



**DUKE'S**  
ALDRIDGE ACADEMY

# APPLICATION PACK

<b>POST OF</b>	Lead Practitioner of Science
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DETAILS ABOUT THE POST	
<b>GRADE</b>	LI-L6 (depending on experience)
<b>TYPE OF POST</b>	Permanent
<b>START DATE</b>	September 2019
<b>REASON FOR VACANCY</b>	Vacancy

INFORMATION PROCESS	
<b>CLOSING DATE</b>	Monday 20 <sup>th</sup> May 2019 – Midday
<b>INTERVIEW DATE</b>	Thursday 23 <sup>rd</sup> May 2019
<b>INTERVIEW PANEL</b>	Principal, SLT Line Manager and Head of Faculty

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none"><li>• Completed application form</li><li>• Employment history including explanation of any gaps</li><li>• Proof of academic and professional qualifications</li><li>• Receipt of two professional references</li></ul>	

## **Contents:**

1. Principal's Letter to Candidates
2. Job Description
3. Person Specification
4. Our Mission, Vision and Values
5. Safeguarding Strategy Statement
6. Faculty Overview
7. Teachers' Standards
6. How to Apply / Process of Selection



April 2019

Dear Applicant,

**RE: Lead Practitioner Science**

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find enclosed an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Sonia East – Executive Assistant to the Principal on 020 8275 4803 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (music, media and art). The academy is fully integrated with the secondary base of the Vale Special School for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of schools.

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2016. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academy's whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed..

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan  
**Principal**

**Additional information about our academy can be found on the academy's website: [www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)**



## Our Mission

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Inspire to Excel

## Our Vision

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## Our Values

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We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

### **We value:**

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

# SAFEGUARDING STRATEGY STATEMENT

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Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:-

1. Duke's Aldridge Academy Procedures
2. Duke's Aldridge Academy Child Protection Policy
3. Academy Safeguarding Policy
4. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:-

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, ICT and academy security, and restraint policy.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

**September 2017**

# JOB DESCRIPTION

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**Job Title:** Lead Practitioner of Science

**Line Manager:** Head of Science Faculty and SLT Line Manager

**Pay scale:** L1-L6 (depending on experience)

**Job Purpose:**

To lead in raising standards of teaching and learning in the chemistry/physics and across the faculty:

- To lead the annual review and development, of T&L across the Chemistry/Physics Department to ensure that each student thrives T&L practice is consistent, attainment is raised at all Key Stages, and that student potential is met
- Developing and improving the practice of teachers to ensure that teaching is consistently good or outstanding.
- Planning high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities
- Leading , inspiring and motivating colleagues in developing their teaching
- Identifying and addressing area for improvement in teaching and learning
- Carrying out the day to day duties of a classroom teacher and leading by example

**Duties and Responsibilities**

- To develop and enhance the teaching practice of others in the Science Faculty and across the academy.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To raise standards of student attainment in science.
- Ensure all the elements of the academy's values and mission statement are addressed in the Science action plan frameworks, and schemes of work, to include relevant courses at KS4.
- Ensure up-to-date assessment information (both formative and summative) is held on individual students taught, including achievements, rewards, parental contacts, exclusions and support the Head of Faculty as required with the management implications of such information to improve student learning and attainment.
- Lead the professional development of members of the Science team in a way which improves expertise and outcomes for students.
- Support the Head of Faculty in developing and setting appropriate performance management targets so that professional learning and development needs are identified and addressed through the academy's professional review framework.
- Provide information as required to the Head of Faculty and Senior Leadership Team and other appropriate staff with respect to department personnel and student progress.
- Ensure the department's CPD resourcing needs are identified and that coaching or facilitation for improvement is planned in a manner that limits impact on learning and respects faculty/academy budget constraints.



- Work collaboratively with the Assistant Principal to develop STEM projects across the academy raising the profile of potential career pathways in these subjects.
- Any other duties and responsibilities within the range of the salary grade as requested by the Principal.

### **Leadership and Management**

- To lead colleagues in an enthusiastic, positive and supportive manner ensuring good teaching practice is developed.
- To assist in the development of schemes of work, resources and teaching strategies within the faculty.
- To contribute to the faculty's development plan and its implementation.
- To work closely with other lead practitioners to develop policies, procedures and practice to ensure high achievement through effective teaching and learning and whole academy improvement
- To analyse national, local and academy data, as well as research and inspection findings, to inform curriculum area policies, practices expectations and teaching methodologies.
- To create assessment resources (formative and summative) in the TRAR cycle

### **Teaching, Learning and Assessment**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher
- To assist in the development of appropriate syllabuses, resources, schemes of work, marketing policies and teaching strategies in the Faculty
- To attend all appropriate meetings
- To plan and prepare courses and lessons in line with academy policy
- To contribute to the whole academy's planning activities
- To teach students according to their education needs, including the setting and marketing of work to be carried out by the student in the academy
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy, EM and SMSC are reflected in the teaching/learning experience of students
- To undertake assessment of students as requested by external examination bodies, subject area and academy procedures.

