



# Queensbury Academy

## Application Pack Head of Science



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Registered Office: Highbridge House, 16-18 Duke Street, Reading, RG1 4RU



Dear Applicant

### **Queensbury - a place where you can grow**

Thank you for responding to our advertisement for the post of Head of Science. We hope you will find the details of the post both interesting and informative. Queensbury is the school of choice in Dunstable as it has been oversubscribed for the last 4 years. It has a growing 6th form which has expanded by 60% in the last year due to the quality of teaching and the range of courses we offer. The reason why we are so popular is that there is a family spirit here where we genuinely value and care about each other as CPD and wellbeing is at the centre of what we do. This is summed up in our CARE values - Cooperation, Aspiration, Respect and Endeavour which leads to students and staff feeling they are recognised for what they do and that they can grow into being better people. This is all underpinned by strong and consistently applied systems in the Academy that focus on our TALENT rules in the classroom and support by leaders who make sure teachers can teach and students can learn.

The Academy's vision is to ensure students reach their potential by achieving exceptional examination outcomes that lead to life changing opportunities, but we also want them to develop their character where they can make the most out of these opportunities. Students' personal development and pastoral care is essential in supporting their journey in becoming young people that can make a positive difference to their local communities now and in the future.

If you think you can make a positive contribution to the learning of our students and would like to work and learn in a continuously improving school, then we would be delighted to receive your application. We ask that letters of application do not exceed two sides of A4. The closing date for applications is 12 noon on 21<sup>st</sup> May 2021. We hope you will want to work with us and look forward to hearing from you. Whatever your decision, we wish you good fortune in your search for the right post.



## Procedure for application

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a concise letter of application. This should be typed and should include the following information:

- A brief outline of what you have achieved in your present or most recent post
- A statement about why you want this job
- An indication of the strengths and expertise you could offer the school
- How your experience has prepared you for this role

We are not in a position to accept a generic CV instead of an application form. Additional sheets or a separate letter may be attached to the back of the application form if there is insufficient space. Completed applications should be returned to Jenny Galligan, Office Manager either by post or by email. Email address is: [jgalligan@queensbury.anthemtrust.uk](mailto:jgalligan@queensbury.anthemtrust.uk)

Queensbury Academy as part of Anthem Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

The Trust takes Safeguarding very seriously. As a matter of routine, all successful applicants will undergo DBS and barred list checks. Teaching staff will also be subject to a prohibition check. Disclosure of criminal records will be required for any applicants invited to interview.

Canvassing any member of staff or member of the governing body either directly or indirectly, is prohibited and will be considered a disqualification. We do however encourage candidates to contact the academy to arrange an informal telephone call or a pre-application visit where I can answer any questions you may have. If you have not heard from us within two weeks following the closing date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school. We also reserve the right to hold interviews as and when the applications are received, and so this job may be withdrawn without notice if, after interview, we find a successful candidate.

I look forward to receiving your application and hopefully meeting you in person to discuss this role further.



**Mark Little**

*Principal*





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Langdale Road  
Dunstable  
Bedfordshire  
LU6 3BU

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admin@queensbury.anthemtrust.uk  
www.queensburyacademy.com

## Head of Science- starting September 2021

### Full time TLR1

Queensbury Academy is a consistently oversubscribed, OFSTED rated 'good' comprehensive school situated at the foot of Dunstable Downs in South Bedfordshire. It is part of the successful Anthem trust which offers incredible support for every professional that works within it.

We are seeking to appoint a dynamic and enthusiastic individual to be Head of Science. We are looking for someone who loves working with children and is aligned with our CARE values – Cooperation, Respect, Aspiration and Endeavour.

As an Academy we offer all staff a:

- climate for teaching and learning which is calm and engaging
- CPD and collaborative practice that is full of innovation
- focus on staff wellbeing that ensures you enjoy your job and being part of a team
- amazing students that will make you proud to be part of the Queensbury family

An application information pack can be obtained from the Academy website:

[www.queensburyacademy.com](http://www.queensburyacademy.com) or contact Mrs J Galligan, Office Manager at the Academy on 01582 601241 or at [jgalligan@queensbury.anthemtrust.uk](mailto:jgalligan@queensbury.anthemtrust.uk). If required, Mrs Galligan can also organise a conversation with the Principal or a tour of the school.

