

**French MFL Teacher**

**Parlez-vous français?**

**Are you looking to work part time, 3 days a week?**

**Would you enjoy teaching in a lovely, state of the art Academy that boast small class sizes?**

**If you answered yes to these questions, The Linden Academy would love to hear from you!**

The Linden Academy are currently recruiting for a Modern Foreign Languages Teacher who specializes in French to join our vibrant team! We are seeking a dynamic teacher that will introduce, support and inspire children in their acquisition of a new language.

**The successful candidate will:**

* Be an aspirational MFL teacher from a Primary or Middle School background, qualified or unqualified
* Be able to teach French to all year groups from Year 2 to Year 6 as well as bringing the entire primary curriculum to life
* Be able to promote the effective teaching and learning of MFL with particular emphasis on oral competence

**Job Specifics:**

* **Salary:** Unqualified Teacher Scale or Main Pay Scale – depending on qualifications
* **Type of role:** Part time, Wednesday to Friday - Permanent
* **Weeks:** 34 academic weeks + INSET days
* **Hours:** 19.5 hours a week, 8:30am to 4pm
* **Start Date:** As soon as possible

**Why work for The Linden Academy:**

* Linden Academy was previously a fee-paying independent school under the name Moorlands, since converting to ‘The Linden Academy’ the school has very much kept their traditional values but applied them into a modern context
* Small class sizes with 18-24 maximum per class
* £30 million state of the art modern facilities in an Ofsted rated ‘Good’ school
* Join a lovely close-knit team of teachers and SLT that are genuinely here to support you and want to see you succeed
* Brilliant CPD opportunities so you can constantly improve and develop
* Great support for NQT’s including your own dedicated mentor, reduced teaching timetable and ‘Outstanding’ teacher programmes available
* The school will be expanding to 504 pupils over the coming 2 years and with our fantastic partnership links within The Shared Learning Trust, there are plenty of opportunities to progress your career!

**Here’s what Ofsted have to say:**

*“The Principal is passionate about making sure that every pupil achieves their best while at the school. She gives outstanding leadership to the school and has built a good team of leaders to support school improvement. Pupils enjoy coming to school and are keen to learn. As a result, attendance is high. They behave well in most lessons, and are careful and considerate of each other”.*

**Teacher Testimonial:**

***“****What first attracted me to The Linden Academy was its ethos. All members of staff were extremely welcoming and I loved the rapport between the staff as well as the relationships they had created with the children. Staff were passionate about the children's learning and progress, not just academically but personally. It was something I wanted to be a part of. During my time here, I have developed both professionally and personally. I started my employment as a timid graduate with little confidence of standing in front of a whole class. With great support and guidance, I have progressed from a Teaching Assistant to Class Teacher. Our Senior Leadership Team have greatly supported and built my confidence and ability in becoming a teacher. They have always been approachable and understanding with a genuine care for their staff's wellbeing. Staff across the school continue to support each other in any way they can to make sure we are promoting learning and progress to the highest standard for our pupils. It's a great community to be a part of.****" – Jessica Day***

**If you are interested in this job opportunity, please do apply today – we look forward to hearing from you!**

‘We believe in the safeguarding and welfare of children and expect **all** staff to share this view’. The Academy is committed to safeguarding and promoting the welfare of children and expects all staff 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 and Barring Service. We are an equal opportunities employer.

**HOW TO APPLY**

**Closing Date:** Monday 25th September **Interviews:** Wednesday 27th to Friday 29th September

Please read the information in this pack. If you decide to apply please address your application to Hannah Chandler, Recruitment Officer at The Shared Learning Trust and email your application form to academyrecruitment@thesharedlearningtrust.org.uk with the subject line MFL Teacher.



