

Holte School

Headteacher Recruitment Pack

Spring 2023

Holte School

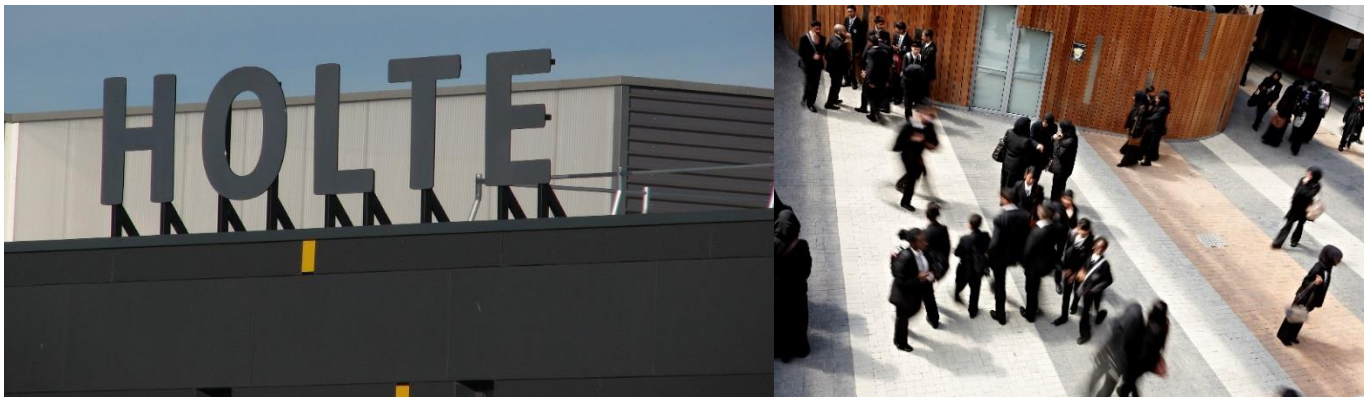


Wheeler Street, Lozells, Birmingham, West Midlands, B19 2EP

0121 566 4370/4371

enquiry@holte.bham.sch.uk

www.holte.bham.sch.uk



“Dedicated to learning as the foundation for life”



Contents

Introduction

A letter from the Chair of Governors
A letter from the Head Boy and Head Girl

Our School

About our school
Our purpose
Performance and achievement
A broad and balanced curriculum
Teaching & Learning
The professional development of staff
Pastoral care, guidance and support
Awards and accolades
Leadership and management
Collaboration with others
The Sixth Form
The Governing Board
Holte, Mayfield and Lozells - 'HML'
Financial details

Our Community

Information about Lozells
Diversity of the school community
Birmingham Local Authority context

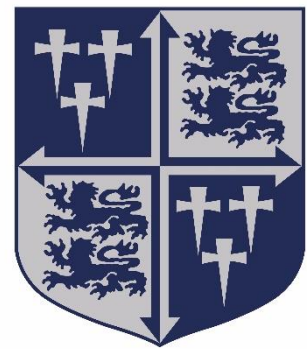
Our new Headteacher

Advert
Application process
Job Description
Person Specification

Appendices

Headteacher Advert
Birmingham City Council Teaching Application Form and guidance notes

Holte School



**“Dedicated to learning as
the foundation for life”**

A letter from the Chair of Governors

Dear Candidate

As Chair of Governors at Holte School, it is with great pleasure that I invite you to apply for the headship vacancy.

Holte School is a unique school in an historic part of Birmingham. It takes its name from Sir Thomas Holte (1571-1654) who, as a local landowner was responsible for building Aston Hall about 2km away from the school. There is a Holte End at Premier League football club Aston Villa.

Dedicated staff, assisted by a calm, successful leadership team, have embraced the challenges that can arise from being in an inner-city area to ensure all opportunities are maximised for our pupils. In the years I have been involved with Holte School, originally as a scientist and engineer I have seen the aspirations move forward in leaps and bounds. The career paths and horizons for the young people at Holte School have diversified and expanded beyond measure and we have nurtured the career aspirations that have enabled highly successful professionals and individuals to achieve academic and vocational qualifications in their school career. This is thanks to the quality of the teaching and support teams, to the pupils themselves and their attitude to the importance of their education.

The Governing Board looks forward to the successful candidate leading the school to even greater achievements and will continue to do all it can to support the new Headteacher, the staff body and pupils in the coming years.

Yours faithfully

Chris Hardy
Chair of Governors
Holte School

A letter from our Head boy and girl

On behalf of all pupils we would like to welcome you to our school. As proud members of our school community, we strive for excellence whether it be in academic success or extra-curricular events. With a friendly and inclusive atmosphere, supported by the dedicated pupils and teachers, we believe that Holte School is a safe environment for all pupils where they are able to fulfil their potential in all aspects of school life.