Closing date: 21<sup>st</sup> May 2021 and interviews to be held- TBC

The school reserve the right to appoint before the application deadline

***The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service (DBS).***

***CVs will not be accepted for any posts based in the Academy.***



## The Science Department

There are seven labs in the main science block and three more in the adjacent block. Traditionally the main block has been split between biology and chemistry and the adjacent block physics.

From September 2020 Science will be taught as the three distinct disciplines, Physics, Chemistry and Biology. In Key Stage 3 students have six lessons a fortnight, two Physics, two Chemistry and two Biology. We are committed to making Science at Key Stage 3 exciting and engaging, allowing time for the development of investigative skills and embedding the key skills required at GCSE.

At Key Stage 4 we currently follow the new AQA schemes of work and we offer GCSEs in the new AQA Triple Science or Combined Science Trilogy courses. Students are given the choice of which science path they would like to follow at KS4. Science is an essential part of our core curriculum offer. Achievement in science is improving, and we pride ourselves on the progress that is made across all groups of students.

The department offer a variety of enrichment activities. A popular weekly STEM club for KS3 and KS4 students, designed to allow students to enrich their learning and understanding through exciting science projects. The department also offers a number of opportunities for students to attend external science trips or get involved with projects and competitions.

At Key Stage 5 we have a successful sixth form offer including A Levels in Biology, Chemistry, Physics and BTEC Applied Science. Currently we have an increasing number of students studying A Level in each science subject.

Kerrie Finley, Head of Science



# Head of Science – Job Description

<b>Post title:</b>	<b>Head of Science</b>
<b>Salary:</b>	<b>TLR1 Full Time</b>
<b>Reporting to:</b>	<b>Head of Faculty</b>
<b>Liaising with:</b>	Principal, Academy Leadership Team, Heads of Subject, Pastoral Team, relevant staff with cross-Academy responsibilities, relevant support staff, parents and Governors and other stakeholders.
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>• Academic achievement and well being of all students in the department.</li> <li>• Monitoring, evaluation, and review including the quality of teaching and learning across the department.</li> <li>• Assessment, recording and reporting across the department.</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Monitoring, evaluating, and reviewing outcomes in terms of student progress.</li> <li>• To actively monitor the quality of teaching and learning taking appropriate steps to ensure high standards are achieved.</li> <li>• To liaise with the Pastoral Team as appropriate to ensure the highest levels of attendance, punctuality, and student welfare.</li> <li>• To ensure the Academy Behaviour for Learning policy is applied consistently by all staff and followed consistently by all students.</li> <li>• To lead on the development of each subject areas SEF and Improvement Plan, ensuring its successful implementation.</li> <li>• To oversee and ensure both the pastoral and academic success of all students across the department.</li> <li>• Leading on and implementation of all policies, at department level, with requisite monitoring and evaluation to ensure high quality outcomes.</li> </ul>
<b>Operational/Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To lead on the development of an appropriate personalised curriculum, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area.</li> <li>• To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.</li> <li>• To ensure cross curricular programmes of learning are delivered and assessed appropriately within the department.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• To lead and encourage innovation in curriculum development by all department teaching staff.</li> <li>• To oversee the application of ICT to raise achievement across the department.</li> <li>• To monitor the quality and impact of the enrichment programmes. To be aware of wider curriculum developments across all key stages and to be proactive in raising these</li> </ul>



