best possible working and employment conditions and career opportunities. Parents are supportive of the school's ethos, systems and procedures and can expect to be fully informed about their child's progress, feel comfortable to come in to school to meet with staff and be confident that the school is providing high quality learning experiences for their child. Governors can expect clarity and transparency about school matters and sufficient training and links with the school to ensure they are able to play their part in its strategic development. The school will demonstrate its commitment to the wider community via support for local schools and organisations and a commitment to charity fund raising.

Finally, the school's reputation, culture and family atmosphere will be such that all who are connected with it are happy to continue an association with Queen Mary's High School long after they have ceased to be connected with it on a daily basis.

The 'Spirit of Queen Mary's' is demonstrated through our core values:





Policy Statement on the Recruitment of Ex-Offenders

Issued as information to applicants

Policy Statement

As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Queen Mary's High School complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

Queen Mary's High School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is available on request to all Disclosure applicants at the outset of the recruitment process. We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of any criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to the designated person within Queen Mary's High School and we guarantee that this information is only be seen by those who need to see it as part of the recruitment process.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offence.



Child Protection Policy Statement

Issued as information to applicants

Queen Mary's High School recognises that it has a pastoral responsibility towards its pupils who have a fundamental right to be protected from harm. The school will assist the local authority, social services department and the police acting on behalf of children in need or enquiring into allegations of child abuse.

Identifying Abuse

Teachers and other staff will be observant and alert to signs of abuse of any kind. These may include:

- ♦ Changes in behaviour.
- ♦ Failure to develop or grow.
- ♦ Bruises, lacerations or burns.
- ♦ Inadequate clothing.
- ♦ Hunger or apparently deficient nutrition.
- ♦ Excessive dependence or attention seeking.
- ♦ Injuries indicating that a child has been forcibly held down.
- ♦ Sexual precocity.
- ♦ Withdrawal.

A member of staff, where appropriate, noticing such signs will tactfully and sympathetically ask what has happened or what is wrong. Questions will be very open and general (e.g. Tell me what happened) and will in no way probe for details or risk putting ideas into the child's mind. The chief task at this stage is to listen to the child and not interrupt. Investigation of any suspicion or actual allegation of abuse will be undertaken by the statutory authorities i.e. the Social Services or the Police. Staff of Q.M.H.S. have no investigatory role.

All suspicions or actual disclosures of abuse of any kind must be reported to the Child Protection Co-ordinator.

The Child Protection Co-ordinator (Designated Person) is the Assistant Head Teacher, Mrs Debbie Connell supported by Mrs Plimmer the Pastoral Support Coordinator.

Confidentiality

Whilst every attempt will be made to promote an atmosphere of trust in which pupils feel able to confide in someone at school, no member of staff shall give an undertaking of absolute confidentiality. Any child disclosing abuse to a member of staff will be gently and sensitively told that the information must be passed on to the appropriate agencies to protect her and any others in danger of being harmed. The child will be reassured that information will only be passed on to those who need to know about it in a professional context. Child Protection issues should be shared only with those pastorally responsible for the child in school i.e. the Form Tutor, Personal Achievement Manager, Pastoral Co-ordinator (Child Protection Co-ordinator) and Head Teacher as well as with the statutory Child Protection agencies.

Child protection records will be kept in a securely locked cabinet.



Dear Applicant

Under the Data Protection Act 1998 I am obliged to advise you that the purposes for which your data will be processed are recruitment and statistical research purposes only. Data and other relevant information will be processed only by myself and the School Recruitment Administrator. Her name is Mrs. Diane Ody.

In the event of your being selected for interview, it will be necessary for a copy of your application form and references to be provided to the interview panel. I trust that by submitting your application you agree to this. Any such copies will be destroyed after an interview.

The School Recruitment Administrator will follow appropriate security measures to protect the data of successful candidates and the data of unsuccessful candidates will be securely destroyed.

Yours sincerely,

DR ALISON BRUTON
Head Teacher

APPLICATION FORM

Post:	Closing Date:
School Name:	Candidate Reference Number:

1. Personal Details (please use block capitals)

Title: Dr/Mr/Mrs/Miss/Ms/other	Date of Birth:
Surname:	Forename:
Previous Name(s):	Email:
Address: Postcode:	Telephone Numbers Home: Mobile: Work:
National Insurance Number:	Teacher Reference Number:
Do you consider yourself to have a disability? Yes <input type="checkbox"/> No <input type="checkbox"/> If you answer 'Yes' please give further information on how we could make reasonable adjustments at interview:	

(NB: The Equality Act defines a person as having a disability if he/she "has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"). Anyone applying to The Mercian Trust who has a disability is eligible for our interview guarantee scheme.

