Brigshaw High School

Applying for a job at Brigshaw High School

Teacher of English

Recruitment Information

January 2020

This school is committed to promoting and safeguarding the welfare of all children

BRIGSHAW LEARNINGPARTNERSHIP

Brigshaw High School

Headteacher: Mrs. Maria Williams MA NPQH

RECRUITMENT INFORMATION

Thank you for expressing an interest in this post within our school. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are advertising. We hope you will find this information useful and we look forward to hearing from you.

Contents:

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The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

BRIGSHAW LEARNINGPARTNERSHIP

Brigshaw High School

Headteacher: Mrs. Maria Williams MA NPQH

Brigshaw High School – Current Context

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two "villages", as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1320 pupils on roll, including 160 in the Sixth Form. Our planned admission limit is 240 per year and we are once again fully subscribed in Year 7 for 2019. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2019 30% of our leavers began a degree in a Russell Group university.

We are a "resourced school" for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing 'every child every chance of success, whatever it takes'. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop 'Respect For Learning', develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

"There's something really special here" HMI Ofsted

- Highly effective leadership… all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a '**culture of excellence**' across the school.
- Pupils are "proud… of their school and … appreciate the recent changes".
- Pupils' attitudes to learning are strong… they actively participate in and support their peers with their learning.
- Governors and trustees know the school well… they are realistic and reflective…they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carer engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. We repeated the event in 2013 as an Olympic legacy event and in 2014 we focused on Le Grand Depart, contributing to the success of Le Tour de France in Yorkshire, and again in 2019. The last five years have built on this legacy in a variety of ways with a range of countries.

Much of Brigshaw's success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a 'learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

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M A Williams

Mrs Maria Williams
Headteacher

BRIGSHAW LEARNING PARTNERSHIP

MULTI-ACADEMY TRUST

Allerton Bywater Primary School, Great Preston CoE Primary, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Lady Elizabeth Hastings CoE Primary (Ledston), Swillington Primary School and Brigshaw High School, in partnership with Kippax and Villages East Children's Centres, have been working together for a number of years as we believe that a strong partnership will achieve more for all our children and young people, through co-operation, openness and trust.

Since September 2016 Allerton Bywater Primary School, Kippax Ash Tree Primary School, Kippax Greenfield Primary School, Kippax North Primary School, Swillington Primary School and Brigshaw High School have become the Brigshaw Learning Partnership Multi-Academy Trust. We have recently been joined by Methley Primary School. All the schools continue to work closely together and share the same values.

What are our values?

- Self-help – helping people to help themselves.
- Self-responsibility – being responsible for our own actions and playing a full part.
- Equality – everybody should be treated justly and fairly.
- Equity – all members have an equal right to be informed.
- Democracy – having an equal say in how things are run.
- Solidarity – taking collective responsibility and supporting other co-operatives.
- Honesty – openness, social responsibility, caring for others.

What are our aims?

- To ensure high expectations across all of our schools among pupils, parents, carers and staff.
- To enable pupils to have consistently high quality teaching and learning experiences by sharing strengths, resources and staff, and developing creative ways to help pupils achieve.
- To work with parents, carers and the wider community to improve health and well-being, working more effectively with health, social care, sport and leisure services.
- To work with our partners to provide more opportunities for family and community learning and wider cultural experiences.
- To strengthen our commitment to co-operative values.

APPLICATION PROCESS

Making an Application

Application Form
If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are **not** accepted as part of the application process.

Please return your completed application form to: hammonj01@brigshawtrust.com by the closing date below.

Supporting information
This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Please remember to sign the declaration on the final page of the application form.

The closing date for applications is: Monday 3rd February 2020 at 9.00am

Interview and Selection Process
Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development
The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment, the Head teacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

Pre-Employment Checks

References

If you are short listed, we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

DBS & Disqualification checks

Employment at this school is subject to an enhanced check with children's barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.

Prohibition checks (Teaching posts only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

School Policies

Child Protection
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing
We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils. The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees, should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures

Equal Opportunities
We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment were all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.
If you have any queries on any aspect of the application process or need additional information please contact our Operations Manager on 01132878900 or email brannar01@brigshawtrust.com

January 2020

Dear Applicant

Re: Teacher of English

Thank you for showing an interest in the above post.

I enclose some information to help you if you decide to apply for the post: an application form including an equal opportunities form, a 'snapshot' view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, www.brigshaw.com. Our 2019 Ofsted Report is also available through www.ofsted.gov.uk.

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.

The closing date for applications is **Monday 3rd February 2020 at 9.00am** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that on this occasion your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully

M A Williams

Maria Williams

Headteacher

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclosure and Barring Service check

BRIGSHAW LEARNING PARTNERSHIP

Brigshaw Lane, Allerton Bywater, Castleford WF10 2HR
T: 0113 287 8900 F: 0113 286 4105
E: office@brigshaw.com W: www.brigshaw.com

Teacher of English

Salary: MPS / UPS

This is a permanent, full time position.