As pupil leaders, we hold a central role in the organisation of the school. Voicing the opinions and suggestions of all pupils, along with the Junior Leadership Team and the school councillors to benefit our flourishing community. We work closely alongside staff members throughout the exciting developments of our school. In our roles as Head Boy and Head Girl, we aim to be positive role models for our younger pupils and inspire all pupils to find their passion and embrace every opportunity given to them with enthusiasm and determination.

We are proud to be a key part of a supportive and diverse school. A school that puts their pupils at the forefront of education and enables them to develop into well-rounded young adults with the skills that will enable them to move forward in the next part of their journey.

Rio and Khadija
Head Boy and Head Girl 2022
Holte School

About our school

Holte School is an oversubscribed, diverse multi-racial, multi-cultural, multi-language, 11-18 secondary school situated in Lozells, Birmingham; it is an extremely successful school with 1200 aspirational learners.

Previously categorised as an "Outstanding" school, Holte School is currently rated as "Requires Improvement" since its September 2019 Ofsted inspection. We are looking for an exceptional individual who has the vision to restore the school to its former "Outstanding" status.

The school is a Local Authority PFI school and shares a campus with a primary school (Lozells Junior and Infant School and Nursery) and an all-through special school (Mayfield School), which caters for pupils with disabilities, and those with profound and severe special educational needs. All three schools occupy the same purpose-built building which is collectively called 'HML'.

The community we serve is incredibly rich and diverse. Almost all pupils are from minority ethnic groups; the large majority from a range of Asian heritages and over 87% of pupils speak English as an additional language, compared to 19.5% nationally. The school had 1039 pupils in Years 7 to 11, 72% of whom were eligible for the Pupil Premium, in comparison with 22.5% nationally. In addition, 23% of pupils are currently on the SEND register, compared to 12.6% nationally (information relates to 2021-2022 academic year).

Our purpose

"Staff provide excellent support for pupils who need extra help. Pupils with special educational needs and/or disabilities (SEND) are supported well by teachers and other staff. They thrive in school as a result" Ofsted 2019.

"The school's work to encourage pupils' wider development as young people is first class" Ofsted 2019.

Our fundamental belief is that everyone matters and can make a valuable contribution to the world in which they live and that learning is the foundation for life. We provide experiences to inspire motivate and meet the needs of all learners. We encourage a lifelong love of learning to enable all to develop the attitudes, skills and knowledge to become confident communicators and responsible citizens.

We want our learners to:

- make a positive contribution now and in the future and have a voice in society
- aspire to be the best they can be, and to realise their outstanding goals
- develop the skills and habits to be successful in a rapidly changing society
- make informed decisions for a healthy and safe lifestyle
- understand, embrace and respect the diverse world in which we live

We aim to provide:

- the environment, stimulus and opportunities which will encourage every individual to discover and fulfil their potential
- outstanding teaching, learning and assessment
- a broad, balanced and creative curriculum that meets the needs of all pupils
- personalised support and guidance for all pupils
- enrichment activities for development, challenge and enjoyment
- a flexible and enabling learning environment and an ethos of success

Performance and achievement

Holte School gained Ofsted outstanding status in 2009 and retained its outstanding status in its Ofsted 2012 inspection. The school has a strong legacy of providing support for other schools at a national level. In 2019, under the revised Ofsted framework, the school was judged as “requires improvement”. Our priorities include the school re-establishing itself as outstanding. Since its last inspection, the school has updated its procedures regarding the use of alternate provision; strengthened governance and continues to further develop Mathematics and Science.

Holte School continues to deliver outstanding provision for its pupils. The curriculum allows pupils to follow a wide variety of courses. This is demonstrated by a high proportion of pupils gaining good passes at Level 2 and 3 qualifications. The school community has a positive ethos and provides a stable and supportive environment for its learners. Over the past decade attainment results have shown year-on-year improvement coupled with increases in value-added KPIs.