**INFORMATION FOR APPLICANTS:**

**French MFL Teacher**



**WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR**

The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

* ***We recruit people for attitude and train for skills***

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

**We aim to recruit staff who:**

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
* will subscribe to the ethos of the Trust and ‘go the extra mile’ in terms of time and commitment to get the very best from our young people;
* see break duty as an opportunity to talk to children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**WELCOME TO THE LINDEN ACADEMY FROM THE HEAD OF SCHOOL, LESLEY WHITTLE**



Welcome to The Linden Academy! Thank you for taking the time to read this document and for showing an interest in our school.

At The Linden Academy, we are united in working towards one common aim: to provide Luton children with the best quality education we can.

We believe that this journey starts with our talented staff. That is why we pride ourselves on creating a close, supportive team where every teacher is able to excel.

Boasting small class sizes (18-24 max per class), a 34-week term (rather than 39-week term), close-knit team, state of the art facilities building from September 2016 and wonderful children, we believe that The Linden is the place to be.

Why not arrange a visit so you can see for yourself?

Look forward to meeting you soon!

Lesley Whittle

**THE TRUST**

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

* The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
* The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted
* The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
* The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
* The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

**VISION & VALUES – ‘Strive, Achieve, Believe’**

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning.  Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

* Our academies working together to provide more opportunities for all students and staff
* A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
* Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
* Partnerships with schools outside of our Trust to maximise opportunities for all.
* Close working and communication with our families and local community.
* Care for our families beyond the school day.
* Excellent lessons and learning incorporating effective use of new technologies.
* An interesting yet challenging curriculum.
* 16-19 provision, which ensures progression, routes for all.
* A Cross-Trust focus on high achievement and high standards.
* Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
* Exemplary behaviour and conduct at all times.
* A can-do attitude across the Trust that fosters belief and high expectation.
* Ensuring no opportunities are missed.

**ABOUT THE LINDEN ACADEMY**

Converting to Free School status in 2012, Moorlands Free School was previously a fee-paying independent school. Now welcoming children from across the whole of Luton under the name ‘The Linden Academy’, we are an Ofsted rated ‘Good’ school. Many of the traditions and values of the previous preparatory school remain as we believe in traditional values in a modern context.

Our curriculum is bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable. With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, TLA children receive a broad and balanced education. A strong element of this is also our care for the children; small class sizes and highly trained staff ensure that our children are safe, happy and healthy throughout their time with us.

In 2016 we finally relocated to our new, purpose built building located in South Luton (next to Venue 360) and will expand to 504 pupils over the coming 2 years – enabling us to further enrich our curriculum offer and to serve even more Luton children and their families.

This is such an exciting time for the school and there is no better time to join us!





**OFSTED at The Linden Academy**



**Leadership and Management: ‘GOOD’**

* The Principal is passionate about making sure that every pupil achieves their best while at the school. She gives outstanding leadership to the school and has built a good team of leaders to support school improvement. Most parents and carers confirm that the school responds to any concerns they raise, believe the school is well led and managed, and would recommend it to others. They say the Principal is very approachable and is always on hand every morning to meet the children and listen to any points parents and carers wish to make.

**Behaviour and Safety of Students: ‘GOOD’**

* Pupils enjoy coming to school and are keen to learn. As a result, attendance is high. They behave well in most lessons, and are careful and considerate of each other. They move sensibly and quietly from one lesson to another. They understand the school’s house system, and value the stickers and house points they can earn for good behaviour as well as good work.

**Quality of Teaching: ‘GOOD’**

* In the best teaching, tasks are interesting and challenging, and pupils understand exactly what the teacher would like them to achieve by the end of the lesson. As a result, pupils work with great concentration and commitment, and produce a good quantity of neat and carefully thought-out work. They are able to challenge themselves to do their best because the teacher explains what they must do to be successful in their learning. Pupils discuss their ideas with each other and are fully involved in thinking deeply about the teachers’ questions.

**Achievement of Pupils: ‘GOOD’**

* Most children start in the Reception classes with skills and experiences that are broadly as expected for their age. They make good progress and by the time they begin Year 1, proportion attaining the expected levels has increased. Pupils in Key Stage 1 continue to make good progress. Evidence from lesson observations and from looking at books in Year 6 shows that pupils are working above levels. They make good progress from their starting points.