### **Responsibilities of all teachers**

- Ensure all elements of both parts of the DfE Teacher's Standards are met.
- Planning, teaching and student management
- Teach subject(s) across the full age and ability range.
- Provide additional support as necessary for all groups of pupils to ensure strong and sustained progress in line with national expectations.

- Prepare students for internal/external assessments, using schemes of work as directed.
- Ensure tasks challenge and motivate pupils and offer high levels of interest.
- Evaluate own teaching critically to improve impact and effectiveness.
- Ensure excellent discipline is maintained in the classroom.
- Use a variety of teaching methods to enable students to acquire and consolidate knowledge, skills and understanding.
- Participate in the development of schemes of work and share curriculum resources.
- Keep and maintain clear records to check that work is understood and completed.
- Prepare and present informative Progress Reports to parents/carers.
- Plan for, and make best use of, teaching assistants and success ambassadors to support learning.
- Maintain a well organised, orderly and stimulating learning environment, safeguarding equipment and facilities and reporting any repairs as necessary.
- Contribute to, and promote, extra-curricular activities.
- Participate in cross-curricular developments relevant to the curriculum area.
- Act as form tutor and actively participate in year group activities.
- Set work for students in the internal Referral Centre (RC)

### **Other professional requirements**

- Actively promote the academy's Ethos
- Maintain a working knowledge of teachers' professional duties and legal liabilities e.g. Keeping Children Safe in Education, Special Educational Needs code of practice, equalities legislation and data protection.
- Establish effective working relationships with colleagues and set a good example in the fulfilment of the role.
- Support colleagues and promote positive professional relationships to foster a helpful, collegial, happy, working environment.
- Represent the academy in a professional manner in all dealings with parents/carers, students, governors and other agencies as may be required.
- Promote the five outcomes of The Children Act 2004: staying safe; being healthy; enjoying and achieving; making a positive contribution; attain economic well-being.
- Actively assist with the general smooth running of the academy, Participate in meetings and management systems necessary for the operation and management of the academy.
- Actively assist with the conduct of meetings, preparation of materials, presentations or note taking.
- Undertake an active role in general areas of the academy to support the promotion of a calm, purposeful academy climate.
- Undertake supervision duties at break, before and after academy as required.
- Take responsibility for own professional development in relation to subject area, academy policies and practices.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

**Student Support and Progress:**

- To be a Form Tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Pastoral Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To prepare for and contribute to a reflective and purposeful Parents' Evening experience
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the academy's Rewards and Behaviour policy so that effective learning can take place
- To meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads

**Safeguarding:**

- To be fully aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the academy
- To comply with the academy's Safeguarding Policy in order to ensure the welfare of children and young people

**Communications, Marketing and Liaison:**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner academies, etc.

**Personal Responsibilities:**

- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To actively promote academy policies and procedures
- To be responsible for own continued professional development
- To comply with the academy's Health & Safety policy and undertake risk assessments as appropriate.
- To undertake duties at break times
- To attend meetings scheduled in the academy calendar punctually

- To set cover work during any leave of absence
- To adhere to the Academy's Safeguarding Policy.

**Notes:**

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post  
The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal

# PERSON SPECIFICATION

Essential	Desirable	Evidence
<b>Qualifications &amp; Experience</b> <ul style="list-style-type: none"> <li>• Qualified Teacher.</li> <li>• Good first degree with a Science specialism as the main strand.</li> <li>• Recent substantial teaching experience with Secondary aged pupils in Science.</li> <li>• Evidence of successful and varied experience in secondary schools.</li> <li>• Recent experience of a leadership responsibility within a department or pastoral team.</li> <li>• Proven track record of raising educational standards and improving teaching at departmental level.</li> <li>• Evidence of involvement in the development of Science curriculum in Secondary School.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development.</li> <li>• Evidence of involvement in CPD activities both as participant and facilitator.</li> </ul>	Application form, Original Qualification Documents & references
<b>Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>• Up to date knowledge of Science and an understanding of the importance of Science teaching and learning with respect to students.</li> <li>• Assessment recording and reporting of students' achievements in Science.</li> <li>• Progression issues for students into KS3, from KS3 to KS4 and to post 16.</li> <li>• Strategies, including IT applications to ensure effective learning in Science.</li> <li>• Up to date knowledge of the Teachers' Standards. Understanding of how to support and coach colleagues to develop their classroom practice in Science (particularly related to non-specialists at KS3).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of equal opportunities and anti-discriminatory practice in the context of the academy community</li> </ul>	Application, references & selection process
<b>Skills &amp; Abilities</b> <ul style="list-style-type: none"> <li>• Effective communicator, with the vision and ability to inspire others.</li> <li>• Emotional intelligence, tact and a sense of humour.</li> <li>• Use of range of data to track individual students, set targets and monitor them.</li> <li>• The capacity to establish and maintain good professional relationships and to deal with difficult situations sensitively.</li> <li>• Able to lead and be a team player and the ability to teach Science effectively in a comprehensive ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to ask for help if required</li> <li>• Concern for the welfare of the academy community</li> </ul>	Application, references & selection process