School Essential Data

Key Stage 4				
	2019	2020	2021	2022
Attainment 8 score	38.46	<u>45.09</u>	46.48	44.56
Progress 8 score	-0.08	0.48	0.26	-0.06
English & mathematics (5+)	18%	33.5%	37%	38.4%
English & mathematics (4+)	43.2%	56.9%	58.9%	63.2%
Ebacc (5+)	3.3%	21.8	21.4%	14.7%
Ebacc (4+)	7.1%	35.6%	36.5%	22.1%
English Progress 8 score	0.08	0.24	-0.06	0.19
Mathematics Progress 8 score	-0.44	0.18	0	-0.23
Ebacc Progress 8 Score	-0.09	0.52	0.48	-0.2
Open Element Progress Score	0.05	0.8	0.4	-0.01
Key Stage 5				
	2019	2020	2021	2022
Level 3 Overall VA	-0.59	0.32	0.28	-0.53
A Level average grade	D+	C+	C	C-
Applied General average grade	Merit+	Distinction	Merit+	Distinction-
Technical average grade		Distinction+	Distinction	Distinction-

A broad and balanced curriculum

Our curriculum is broad, responsive and ambitious. We aim to build individual and collective confidence, developing the skills of co-operation and respect in order to help our young people contribute actively to the sustainability of their communities and their own futures. To this end the school is organised around a curriculum that stretches and supports all pupils, led by specialist teachers, with support from an innovative Pastoral Support System, including a large SEND Team and a Learning Support Centre. The curriculum is delivered through a minimum of eight teaching groups per year, varying on the size of the year group and the nature of the subject being taught.

At Key Stage 3 the national curriculum is taught in discrete subjects and at Key Stage 4, flexibility to tailor options according to a pupil's strengths and needs is central to the curriculum. Learners are given the opportunity to study vocational courses and a wide range of GCSEs that meet their aspirations and can lead to the English Baccalaureate. At Key Stage 5 the learners have an opportunity to tailor a curriculum that meets their needs and prepares them for life beyond school. In all Key Stages Citizenship and SMSC are delivered through subjects and via dedicated thematic days.

We have developed a range of pathways for pupils of differing abilities and interests and take pride in the opportunities we are able to offer.

Enrichment and extra - curricular activities are a central part of our school community and include an array of integrated activities and opportunities for pupils of all ages and abilities. The Brilliant Club, residential visits, UNICEF, Duke of Edinburgh Awards Scheme, out-of-hours learning, Breakfast Club, competitions, taster days, careers events, Saturday morning tuition and a proud track record in competitive sport further enrich pupil experiences whilst at Holte.

Charitable work by pupils is encouraged and we are heavily involved in a wide range of community-based programmes. The school also offers a growing number of family learning programmes, including workshops on literacy, numeracy and support with other school related matters. Pupil Voice and Pupil Leadership also has a significant role at Holte, with pupils taking a lead in their education as key stakeholders of the school community.

Teaching and Learning

“Leaders and staff have high expectations of all pupils. They want all pupils to achieve the best possible academic results and to be ready for life after school.” Ofsted 2019.

Effective teaching is defined as that which leads to improved pupil achievement using outcomes that matter to their future success. Our priority is simple – to continue to improve the quality of teaching in the classroom.

Our aim is to establish a framework that defines the key elements of great teaching. Our framework includes four components suggested by research and cognitive science that teachers should consider when assessing teaching quality.

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunities to learn
4. Activating hard thinking

Through an evidence-informed approach we want to use the wisdom of great teachers alongside evidence from research to distil great teaching into a framework of clear pedagogical principles. It is by focusing on these principles that we can improve pupil outcomes. Good quality teaching will likely involve a combination of these attributes manifested at different times, underpinned by a commitment to promoting literacy and numeracy across the curriculum.

Our framework is ‘rigid but flexible’ - teachers must be rigid in terms of focusing on sound pedagogical principles, but are free to implement the framework in their classroom in a way that best suits them, their subject and the pupils they are teaching. They have professional autonomy. We want to establish a common language based on this ‘rigid but flexible approach’ encouraging purposeful and reflective practice for teachers. We don’t want to talk about outstanding teaching – we want to talk about great teaching. Outstanding teaching is formulaic; great teaching accepts that successful teaching looks different in different contexts.

The professional development of staff

The professional development of all staff is given the highest priority at Holte School. We aim to appoint only the very best staff. Effective in-school training, for ECTs and new staff, ensures that new teachers are properly inducted into the school and once established, that professional development and effective instructional coaching is available to them through a mixture of in-house career development programmes and external courses. A significant number of staff complete National College Leadership Programmes, as well as opportunities to undertake NPQML and NPQSL courses, apprenticeships; and the school actively supports staff who wish to complete a Master’s in Education course or similar active research projects.

Since November 2012, Holte School has been a Leading School in the School Direct Programme for Initial Teacher Training working in partnership with Birmingham City University. The school continues to support the programme and we have been able to secure many government funded School Direct places for the primary and secondary sectors, enabling Holte and its alliance of schools to attract high-class graduates for teacher training. The school also provides placements and mentoring for PGCE pupils from the University of Birmingham in a range of subject specialisms.

Pastoral care, guidance and support

“The school places as high a priority on developing pupils as young citizens as it does on academic success. It provides an exemplary range of activities and opportunities for pupils. These help pupils to develop self-confidence and prepare them well for later life.” Ofsted 2019.