**CPD and Training: Our Teaching Trust (We invest in you!)**

All four Academies at The Shared Learning Trust are a part of our Teaching Trust. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career. If there isn't a current opportunity at The Linden Academy for promotion, there will be opportunities to move to one of our partner Academies.

**RECRUITMENT TIMETABLE**



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| Wednesday 13th September 2017 | Advertisement appears on the Trust Website, TES, The Guardian, MyNewTerm, Indeed and our social media sites |
| Monday 25th September 2017 | Closing date for applications  *References will be requested at this stage* |
| Wednesday 27th to Friday 29th September | Interviews commence  \*All interviews will be conducted by Friday 29th September, however the Trust reserves the right to interview suitable candidates that apply prior to the deadline. |

**JOB DESCRIPTION – French MFL Teacher**

***“Linden Academy is committed to safeguarding & promoting the welfare of children & expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers & the Criminal Records Bureau.”***

**Teaching Skills**

* To promote the effective teaching and learning of MFL with particular emphasis on oral competence.
* To prepare and deliver creative MFL lessons to stimulate the learning of pupils.
* To be able to speak well accented MFL
* To use the target language as much as possible in each lesson.
* To develop the skills of children who show a talent for languages whist understanding the needs of those who may not be as linguistically able.
* To take an active and leading role in the review and improvement of schemes of work and planning for the teaching of MFL.

**General points relating to knowledge and understanding:**

* Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
* Have a secure knowledge and understanding of their specialist subject(s).
* Understand progression in their specialist subject(s), including before and after their specialist age range. To include making links with local secondary schools to ensure progression beyond key stage two.
* Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s).

**Planning and setting expectations:**

* Identify and plan clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
* Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
* Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records relating to any pupils with Individual Education Plans (IEPs).
* Secure progress towards pupil targets.

**Teaching and managing pupil learning:**

* Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
* Use imaginative & vibrant teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
* Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

**Assessment and evaluation:**

* Assess how well learning objectives have been achieved and use this assessment for future teaching.
* Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
* Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
* Administer and mark as required internal and external examinations.

**Cover:**

* Supervise and so far as is practicable teach any pupils whose teacher is not available to teach them.
* Undertake playground duty cover as part of a rota system.

**Relations with parents and wider community:**

* Know how to prepare and present informative reports to parents (orally and written).
* Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
* Participate in meetings with parents arranged for any of the purposes described above.
* Understand the need to liaise with agencies responsible for pupils' welfare.

**Managing own performance and development:**

* Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
* Understand their professional responsibilities in relation to school policies and practices.
* Set a good example to the pupils they teach in their presentation and their personal conduct.
* Evaluate their own teaching critically and use this to improve their effectiveness.
* Participate in regular staff meetings which relate to the curriculum for the school or the administration or organisation of the school.
* Undertake any appropriate in-service training.
* Attend an annual appraisal.
* Attend school events out of hours where required.
* Undertake activities relating to the review and development of policies, procedures and the curriculum.

**Managing developing staff and other adults:**

* Establish effective working relationships with professional colleagues including, where applicable, associate staff.
* Managing Resources:
* Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

**Administration:**

* Participate in organisational and administrative tasks related to such duties as are described above.
* Attend and deliver assemblies.
* Register the attendance of pupils.

**Safeguarding:**

* Follow and implement the child protection policies and procedures of the setting, contributing to identification of concerns, recording and working in partnership with all staff including the designated person to keep children safe. Be trained to the minimum LSCB safeguarding expectations as defined within the setting’s training programme.

This job description sets out the duties of the post at the time it was drawn up. The Head of School may vary the duties from time to time without changing their general character or the level of responsibility entailed. It may be amended at any time after discussion with the post holder, but in any case it will be reviewed annually.