We are looking to appoint an outstanding and talented Teacher of English. An exciting opportunity to be part of this successful subject team, which facilitates students to achieve their potential at GCSE and A level.

We are looking for an excellent classroom practitioner who can provide a first-class education for our students, raising achievement and promoting outstanding progress. You need to have a passion for English and the ability to communicate this to a wide range of pupils with different needs and abilities. You will have the opportunity to teach across all age and ability ranges

Applications from newly qualified teachers and from experienced teachers are welcome.

Brigshaw High School is a very successful and inclusive 11-19 comprehensive school of over 1300 students serving communities across outer east of Leeds. The school has outstanding teaching accommodation and sporting facilities and strong learning and community partnerships.

On 1st September 2016 Brigshaw converted to an Academy status as part of the Brigshaw Learning Partnership, a multi-academy trust consisting of ourselves and five other primary schools.

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone 0113 2878900, e-mail office@brigshaw.com or downloaded from our website www.brigshaw.com

We warmly welcome all applicants to visit the school. Please contact Rachel Brannan, Operations Manager, on 0113 2878900 via email brannar01@brigshawtrust.com to arrange a suitable date and time.

Closing Date: Monday 3rd February 2020 at 9.00am

Interview Date: Shortly after, date TBC

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

JOB DESCRIPTION

Job Title: Teacher of English

Salary: MPS / UPS

Responsible to: Director of Learning: English

Overall purpose of the post:
To carry out the professional duties of a teacher, as circumstances may require, in accordance with the school's policies, under the direction of the Head Teacher. To work under an agreed system of management to deliver learning and the development of specialist knowledge.

Main duties and responsibilities:

Teaching and Learning:

- Teach English across KS3, KS4 and KS5 (A Level Literature and/or A Level Language).
- Plan, teach and assess highly effective lessons to ensure all students make good progress, taking account and reviewing prior attainment when planning and teaching lessons.
- Use a range of engaging pedagogical approaches and resources to best meet the needs of all learners.
- Use a range of marking and feedback strategies to ensure that constructive feedback is provided regularly to allow students make progress.
- Accountability for individual progress in your allocated classes.
- Promoting the achievement of high standards through effecting teaching and learning within subject area, preparation, evaluation and action planning.
- Co-ordinate class work with any classroom assistant support.
- Develop and sustain knowledge of current educational practices and be responsible for own continuing professional development.
- Set effective homework to encourage and enliven student learning, in accordance with departmental policy.
- Ensure differentiation and personalisation of learning for all students, to both support and challenge, whilst maintaining academic rigour.
- Strive to deliver outstanding lessons.

Pupils:

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Take responsibility for upholding high standards of behaviour and classroom management within the classroom and the school's environment.
- Be the first line of contact for parents and carers concerns with regards to their child's performance and well-being of your classes.
- Assess, record and report pupils' progress effectively.
- Promote a love of learning and foster their intellectual curiosity.
- Engender a commitment to success in each of the pupils.
- To be an effective form tutor and support the school's vertical tutoring model.

Department:

- Implementing school and departmental policies and practice and to promote collective responsibility for their implementation.
- Willingness to contribute to the extra-curricular life of the department.
- Willingness to become involved in aspects of departmental planning and development

PERSON SPECIFICATION

We are looking for a colleague who has the following experience, skills and qualities:

- A knowledge of Child Protection and Safeguarding procedures.
- A good Honours Degree or equivalent in English or a related discipline.
- A sound understanding of recent curriculum developments in English.
- Excellent practical and classroom management skills.
- Enthusiasm, energy and commitment.
- Support Brigshaw's school ethos and our Core Values.
- Good inter-personal skills and the ability to work well as part of a team.
- Good organisational and administrative skills.
- Willingness to be a 'creative risk-taker'.
- Generosity of spirit.

Career development:

- Access and support to follow middle or senior leadership programmes from the outset e.g. NPQML, Teaching Leaders; Yorkshire Leadership Community, PIXL leadership programmes, Red Kite TSA, Leading Learning Partnership, Chartered College of Teaching...

We offer:

- Outstanding career development
- Bespoke support
- Guaranteed visits to other establishments to view and share best practice
- A team of experienced and supportive SLT and staff
- Effective technology
- A focus on teaching and learning

Top ten reasons to work at Brigshaw High School:

1. We have great students! Excellent student behaviour for learning means that you will be able to deliver outstanding lessons.

2. A career development coach to enable you to become ready for middle / senior leadership in three years with the opportunity to gain the National Professional Qualification for Middle Leadership (NPQML) or equivalent.

3. Access to professional development through the Red Kite Teaching School Alliance.

4. A weekly CPD induction plan to establish you in school.

5. Leaders who walk the talk.

6. Senior leaders who teach and understand the demands of the role.

7. Leadership with moral purpose.

8. Passionate staff who always want the best for our students.

9. A well-resourced and recently built school site with extensive community and school links.

10. An exciting and fast paced, oversubscribed 11-18 school that is going from strength to strength.

ENGLISH AT BRIGSHAW

English is outstanding…Subject leaders and teachers are passionate, committed and hard-working.
(Ofsted Subject Inspection 2011)

The English department at Brigshaw is one of the core strengths of the school and has been identified as such by Ofsted in our last two full school inspection reports. Indeed, in their subject survey inspection in May 2011, Ofsted rated student achievement and the overall effectiveness of the English department as being 'outstanding'.