Holte School is proud of its reputation for providing outstanding, pastoral care, and being a school where each pupil is valued as a unique individual. All pupils receive carefully considered support and advice at each stage of their school career, tailored to their particular needs and circumstances. The pastoral system has a significant role in promoting high standards across the school and has assisted in the continual improvement in exam performance over recent years.

Vulnerable pupils and those pupils with behaviour needs are effectively monitored and supported and make significant improvements over time and supported by our in-house Learning Support Centre. The school also benefits from a strong partnership with outside agencies, such as City Year, The Wellbeing Crew, NHS School Nurse Service, Education Welfare Service, Forward Thinking Birmingham and West Midlands Police. The school employs a wide range of pastoral interventions to support children, including alternative provision and managed moves.

The pastoral system is organised into a year group system, which includes form tutors, year managers, year coordinators, a pastoral secretary, home school link workers, our SEND team, first aiders, learning mentors and a variety of external agencies. The school also has a House System to nurture pupil leadership, peer mentoring and develop a spirit of competition within the school. This large team has carved out an excellent reputation for its proactive work in a variety of fields and gets to share its work in a multitude of forums. This includes work around addressing knife crime, county lines, gang issues, the introduction of restorative practice and the use of Pivotal Behaviour Management techniques.

Awards and accolades

Over the years the school has achieved many prestigious awards, a selection of our most recent awards include:

- Cultural Diversity Quality Standard – Gold
- ICT Mark Accreditation
- Inclusion Quality Mark, Flagship School
- International Schools Award, Leading Aspect Awards
- Mental Health School Award, Carnegie Centre of Excellence for Mental Health in Schools – Silver
- Midlands Education Award winners for “Transforming Lives Through Partnerships”
- Safeguarding Alliance Award
- Trauma Informed and Attachment Aware School – Gold
- UNICEF Silver Award

Leadership and management

The Headteacher and Senior Leadership Team work collaboratively with the Governing Board to ensure outstanding leadership and management. The leadership of the school is divided into three main areas; Curriculum, Inclusion and Teaching and Learning. Each of these areas is led by a Deputy Headteacher and a team of Assistant Headteachers’ whose roles and responsibilities include:

Curriculum	Inclusion	Teaching and Learning
<ul style="list-style-type: none"> • Advance the curriculum to ensure that the school is at the leading edge of development. • Facilitate and deliver whole school INSET and Outreach support to other schools. • Ensure consistency and outstanding practice at the operational level of departments. • Strategic oversight of STEAM, IT provision, reading, literacy and mathematics across the curriculum. • Strategic oversight of vocational and careers provision. • Monitoring of examination entries and results and the development of a live tracking system and the analysis of progress data. • Timetabling, Pathways, Scheduling SIMS, PiXL and Quality Assurance. • Monitoring of educational visits and extra-curricular courses. • Raising Standard Leader (PiXL). 	<ul style="list-style-type: none"> • Ensuring that the school is fully inclusive and that the highest standards are maintained in all aspects of pupil welfare. • Strategic development of attendance, punctuality and behaviour and safety. • Designated Safeguarding Lead and lead on all issues relating to safeguarding and Child Protection. • Responsibility for ensuring that curriculum provision for all pupils with learning difficulties and behaviour needs is of the highest quality. • Development of the school’s Learning Support Centre. • Oversight of Citizenship, PSHE, SMSC, community cohesion and parental engagement. • Management of the transition process from primary to secondary school. • Co-ordination and development of work with external agencies on issues of pastoral care, health and wellbeing; and inclusion. 	<ul style="list-style-type: none"> • Co-ordination of the school’s Ofsted Action Plan. • Oversight of the School Development Plan and Departmental Development Plans. • Analysis of SISRA, monitoring the progress of all pupils and developing strategies to maximise outcomes. • Strategic oversight of Teaching and Learning, including quality assurance, departmental reviews, instructional coaching. • Teaching and Learning professional development. • Oversight of the reporting to parents’ cycle, organisation of Parents Evenings and Pathways. Strategic development of the school’s Sixth Form. • Management of all matters relating to internal and external examinations. • Management of the Pupil Premium strategy. • Management of the whole school annual calendar.

There is also an Associate Deputy Headteacher responsible for staff development and teacher training.

The school currently has 95 teaching staff and 69 support staff who are dedicated, professional and hardworking. Many of the staff have been with, and, advanced within the school over a long period.

“The school’s staff form a dedicated team. They are committed to doing the best for pupils. Relationships between staff and pupils are warm and respectful throughout the school” Ofsted 2019.