<b>Staffing Staff development Recruitment/Deployment of staff</b>	<ul style="list-style-type: none"> <li>• To line manage the other post holders within the Department</li> <li>• To build an effective team of motivated teaching and support staff who share the academy vision of high achievement for all students.</li> <li>• To be responsible for the performance management of staff in the department, in line with the academy performance management policy.</li> <li>• To liaise with the (Senior) Vice Principal on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high-quality personnel.</li> <li>• To make sure appropriate arrangements are made for classes when staff are absent.</li> <li>• To participate in the academy ITT and NQT training and induction programmes.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To ensure that challenging targets are set for each subject area, that these are communicated to staff and students and that all staff work positively towards them.</li> <li>• To actively participate in the monitoring evaluation and review of teaching and learning in line managed areas.</li> <li>• To complete high quality and regular monitoring, evaluation and reviews summaries as per Academy self-evaluation and review policy.</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>• To provide the Governing Body with relevant and accurate information relating to the department's performance and development.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To ensure all members of staff are familiar with the aims, objectives and policies of the Academy and Post 16 provision.</li> <li>• Ensure effective communication/ consultation as appropriate with the parents/carers of students.</li> <li>• To attend meetings as appropriate.</li> <li>• To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.</li> <li>• To organise positive and meaningful department meetings half termly.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To contribute to the Academy liaison and marketing activities.</li> <li>• To lead development of effective subject links with partner schools and the community, attendance where necessary at liaison events and the effective promotion of subjects within the department at open days/evenings and other events.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage the available resources of space, staff, budget, and equipment effectively within the policies and procedures of the academy.</li> <li>• To work with the Academy Leadership Team to ensure that the subject areas teaching commitments are effectively and efficiently timetabled and roomed.</li> <li>• To ensure the Academy health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary.</li> </ul>



<b>Pastoral System</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students.</li> <li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>• To liaise with a Pastoral Leader to ensure the implementation of the academy's Pastoral System.</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.</li> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>• To alert the appropriate staff problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• 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.</li> <li>• To contribute to PSHE and citizenship and enterprise according to academy policy.</li> <li>• To apply the behaviour management systems so that effective learning can take place.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy, and academy subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• To undertake a designated programme of teaching.</li> <li>• To ensure a high-quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials.</li> <li>• To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.</li> </ul>
	<ul style="list-style-type: none"> <li>• To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and academy procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> <li>• To ensure a safe working environment.</li> </ul>





<b>Academy Ethos</b>	<ul style="list-style-type: none"> <li>• To model and encourage others to uphold our CARE (Cooperation, Aspiration, Respect and Endeavour) values</li> <li>• Undertake whole Academy duties as outlined in responsibilities agreed each year.</li> <li>• Monitor and support the overall progress and development of students in faculty.</li> <li>• To engage actively in the performance review process, addressing appraisal targets set by the line manager each Autumn term.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the Academy's corporate policies.</li> <li>• To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• To show a record of excellent attendance and punctuality.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.</li> </ul>
<b>Working time:</b>	195 days per year. Full time.
<b>Disclosure level:</b>	Enhanced DBS
<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p> <p>Queensbury Academy is committed to the safety and well-being of its students and staff. Safeguarding children is at the core of the academy activity. Staff and volunteers will be expected to adhere to the Safeguarding Children Policy and procedures at all times and conduct themselves appropriately in accordance with the guidance.</p> <p>It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Governors. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p>	



# Person Specification

Knowledge and Experience: Essential	Desirable
<ul style="list-style-type: none"> <li>• Graduate (with a good degree).</li> <li>• Qualified Teacher.</li> <li>• Experience of leading, supporting and managing others, both individuals and teams, ensuring high quality performance.</li> <li>• Successful experience in implementation of monitoring, evaluation, and review process to improve the quality of teaching and learning.</li> <li>• High level of ICT skills and experience of how new technologies can be used to raise achievement. Recent experience of involvement in innovative curriculum development.</li> <li>• Experience of presenting to a wide audience including teachers, other managers, students and parents.</li> <li>• Good understanding of creative whole school strategies for improving literacy and numeracy and the importance of this in raising achievement.</li> <li>• Some successful experience of leading on cross subject initiatives that have contributed to raising achievement.</li> <li>• Experience of embedding innovative strategies for Assessment for Learning and Learning to Learn.</li> <li>• Recent and relevant experience of managing and implementing change successfully at subject leader level.</li> <li>• Experience of using coaching as a model for ensuring ongoing professional development with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification</li> <li>• Experience of working in a 11-18 school</li> <li>• Teaching to Advanced Level (post 16)</li> <li>• Evidence of continuous self development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post</li> <li>• Experience of presenting in local and/or national education forums</li> <li>• Curriculum knowledge and leadership in the department area</li> </ul>
Skills and Abilities: Essential	Desirable
<ul style="list-style-type: none"> <li>• The ability to make sound judgements on standards of teaching and learning observed, giving quality feedback.</li> <li>• Proven ability to identify and implement strategies to raise standards of Teaching and Learning.</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development.</li> <li>• Excellent communication and presentation skills.</li> <li>• Ability to enhance performance by motivating and developing staff, helping them to acquire the skills to improve.</li> <li>• To be a good/outstanding teacher</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to develop others to become good/ outstanding teachers</li> </ul>