Results have been consistently in line with or above the national average at Key Stages 4 and 5 and also judged 'significantly high' in terms of value added progress. In 2019, the English department demonstrated rapidly improving outcomes and secured a strong positive, Progress 8 score in line with national average for Language and above national average for English Literature. We currently have over 40 students in the Sixth Form who study either English Literature or English Language at A level. The results at Post-16 in recent years have consistently been good.

Staffing:

The English team currently comprises of seven full-time and three part time specialist English teachers many of whom have been part of the team for many years and trained with us. The emphasis has always been on teaching and learning and this is a genuinely self-reflecting team who always seek to improve the way they can encourage pupils to work more independently and think more deeply. The whole team works to common schemes of work in Years 7 – 11 which are often written and evaluated collaboratively. We welcome creative input into these schemes and suggestions for new ones, but like to ensure we all work to the same schemes as this enables clear progression lines for pupils and easy reference points for teachers. We find it also enables teachers to focus on adapting each lesson to suit their individual classes as we teach mixed-ability groups at KS3. KS4 is taught in ability sets with 4 groups on each side of the year. At A level, we often work in pairs and plan SOWs collaboratively, passing teaching files on to each other.

We work collaboratively with our colleagues in the Media department; alongside a full time Media specialist, three of our English teachers also teach GSCE or A Level Media. The Media department's A level results in 2019 saw 50% of the cohort achieve A-B and the outcomes overall are rapidly improving.

Facilities:

The English department is based in our spacious Silkstone Building, and the majority of teachers have their own teaching room, well equipped with resources, mini whiteboards, a visualiser and an interactive whiteboard. We work collaboratively with a number of other departments in school. We are a large team with a range of different talents, expertise and interests which we are looking forward to sharing with the successful candidate.

Curriculum:

Our curriculum offer focuses on distinct phases of learning:

Year 7 and Year 8 - Establishing and Entitlement

Students study schemes of learning which consolidate and build on the skills and knowledge acquired in KS2 and they study a broad and lively curriculum from 'Epic and Myth' to the 'History of the English Language'. Pupils are involved in a variety of speaking and listening, reading and writing activities, writing for different audiences and purposes. We are committed to ensuring pupils are taught 'the best of what is known and thought' and our schemes are designed to equip students with lifelong knowledge and a passion for reading, writing and the skills to communicate well.

Year 9 – Developing and Strengthening

In Year 9, students currently begin a foundation year for GCSE studies in which the focus is on the enjoyment of, and familiarisation with, the Literature texts and some elements of Language study. However, in September 2020 we will be reverting to a three year Key Stage Three and using Year 9 to further develop and broaden our students' love of worldwide Literature and skills.

Years 10 and 11 – Specialising

Students in KS4 study both Language and Literature and the focus here is on deepening their knowledge, improving analytical skills, memorising quotations, strengthening their understanding of the contexts of texts and crafting their language for purpose. We aim to help students become more confident and skilled communicators in school and beyond. Our key texts are 'Animal Farm,' 'Macbeth' and 'Jekyll and Hyde' as well as the AQA Power and conflict cluster, and we find these choices allow them to see the thematic links, tracking and building upon their understanding of context and concepts. Writing is taught through 'workshop style' sessions to promote a love of writing and not writing simply 'for an exam.'

Post-16 – Becoming Experts

At advanced level we follow AQA Specification B both Language and Literature A Level qualifications. Both of these are successful and popular choices for pupils. The successful candidate will be expected to teach across the age and ability range.

The English department has a long record of providing excellent CPD and is a place where teachers can develop and contribute. This is an exciting opportunity to join an innovative, enthusiastic and highly successful team.

This post is subject to an enhanced Disclosure and Barring Service check

We warmly welcome all applicants to visit the school. Please contact Jon Hammond, HR Officer, on 0113 2878900 Ext 1164 or via email hammonj01@brigshawtrust.com to arrange a suitable date and time.

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REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file. The documents that you may use are listed below:

- United Kingdom passport.
- European Economic Area passport.
- National Identity Card.
- United Kingdom residence permit.

OR

An official document with a National Insurance Number.

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland.
- A letter from the Home Office.
- An Immigration Status document endorsed by the Home Office.

The original document will be returned to you as soon as it has been photocopied.
The European Economic Area Agreement consists of the following countries:

Austria	Hungary	Norway
Belgium	Iceland	Poland
Cyprus	Ireland	Portugal
Czech Republic	Italy	Slovenia
Denmark	Latvia	Slovakia
Estonia	Liechtenstein	Spain
Finland	Lithuania	Sweden
France	Luxembourg	The UK
Germany	Malta	
Greece	Netherlands	