Collaboration with others

The school is a unique institution, at the cutting edge of education, and has a proud history of taking a lead in partnership with others. The school participates in collaboration work with other education settings and institutes and is recognised on a national level in many arenas. It strives to work with members of the local community to support the ongoing development of the young people of Lozells.

The school also has strong history of working with Birmingham City University to develop and support new entrants to the teaching profession and also works in partnership with other universities on the teaching training programme.

A selection of organisations and local networks that Holte School has links with include:

- Attachment Research Community (ARC)
- Billesley Research School
- Birmingham Education Partnership
- Birmingham Educational Psychology Service
- Birmingham SAFE Taskforce
- Birmingham Safeguarding Schools Network
- Birmingham Violence Reduction Unit
- Bishop Challonor Catholic College
- Cambridge University – iPeace Programme
- Capita
- Inclusion Quality Mark
- Ladywood Police School Panel
- Lozells Primary School
- National STEM Learning
- Newman University
- North West Network of Schools
- Nuffield Research Centre
- Pivotal Education
- Safeguarding Alliance
- Titan Schools Network
- Trauma Informed Attachment Aware Schools (TIAAS)
- UNICEF
- University of Birmingham
- University of Wolverhampton
- Walsall Educational Welfare Service
- Warwick University

The Sixth Form

“The sixth form shares the strengths of the rest of the school. It is well led. Pupils enjoy their studies and most achieve well. Teachers provide expert teaching and high-quality support. Pupils take part in many activities” Ofsted 2019.

Our aim is to foster a vibrant, supportive and happy sixth form community in which each pupil is encouraged to develop a wide range of intellectual, cultural and recreational interests, to strive for excellence in fulfilling their potential and to develop a sense of independence and social and moral responsibility, in preparation for the roles they will play in the wider community of the 21st century.

We operate in a purposeful, friendly and adult environment in which pupils are encouraged to develop a sense of independence and take responsibility for their study; this can perhaps best be described as ‘challenge with support’. We offer pupils a chance to continue developing the skills and attitudes that are required later in life. It provides opportunities for extra – curricular and community interests and pupils are given every encouragement to be leaders in the school and wider community.

Above all, the sixth form is about helping pupils to realise their potential whatever it is. We want our sixth form pupils to be successful and happy, whether this is success in university entrance, in their chosen career or in developing their wider potential. We also want our sixth form pupils to be considerate and responsible members of a happy and thriving community.

The Governing Board

“Governors are very committed to the school. They carry out many of their duties carefully and well” Ofsted 2019.

The Full Governing Board meets six times in the academic year; and is served by one sub-committee for Finance.

Governors carry out their full range of statutory policies, utilising their skills and experience to provide support to the school, and where appropriate, constructive and robust challenge.

There are Link Governors for the following areas: Curriculum, Health and Safety, Mental Health and Wellbeing, Safeguarding, Safer Recruitment.

Chair of Governors:	C Hardy	Clerk:	SIPS clerking service
Vice Chair of Governors:	To be confirmed		
Parent Governor	S Mirza	Co-opted Governor	Awaiting appointment
Parent Governor	M Sattar	Co-opted Governor	C Hardy
Teacher/Staff Governor	M Rashid	Co-opted Governor	J Humpherson
Headteacher/Staff Governor	J Sohal	Co-opted Governor	M Mallik
LA Governor	M Heran	Co-opted Governor	Awaiting appointment

Holte, Mayfield and Lozells Schools (HML) context

The construction of Holte Secondary School, Mayfield Special School and Lozells Primary School was completed in March 2011 as part of the Building Schools for the Future Investments programme.

The three PFI schools are housed in one building with shared facilities, including community facilities, sports and dining areas but with their own defined clusters of spaces, each with its own social learning zone for both large group and independent learning. Our combined facilities provide us with a rare opportunity to support children and families from birth into adult education and training. Sharing expertise across the three schools helps us make each pupil's learning experience relevant to their interests, aptitudes, ambitions and needs; and ensures their experience of moving from primary to secondary is supportive and nurturing.

Equans Facilities Management maintains the HML campus on a 25-year contract to ensure that standards of service and maintenance are consistently high throughout the life of the partnership and beyond.

Financial Details

Further details relating to the school budget situation will be made available to short-listed candidates. For the interim, candidates may wish to note the following:

- The funding received by the school so far for 2022-2023 is approximately £8.2m
- The school has a healthy carry-forward balance with significant funds ear-marked for building development works which may include an external sixth-form building.

Information about Lozells

Lozells is an inner-city area in the north-west of Birmingham and is centred on Lozells Road. It has a high population density compared to other inner-city areas and has an ethnically rich and diverse community. Many newly-arrived families settle in the local area with pupils attending Holte School.