Personal Qualities:	Desirable
<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels.</li> <li>• Passionate about developing pedagogy and being up to date with best practice.</li> <li>• Willingness to work hard.</li> <li>• Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations.</li> <li>• Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</li> <li>• Awareness of and commitment to equal opportunities and valuing diversity.</li> <li>• To command and demand respect from the school community.</li> <li>• A commitment to "personalising learning" for all students in the Academy.</li> <li>• Creativity and enthusiasm to promote a positive school image to the local and national community.</li> <li>• Team Player.</li> <li>• Sense of humour.</li> <li>• Passion for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• The aspirations, talent and enthusiasm for further promotion.</li> </ul>



<b>Position applied for:</b>	
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Personal details		
<b>Title:</b> Click or tap here to enter text.	<b>First name:</b> Click or tap here to enter text.	<b>Surname:</b> Click or tap here to enter text.
<b>Home address</b> (including postcode)	Click or tap here to enter text.	
<b>Telephone numbers</b>	<b>Work:</b> Click or tap here to enter text.	<b>Home:</b> Click or tap here to enter text. <b>Mobile:</b> Click or tap here to enter text.
<b>Email</b>	Click or tap here to enter text.	
<b>Teacher Reference Number</b> (if applicable)		

Current employment	
<b>Name &amp; address of employer</b>	Click or tap here to enter text.
<b>Post held</b>	Click or tap here to enter text.
<b>From (mm/yy):</b> Click or tap to enter a date.	<b>To: (mm/yy)</b> Click or tap to enter a date.
<b>Main responsibilities</b>	
<b>Current salary</b> (Teachers: please also provide spine point & allowance)	



Previous employment – most recent first (Please use additional sheets if required)				
Name & address of employer	Position held and main responsibilities	From (mm/yy)	To (mm/yy)	Reason for leaving
	Click or tap here to enter text.			
	Click or tap here to enter text.			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.		Click or tap here to enter text.
		Click or tap to enter a date.		Click or tap here to enter text.
Click or tap here to enter text.			Click or tap to enter a date.	



**Please account for any gaps in employment below:**

Click or tap here to enter text.



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**Professional and personal development – most recent first**

*Please include details of any relevant training courses undertaken in the last 5 years (please use additional sheets if required)*

Name of provider	Course title and/or accreditation	From (mm/yy)	To (mm/yy)

**Education history- most recent first**

*Please list your education history (secondary school onwards) (please use additional sheets if required)*

Institution	From (mm/yy)	To (mm/yy)	Qualification attained/subject including grades



**Supporting statement**

*Please explain why you're applying for this post and what skills and experience you can bring (please refer to the job description and how you meet the requirements set out in the person specification in your answer, using additional sheets if required).*

Click or tap here to enter text.



## Referees

*Please provide detail of two referees, one of whom must be your current or most recent employer. If you are currently working, or have worked, with children, the first referee should normally be your current or most recent Headteacher. References will not be accepted from relatives or people acting solely in the capacity of friends. Please let your referees know that you've listed them as a referee as references will be requested for shortlisted candidates prior to interview.*

### Referee 1

Name	
Position/ job title	
Organisation	
Relationship to you	
Address	
Telephone no: Click or tap here to enter text.	Email: Click or tap here to enter text.

Are you happy for us to contact this referee prior to interview?

Yes ☐

No ☐

### Referee 2

Name	
Position/ job title	
Organisation	
Relationship to you	
Address	
Telephone no: Click or tap here to enter text.	Email: Click or tap here to enter text.

Are you happy for us to contact this referee prior to interview?