<ul style="list-style-type: none"> <li>• High expectations of personal performance and of students' success.</li> <li>• Commitment to one's own learning.</li> <li>• A belief that academies can make a difference.</li> <li>• Able to think strategically, action plan and contribute to whole academy priorities.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> </ul>		
<p><b>Special Requirements</b>  We are an equal opportunities employer and are committed to safeguarding and promoting the welfare of children. This post is exempted under the Rehabilitation of Offenders Act 1974 and as such, appointment will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS).</p>		



# SCIENCE FACULTY SCIENCE

**Ms H Shah**  
Director of Science

## OVERVIEW

As a department we aim to enable all students to become analytical, creative and logical thinkers. We aim to provide a varied and interesting curriculum for all students. Above all we want our students to enjoy lessons and to ensure that success in Science helps them achieve their true potential as lifelong learners.

The development of scientific literacy and an awareness of Science in the news will enable our students to develop their critical thinking skills necessary for their future Science studies.

The courses of study are deliberately directed towards communication and creativity in order to give the students the opportunity to express and develop their own ideas. Students explore and evaluate their own understanding and we seek to equip them with the vocabulary to cope with the more challenging topics they will face as they progress as young scientists.

## CURRICULUM

We have a four year curriculum starting from Year 7, based on the pedagogic sequence and model: Teach, Revise, Assess and Review. Students are taught separate sciences in ability based sets, with average class sizes ranging from 20 - 26. There is an emphasis on developing literacy as well as practical skills for all students.

At the end of each topic students are assessed at least once formally under 'exam conditions'. Extended writing and regular assessment of class work and homework combines with the formal test to give a clear picture of progress. There are exams for all year groups during the summer term and mock exams take place throughout the year. At KS4 students are prepared for exams in Combined Science or Separate Science (Biology, Chemistry and Physics). Our results have been consistently high and improving.

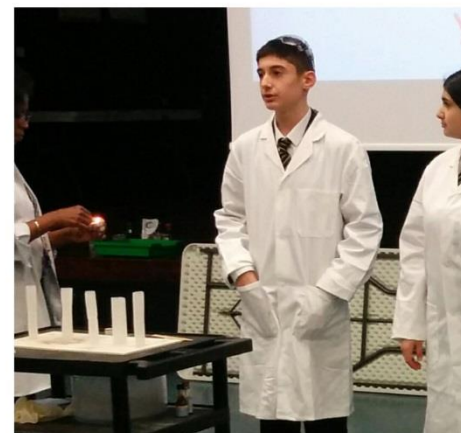
Work is differentiated to meet the needs of all learners, including stretch and challenge for the most able and small groups and alternative qualifications for those requiring extra support. Our results are testament to this ethos. Those students identified as being 'More Able' in Science are encouraged to take advantage of extra opportunities for deeper learning.

## EXTRA-CURRICULAR ACTIVITIES

The department offers a Science Club, Robotics Club and Sustainability Club during lunchtimes, which is run by the Science teachers. The clubs offer exciting, fun and engaging practical activities. A range of educational visits have been organised for students to places such as Science Museum, Thorpe Park and London Zoo. Students also have the opportunity to visit colleges/universities such as King's London College to experience university life. There are regular revision sessions and assessment catch-up classes offered during school holidays and after school.

**"Science is  
fascinating because  
my Teachers give  
110% in making it  
really fun."**

- Pedro, Year 8





# TEACHERS' STANDARDS



Department  
for Education

## 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:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - 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
  - 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.



# HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full (you may include a CV if you wish)
2. Completed application form and DBS declaration **must** be received by the deadline outlined below.
  - a) The closing date for receipt of applications is midday on **(see front cover)**
  - b) Interviews are planned for week commencing: **(see front cover)**

Your completed application forms should be sent to:

**Mrs U. Japaul** - Human Resources  
Duke's Aldridge Academy  
Trulock Road, Tottenham  
London, N17 OPG

**OR**

[recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk)

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## Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

## Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

## Feedback

Please note that we do not confirm receipt of applications.

## Selection process

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.