The Lozells community has benefited from the regeneration and redevelopment of the area in recent years. There has been significant investment in housing, employment and local community facilities, infrastructure, transport and the environment. We are committed to working in partnership with our community and to ensuring that our pupils are active and have a positive impact in the local area. Holte School has strong links with all our feeder schools, The Lighthouse Young People's Centre, Aston Villa Football Club, Birmingham City University and the Titan Partnership schools.



The diversity of our school community

Holte School is a diverse and vibrant community. We are lucky enough to have families from all over the world represented at our school and a wide variety of languages are spoken.

Birmingham Local Authority context

Holte School is a mixed community school for boys and girls aged 11-18. It is a Local Authority Birmingham City Council maintained PFI school. The Governing Board is currently exploring the options for academisation in the future.

Advert

**HOLTE SCHOOL, WHEELER STREET, LOZELLS, BIRMINGHAM B19 2EP
0121 566 4370 (Option 1)**

HEADTEACHER

L36 – L42 (£99,681 to £115,483)

Full-Time

Permanent

Required to start September 2023

An exciting opportunity at Holte School!

Governors are seeking to appoint an outstanding Headteacher who shares our vision, ethos and passion for the role of education in transforming lives. Who can drive school improvement, enthuse staff, is innovative, dedicated and a highly skilled and effective leader.

Our new Headteacher will be an experienced senior leader with strong academic qualities, vision and ambition for the further development of the school. They will be highly skilled with the resilience and determination to deliver an outstanding curriculum and pastoral education; and will have excellent communication skills, a commitment to wellbeing, diversity and inclusion, whilst holding high the values and ethos of the school.

Due to the retirement of the current highly successful Headteacher there is an opportunity for a strong, ambitious and exceptional candidate to continue to drive the school forward, to meet the challenges it faces and to continue its development.

Holding high expectations and aspirations for our pupils the successful candidate will:

- Be an experienced senior leader with a proven track record of managing and implementing change.
- Be able to inspire and motivate others.
- Have extensive experience of working in a multi-diverse environment.
- Have high standards and expectations of self and of others and be able to lead by example.
- Be aspirational, ambitious and committed to excellence in teaching and learning.
- Demonstrate a clear strategic vision and proven ability to generate support and commitment from all stakeholders.
- Have an understanding and commitment to strong financial management and a firm grasp of the concept of value for money.
- Be an excellent communicator able to work successfully with both internal stakeholders and external agencies.

We offer:

- Enthusiastic and ambitious pupils who are keen to learn.
- A supportive Governing Board.
- A talented staff team that welcomes new challenges and are committed to supporting and developing pupils and colleagues.
- Opportunities to work in collaboration with partner schools.
- Quality continuous professional development.
- An opportunity to work with a coach/mentor.

Are you an experienced leader looking for something different? Do you want to lead a school where you can feel you are making a difference every single day? If so, we'd like to hear from you.

Potential candidates are encouraged to visit the school. Requests for visits should be to Melissa Bowen, Strategic Business Manager on 0121 566 4370/4371.

Closing Date: Friday 3 March 2023 at 10:00am

Interviews for shortlisted candidates will take place on Tuesday 21 March and Wednesday 22 March 2023; candidates may be required to attend both days. CVs and applications from Recruitment Agencies will not be accepted.

Holte School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be subject to all necessary pre-employment checks in line with the KCSIE guidance, including an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references. It is a requirement for all shortlisted candidates to complete a self-declaration of their criminal record and to undergo a general online search carried out by the school.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.

Application Process

Please note, all applicants must complete the Birmingham City Council Teaching Application Form.

Completed application forms should be emailed direct to CSURecruitment@birmingham.gov.uk by 10am on Friday 3 March 2023. Applications should also include an additional statement detailing how your knowledge, skills and abilities match those set out in the job description and person specification. This should be no more than 3 sides of A4 paper in total.

Please click this link to view our school policies on our website – [Holte School Policies](#).

Job Description

Job Title: Headteacher

Scale: Group 7 ISR - L36 to L42 (£99,681 to £115,483)

Responsible to: Governing Board of Holte School

JOB PURPOSE

The Headteacher is expected to provide the professional leadership, strategic direction and operational management for the school by promoting high standards in all aspects of the school's work. They will build upon past achievement, to secure the school's continued success and improvement by ensuring high quality education for all its pupils so as to maximise their potential and develop their whole personality.