**PERSON SPECIFICATION**

Candidates will be assessed on the following:

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|  | Essential | Desirable | Source of Evidence |
| **EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS** |  |  |  |
| Qualified Teacher Status |  | √ | AF |
| Honours Degree and recognised qualifications in the languages spoken | √ |  |  |
| Further and/or continued CPD |  | √ | AF |
| **EXPERIENCE** | | | |
| Proven ability as an excellent classroom teacher | √ |  | AF/IV |
| **SKILLS/KNOWLEDGE/ABILITIES** | | | |
| Good organisational skills with the ability to work on own initiative and to liaise with other professionals, parents and carers, as required | √ |  | IV |
| Subject specific knowledge with an understanding of how the curriculum supports the ethos and values of the school |  | √ | AF |
| Understanding and implementation of range of behaviour management strategies with a positive approach to promote learning and excellent behaviour | √ |  | IV |
| Confident and competent user of ICT in teaching and planning, with the ability to plan for progression across the ability range | √ |  | AF/IV |
| A child centered approach with a commitment to a range of teaching and learning strategies to engage all learners and make learning fun | √ |  | IV |
| Support for curriculum enrichment through extra-curricular learning and school visits where applicable |  | √ | IV |
| Understanding what constitutes quality and high standards in teaching and learning, how the learning environment supports high standards, and how to achieve and sustain high standards | √ |  | IV |
| Thorough knowledge of National Curriculum or EYFS (dependent on position applied for) and of assessment procedures | √ |  | AF/IV |
| Understanding of principles underlying excellence and enjoyment in education | √ |  | AF/IV |
| Evidence of cross curricular teaching and learning |  | √ | AF/IV |
| Experience of working with children with SEN, EAL and of using IEP’s |  | √ | AF/IV |
| Understanding what constitutes appropriate and successful relationships with children | √ |  | IV |
| Understanding and implementing inclusion strategies for all learners | √ |  | AF/IV |
| Supporting and nurturing development within the classroom |  | √ | IV |
| Ability to demonstrate knowledge and commitment to Equality and Diversity and how this has been applied in previous roles | √ |  | AF/IV |
| A knowledge and understanding of the requirements of Safeguarding Children and Vulnerable Adults in the education sector as applicable to this role | √ |  | AF/IV |
| A knowledge and understanding of health and safety standards and best practice | √ |  | AF/IV |
| **PERSONAL QUALITIES** | | | |
| Passionate about teaching and learning, displaying warmth, care and sensitivity in dealing with children | √ |  | IV/REF |
| Open minded and flexible towards change, with the ability to reflect on experience, changing where necessary | √ |  | IV |
| Trustworthy, reliable and punctual with a willingness to be involved in the wider life of the school and a desire to strive for excellence | √ |  | REF |
| Good interpersonal and communication skills | √ |  | IV |
| Commitment with environmentally friendly working practices with an insight into what is important in our school |  | √ | IV/REF |
| Ability to bring personal interests to the school community |  | √ | IV/REF |



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| Vacancy title: |  | Application Form  The Shared Learning Trust is committed to protecting and safeguarding children.  We apply stringent safer recruitment practices. |
| Closing date: |  |  |
| Academy/ Establishment: |  |  |

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| Please ensure that all sections are completed (using black ink or type), otherwise your application will not be considered. All information that you provide will be treated as confidential. The Declaration of Criminal Offences form must be completed. If you require any reasonable adjustments as part of the application or selection process please contact us. |

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| 1. About you | | | | | |
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| Title: |  | | | | |
| First names: |  | | | | |
| Previous names: |  | | | | |
| Surname: |  | | | | |
| Previous surnames: |  | | | | |
| National Insurance No. |  | | | | |
| DFE Number (if applicable) |  | | | | |
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| Address Details |  | | | | |
| Address: |  | | | | |
| Town: |  | | | | |
| Postcode: |  | | | | |
| Email: |  | | Daytime telephone number | |  |
| Mobile: |  | | Evening telephone number | |  |
| Do you currently work for the Trust? | |  | Yes  No | |  |
| Where did you see this vacancy advertised? (publication/website) | | | |  | |