Yes ☐

No ☐

Reference declaration



Reference requests sent to your referees will ask the following as a minimum:

- Relationship to you
- Details of your post and salary
- Performance history
- Details of formal capability proceedings within the last two years
- Details of live disciplinary sanction or action pending which is not related to safeguarding concerns
- Details of disciplinary procedures, allegation or concerns involving the safety and welfare of children/young people. This includes 'time expired' sanctions.
- Concerns about your suitability to work with children

**I consent to my referees being contacted in accordance with the above.**

**Signed:**

**Date:**

**Print name:** Click or tap here to enter text.





In some educational settings, there is a requirement for some staff to disclose relevant information. The information disclosed will be treated as strictly confidential. We will also use the DBS check to ensure we comply with the Childcare Disqualification Regulations.

#### **Prohibition from Teaching and/or management**

We will check that anyone to be employed to carry out teaching work is not subject to a teacher prohibition order or interim prohibition order issued by the Secretary of State. Where appropriate, we will check whether restrictions or sanctions have been imposed by an EEA regulating authority. For management posts, we will check whether a section 128 direction has been made.

#### **Right to work in the UK**

We will require you to provide evidence of your right to work in the UK.

#### **Notes**

- i. It is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a 'regulated position'. The position you are applying for is a 'regulated position'.
- ii. A pre-employment medical questionnaire will be required. A medical examination may be required.
- iii. We have a duty to protect the public funds we administer. To this end, we may use the information you share as part of this recruitment process for the purposes of prevention and detection of fraud. We may therefore share this information for such purpose with statutory bodies responsible for auditing or administering public funds.
- iv. Should your application be unsuccessful, the details you have supplied will be retained by us for six months unless you specifically request that this should not be the case.

#### **Declaration**

I declare that to the best of my knowledge and belief, the details given by me on this application form are correct and can be treated as part of any subsequent contract of employment.  
I understand that if I give any information which is false, or I withhold any relevant information, this may lead to my application being rejected, or if already appointed, to termination of employment.  
I understand that information given on this form may be used in accordance with Data Protection as set out above.  
I agree to provide, when requested, such evidence as may be required to enable all necessary checks to be carried out.

**Signed:**

**Date:**





**Equalities monitoring information (to be detached before shortlisting)**

We're bound by the Public Sector Equality Duty to promote equality for everyone. To assess whether we're meeting this duty, whether our policies are effective and whether we're complying with relevant legislation, we need to know the information requested below. This information will not be used during the selection process. It will be used for monitoring purposes only.

<b>Date of birth? DD/MM/YYYY</b>			
<b>Gender?</b>	<input type="checkbox"/> Female <input type="checkbox"/> Male	<input type="checkbox"/> Transgender <input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to say
<b>Sexual orientation</b>	<input type="checkbox"/> Bisexual <input type="checkbox"/> Heterosexual <input type="checkbox"/> Homosexual man	<input type="checkbox"/> Homosexual woman <input type="checkbox"/> Other	<input type="checkbox"/> Prefer not to say
<b>Religion or belief</b>	<input type="checkbox"/> No religion <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian	<input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim	<input type="checkbox"/> Sikh <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say
<b>Ethnic origin</b>	<b>White</b> <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> Traveller of Irish heritage <input type="checkbox"/> Any other White background	<b>Asian or British Asian</b> <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Asian background	<b>Black or Black British</b> <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background
	<b>Mixed</b> <input type="checkbox"/> White and Asian <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> Any other mixed background	<b>Other Ethnic groups</b> <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group	<input type="checkbox"/> Prefer not to say
<b>Are your day-to-day activities significantly limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?</b>	<input type="checkbox"/> Yes (please provide information below) <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say		
<b>Disability</b>	<input type="checkbox"/> Physical impairment <input type="checkbox"/> Sensory impairment <input type="checkbox"/> Learning disability/difficulty	<input type="checkbox"/> Long-standing illness <input type="checkbox"/> Mental health condition <input type="checkbox"/> Developmental condition	<input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say



## Policy statement

### **Anthem policy statement on the recruitment of Ex-offenders**

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, Anthem Schools Trust complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at Anthem Schools Trust is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We 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 competencies, qualifications, and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at Anthem Schools Trust who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working for Anthem Schools Trust. This will depend on the nature of the position and the circumstances and background of your offences.

This policy applies to the whole of Anthem Schools Trust