The Headteacher will:

- Develop, build and communicate a coherent vision of the school.
- Inspire, challenge, motivate and empower all stakeholders, including parents and the wider community, to implement and carry forward the vision.
- Monitor, evaluate and review all policies, set priorities and targets and take any necessary action required to ensure excellence of teaching and learning and the continuous development of pupils and staff.
- Provide a supportive environment for staff and ensure that their wellbeing is paramount, while striving to improve educational attainment.
- Ensure that excellent teaching and learning is the main objective of all members of the school community.
- Have high expectations of pupil behaviour and promote respect for all.
- Promote and secure the school's continued evolution taking into account national and local policies and initiatives.
- Be accountable for the deployment of resources in accordance with regulations and the school's policies and the overarching need to obtain value for money.

The Headteacher will carry out their professional duties in accordance with the National Conditions of Employment for Headteachers in the School Teacher's Pay and Conditions Document and education, employment, health and safety and other relevant legislation affecting the conduct of the school.

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and uphold and demonstrate the Nolan Seven Principles of Public Life.

KEY DUTIES

1. School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

3. Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

- Ensure all staff hold ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities-of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

8. Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability

- Understand and welcome the role of effective governance, and the importance of giving account and accepting responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Line management

Responsible for the supervision of all staff employed in the school.

Conditions of employment

The above responsibilities are in accordance with the School Teachers’ Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and Local Authority guidance on interpreting conditions of service.

Review and amendment

This job description is subject to annual review. It is also subject to the provisions of the School Teachers’ Pay and Conditions Document it may be amended at the request of the Governing Board or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

The Governors are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate must provide an Enhanced Disclosure from the Disclosure and Barring Service.

Job Description issued, after consultation by the Chair of Governors	Signature of Chair of Governors
Dated	
Copy received by Postholder	Signature of Postholder
Dated	

Holte School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Successful candidates will be subject to all necessary pre-employment checks in line with the KCSIE guidance, including an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references. It is a requirement for all shortlisted candidates to complete a self-declaration of their criminal record and to undergo a general online search carried out by the school.

Person Specification

Job Title: Headteacher

Method of Assessment (MOA)

A Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
-----------------------	------------------	----------------	-----------------------	-------------------

	ESSENTIAL	M.O.A.
EDUCATION / QUALIFICATIONS / TRAINING NB: Full regard must be paid to overseas qualifications	A degree.	A/C
	Qualified teacher status.	A/C
	Record of CPD with relevance to Headship.	A/C
	Higher degree relevant to Headship (desirable).	A/C
	NPQH (desirable).	A/C
KNOWLEDGE AND EXPERIENCE	Proven experience and a successful leadership track record within secondary education.	A/I
	Knowledge and understanding of current Ofsted Framework.	I
	Substantial and successful experience and track record of outstanding practice in teaching and learning.	I/T
	Knowledge and understanding of secondary education.	I/T
	Proven experience and track record of school improvement: record of planning, implementation and impact.	I/T
	Successful track record of forging constructive relationships beyond the school.	I
	A track record of working closely with a Governing Board and its committees.	I
	Be able to demonstrate a sound awareness and understanding of Keeping Children Safe in Education statutory guidance.	I
LEADERSHIP ON SAFETY AND QUALITY OF EDUCATION	Promotes individual pupil needs; in regards to personal safety and achievement for each individual as the highest priority.	I
	Ability to inspire high levels of performance in pupils.	I
	The ability to analyse the complex issues relating to pupils' attainment and progress and develop effective and creative responses.	I/T

	<p>Successful track record in managing and deep appreciation of monitoring and evaluation techniques of pupil progress, translating into detailed plans with specific measurable targets.</p> <p>Ability to establish and sustain high expectations of behaviour for all pupils built upon relationships and routines.</p> <p>Implement fair and respectful approaches to managing behaviour.</p>	<p>I/T</p> <p>I</p> <p>I</p>
<p>DEVELOPING AND WORKING WITH OTHERS</p>	<p>Ability to make consistent, robust and courageous decisions and to maintain integrity in any process.</p> <p>Highly skilled in managing performance of staff and self, to unleash individual potential.</p> <p>High level understanding of implementation of management structures and management systems, with appropriate delegation, monitoring, evaluation and enforcement of accountabilities.</p> <p>Capacity and vision to develop areas of outstanding practice and outstanding practitioners.</p> <p>To develop and promote the school as a centre of excellence.</p> <p>Ability to inspire and maintain high morale, address problems, manage and resolve conflicts.</p> <p>Positive and approachable with a demonstrable commitment to equality of opportunity and high achievement.</p> <p>Present information in a clear easy to read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.</p>	<p>I/T</p> <p>I</p> <p>I/T</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I/T/P</p>
<p>LEADERSHIP AND MANAGEMENT OF THE CURRICULUM</p>	<p>Strong vision in regards the curriculum needs for KS3, KS4 and KS5.</p> <p>The ability to analyse complex curriculum issues and develop effective and creative responses.</p> <p>The ability to shape the curriculum to meet the needs of current and future pupils in the context of SEND and SMSC provision.</p> <p>Deep knowledge of the National Curriculum philosophy and requirements with sound experience of curriculum delivery, monitoring, assessment and progress mapping.</p> <p>Proven understanding of the social, cognitive, emotional, medical, pastoral and funding context for every pupil.</p>	<p>I/T</p> <p>I/T</p> <p>I</p> <p>I</p> <p>I</p>