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| Are you applying with a job share partner? | Yes  No | |
| If yes, Please specify hour/day arrangement |  | |
| Do you have a full current driving licence valid in the UK? | | Yes  No |

2. Employment history

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| Please list your current and all previous employers. Any gaps in employment must be explained and a continuation sheet used, if required. If you have been dismissed from any previous employment, please specify below. |

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| Employers’ names, addresses and type of business | Job title, Key responsibilities | Dates of employment | | Salary/  Grade | Reason for leaving |
| From | To |
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| 3. Education, qualifications and training – any gaps must be explained and a continuation sheet used if required. |

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| Name of school, college, university etc. | Name of course | Dates | | Qualification/grade achieved |
| From | To |
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| 4. Professional association membership |

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| --- | --- | --- |
| Name of professional association | Year of membership | Grade/level |
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5. Personal statement

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| Relevant abilities, skills, knowledge and experience  Tell us how your abilities, skills, knowledge and experience meet the Person Specification, drawing on all aspects of your education and experience, including paid employment and unpaid work. |

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6. Right to work in the UK

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| Are you required to have a UK work visa/permit? | Yes  No | |
|  |  | |
| If yes, do you have a valid visa/permit? | | Yes  No |
|  | |  |
| If yes, when does it expire? | | dd/mm/yyyy |
|  | |  |
| If yes, Please specify the type of Visa (Example: Tier 2) | |  |
|  | |  |

7. References

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| --- |
| Please give details of two referees from whom confidential enquiries may be made. Your referees should be from your current or most recent employer or your current educational establishment. Please note references will be taken up prior to interview for all shortlisted candidates. Educational referees should only be given where this will be your first employment following qualification. If you are applying for a post which involves working with children or vulnerable adults, you will be required to supply references which go back 5 years. Please attach these on a separate sheet. |

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| --- | --- | --- | --- | --- |
| Name of referee: |  |  | Name of referee: |  |
|  |  |  |  |  |
| Job title: |  | Job title: |  |
| Organisation: |  | Organisation: |  |
| Address: |  | Address: |  |
| Telephone: |  | Telephone: |  |
| Email: |  | Email: |  |
| Capacity in which known to you: |  | Capacity in which known to you: |  |

8. Declaration

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| All applicants are required to declare personal relationships with existing employees/ those affiliated with The Shared Learning Trust.  Are you related to, or a close friend of, any member affiliated with The Share Learning Trust? Yes  No  If yes, please provide the following details:  Name:  Relationship:  Address: |

Any financial interests that applicants may have in contracts with the Trust or pending tenders must be declared.

Are you or any of your relative’s party to an existing contract or involved in any competitive tendering process?  
Yes  No

If yes, specify the contract details:

**Teaching Disqualifications**

Have you ever been disqualified from Teaching? Yes  No

If yes, please specify and confirm if the sanction is spent:

**Primary Academy applicants:**

Staff included by the Disqualification by Association Act are those employed and/or provide childcare in either the early years or later years.

* Early Years means from birth until 1st September following a child’s fifth birthday i.e. up to and including reception age.
* Later Years means children under the age of 8.