2. Education

	Name of Establishment	From (mm/yy)	To (mm/yy)	Full/Part Time
Secondary School and Address:				
University or College and Address:				
Other establishment and Address:				

3. Qualifications

Level 4 or above Qualifications (eg Degrees, Diplomas etc)	Give full details (including the institution where you studied):	Date Awarded:
	Give full details, including subjects, grades and the awarding body:	Date Awarded:

Level 3 Qualifications (eg A Levels, BTechs, Diplomas etc)		
Level 2 Qualifications (eg GCSEs)	Give full details, including subjects, grades and the awarding body:	Date Awarded:

Have you passed your NQT Induction? Yes <input type="checkbox"/> No <input type="checkbox"/>	Have you passed your Skills Tests? Yes <input type="checkbox"/> No <input type="checkbox"/>
--	---

4. Current Appointment

Post held:	Date appointed:	
Employer's Name and Address:	Earliest date on which you could take up appointment:	
Postcode:		
Type of School (if applicable):	Key Stages in School:	Number on Roll:
Current Scale/Salary:	Full or Part-time: If Part-time state hours worked/percentage:	

5. Previous Appointments (in chronological order starting with the first)

[illegible]

6. Relevant In-Service Training/Professional Development (last 3 yrs, earliest first)

Organising Body	Course Title	Length of Course	
		No of days	Date

7. Superannuation

Are you in receipt of a pension? Yes ☐ No ☐ - if you answered 'Yes' please state Local Government ☐ Other ☐ _____

8. Any further comments

Please give details of anything else you may feel is relevant to your application:

9. Other Information

Do you hold a valid driving licence? Yes ☐ No ☐

10. References

To help us assess your suitability for the specific role, we may seek references from your Headteacher or Principal or other relevant line manager. If you currently work in a school, your first referee must be the Headteacher/Head of School/Principal, if not one referee must be your current employer. Are you happy for us to approach your referees prior to interview? Yes ☐ No ☐

Name of Referee:	
Job title:	Length of time they have known you:
Telephone Number:	E-mail:
Address:	
Post code:	

Name of Referee:	
Job title:	Length of time they have known you:
Telephone Number:	E-mail:
Address:	
Post code:	

11. Immigration, Asylum and Nationality Act 2006

All short-listed applicants will be required to provide original material evidence of their Eligibility to Work in the UK. With reference to the accompanying Guidance Notes please confirm that you are able to provide the appropriate documents. Yes ☐ No ☐

12. The Mercian Trust

To your knowledge are you related to or do you know anyone who is a member of staff, governor, an elected member or any other employee of The Mercian Trust? Yes ☐ No ☐ If you answered 'Yes' please give further information below.

Name:

Position:

13. Data Protection Act

The information collected on this form will be used and stored in compliance with the Data Protection Act 1998. The information is being collected by the Data Manager for the purpose of administering the employment and training of employees of the Trustees of the Mercian Trust. The information may be disclosed, as appropriate, within the Education Service, to Trustees, to the Trustees' Occupational Health Adviser, to the Department for Education, to the Department of Work and Pensions, to the West Midlands Pension Fund, to the Local Government Pension Scheme providers and to any other relevant statutory bodies.

14. Safeguarding

The Mercian Trust is committed to safeguarding young people. The post requires a DBS check. You will be required to complete the necessary paperwork prior to/at interview, where your documents will be checked to ensure your eligibility to work with young people.

This post involves working in a school and is exempt from the provisions of the Rehabilitation of Offenders Act 1974. We will check with the Disclosure and Barring Service (DBS) to see if you have any criminal convictions. As posts in schools are 'Regulated Activity' the barred list for children will also be checked.

You must disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions.

For information regarding filtering of convictions please see: www.gov.uk/government/publications/filtering-rules-for-criminal-record-check-certificates

Any information given will be treated as confidential. You should note that disclosing a conviction does not necessarily bar you from appointment. Failure to disclose may result in withdrawal from any job offer.

Do you have any unspent and unfiltered spent criminal convictions, disqualifications, cautions or driving offences? Yes ☐ No ☐

Are you barred from working with children or subject to any sanctions imposed by a regulatory body (e.g. GTC/Teaching Agency)? Yes ☐ No ☐

If you have answered yes to either of the above questions, please provide dates and brief details here:

15. Declaration

I hereby certify that all the information given on this form is correct to the best of my knowledge and that all the questions related to me have been accurately and fully answered, and that I am in possession of the certificates I claim to hold. I understand that should the information given in this application be incorrect it may render my application invalid.

Signature:

Please print name:

Date:

Please return the completed form to: [\[insert e-mail address here\]](#)