Do you need to disclose any concerns relating to this act Yes  No

9. Declaration of Criminal Offences

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| The job for which you are applying involves substantial opportunity for access to children. It is therefore exempt from the Rehabilitation of Offenders Act 1974. You are required to declare any convictions or cautions you may have, even if they would otherwise be regarded as "spent" under this Act. The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies. As the occupant of the post will have substantial access to children, a disclosure request will be made to the Disclosure and Barring Service (DBS) to ascertain whether their records reveal any criminal convictions (including spent ones) relating to the successful applicant. All information given will be treated in the strictest confidence and will be used for this job application only. The disclosure of a criminal record will not debar you from appointment unless the selection panel considers that the conviction renders you unsuitable for appointment. In making this decision the panel will consider the nature of the offence, how long ago and what age you were when it was committed and any other factors which may be relevant. | | | | |
| Your application will not be considered without completion of this section. | | | | |
| Nature of offence(s) | Details of offence(s) | Place and date of judgement(s) | | Sentence(s) |
|  |  |  | |  |
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| All information given will be treated in the strictest confidence and will be used for this job application only.  I certify that, to the best of my knowledge, the information on this form is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to instant dismissal without notice. | | | | |
| Signed - Applicant: | | | Date (dd/mm/yyyy): | |
| Name (please print) | | |  | |

**Diversity Monitoring Form**

The Shared Learning Trust aims to have a workforce that reflects the diversity of talent, experiences and skills of our learners. We monitor the composition of our workforce to ensure that is representative and that all staff are treated fairly. In addition, we are committed to promoting race equality, under the Race Relations (Amendment) Act 2000, which applies to everything the trust does. The information you give on this form will remain strictly confidential, in accordance with the Data Protection Act 1998, and will not affect any decision to employ you.

**Date of Birth:**

**Age:**  Under 20  20-29  30-39  40-49  50-59  60 and over

**Disability**

The Disability Discrimination Act 1995 defines a disability as ‘A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. In this definition, long term is taken to mean more than 12 months.

Do you consider that you have a disability under the Disability Discrimination Act definition?

Yes  No

If you have answered ‘Yes’, please select the definition/s from the list below that best describes your disability/disabilities:

|  |  |
| --- | --- |
| Hearing (such as deaf, partially deaf or hard of hearing) | Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina, asthma, angina or diabetes) |
| Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) | Severe disfigurement |
| Speech (such as impairments that can cause communication problems) | Learning difficulties (such as dyslexia) |
| Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis) | Mental illness (substantial and lasting more than a year, such as severe depression or psychoses) |
| Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy) | Other disability (please specify) |

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Asian or Asian British** | **Black or Black British** | **Mixed** | **Other** | **White** |
| Bangladeshi | African | White and Asian | Chinese | British |
| Indian | Caribbean | White and Black African | Other | Irish |
| Pakistani | Black British | White and Black Caribbean |  | Other |
| Other | Other | Other |  |  |

If you selected any of the ‘other’ categories, please tell us how you would further describe yourself:

**Faith**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agnostic | Atheist | Buddhist | Christian | Muslim |
| Hindu | Humanist | Jain | Jewish | Sikh |
| No religion | Prefer not to say | Other faith (please specify) |  |  |

**Gender**

|  |  |
| --- | --- |
| Female | Male |

**Sexuality (Optional information)**

|  |  |  |  |
| --- | --- | --- | --- |
| Bisexual | Gay | Heterosexual | Lesbian |

In addition, if you prefer to define your sexuality in terms other than those used above, please let us know.

I certify that, to the best of my knowledge, the information I have provided on this application form, and on my completed declaration of criminal offences form, is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to dismissal without notice. I give explicit consent that the information provided by me on this form may be processed in accordance with the Trusts registration under the 1998 Data Protection Act and authorise the disclosure of personal data when references are taken up.

|  |  |
| --- | --- |
| Signed – Applicant: | Date: dd/mm/yyyy |
|  |  |

*Please return your completed application form to:* The Human Resources Team, The Shared Learning Trust, Dunstable, Bedfordshire LU5 4QP *or by email to:* academy[recruitment@](mailto:recruitment@barnfield.ac.uk)thesharedlearningtrust.org.uk*.* If you have not heard from us within four weeks of the closing date you may conclude that you have not been shortlisted.

|  |  |  |
| --- | --- | --- |
| For office use only | | |
| Application withdrawn | Post withdrawn | Shortlisted Yes  No |
|  |  | Appointed Yes  No |