<p>MANAGING THE ORGANISATION</p>	<p>Financial acumen and familiarity with the criteria, income streams, flow, opportunities and risks associated with school financing.</p> <p>Ability to manage the budget effectively, ensuring compliance with Schools Financial Procedures Manual guidelines for Local Authority Maintained Schools.</p> <p>Awareness and understanding of the operational and financial implications with regards to the management of a PFI school.</p> <p>Highly skilled in managing capacity, prioritisation and allocation of resources, maintaining the estate to meet demands of Health and Safety and Safeguarding and evolving to meet contextual requirements.</p> <p>Fosters and promotes a culture of organisational wellbeing across the whole school.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p>SECURING ACCOUNTABILITY, GOVERNANCE AND SHAPING THE FUTURE</p>	<p>Committed to the vision, values and strategic goals of Holte School.</p> <p>Successful identification of school improvement planning and school development planning.</p> <p>A strong track record of implementing, monitoring, reporting and managing delivery of sustained improvements.</p> <p>Committed to describing, advocating and developing the individual characteristics of Holte School.</p> <p>Committed to cycles of timely reporting, communicating and engagement across all communities and with all stakeholders.</p>	<p>I</p> <p>I</p> <p>A/I</p> <p>I</p> <p>I</p>
<p>STRENGTHENING HOLTE SCHOOL – WORKING IN PARTNERSHIP</p>	<p>Ability to build working relationships and effective communication with the staff, pupils, parents, carers, governors, external agencies and the wider school community.</p> <p>Being sensitive to the role of the school within the local community.</p> <p>Demonstrate empathy with pupils, staff, parents and other stakeholders and influencers.</p> <p>Evidence of ability and commitment to establishing a standing within the community and engagement with a variety of stakeholders.</p> <p>Ability to research, initiate, develop and evaluate partnerships which have a substantive impact on pupil outcomes.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>A/I</p>

PERSONAL/ OTHER QUALITIES	To be committed to the school's policies and ethos.	A/I
	Highly effective in their relational approach to staff, pupils, parents, governors and external agencies; creating a sense of presence, congruence, integrity, listening, approachability and adaptability.	A/I
	An honest, accessible, passionate, intuitive and empathic communicator.	A/I
	A personal philosophy of kindness, inclusion, respect, regard for community and success in their approach to the whole school community.	A/I
	Demonstrates capacity and appetite for further personal development.	A/I
	Generate enthusiasm for new ideas in both staff and pupils.	A/I
	Communicate effectively to groups and individuals, verbally and in writing.	A/I/P
	A high level of motivation and commitment.	A/I/P
	A personal ambition to succeed and develop.	A/I/P
	Personal integrity.	A/I/P

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

All kinds of Birmingham

All kinds of schools All kinds of futures

TEACHING APPLICATION FORM



Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is committed to equal opportunities in employment and positively welcomes your application.

Successful applicants will be required to undertake an enhanced DBS check. Please note that it is an offence to apply for this role if you are barred from engaging in regulated activity with children.

Please complete all sections on the form. If any section does not apply to you, enter not applicable (n/a). Please complete in black font/ink.

It is important that you refer to the [Guidance Notes](#) before completing this form.

Electronic versions of this form are available at www.birmingham.gov.uk/jobs

This form is also available in large print, Braille or on audio tape on request.

1. VACANCY DETAILS

Position Applied For:

School/Establishment:

Please enter phase/s you wish to teach

Nursery: Reception: KS1: KS2: KS3: KS4: Special:

Main Subject (where appropriate):

Subsidiary Subject:

Other Subject Interests, e.g. Sport, Music, Drama, Community Language. (Please give details below.)

2. PERSONAL DETAILS

First Name(s):

Last Name:

Any Previous Name/s:

Daytime Tel:

Evening Tel:

Mobile Tel No:

Email Address:

Address:

Postcode:

Do you have the right to work in the UK?

Yes: No:

Please note: [Original identification documents verifying your right to work in the UK](#) will be requested, checked and a photocopy will be taken. If your application is successful and you commence employment, the copy of your identification documents will be retained on file under regulations governed by the Immigration, Asylum and Nationality Act.

We are unable to employ anyone who does not have the right to work in the UK legally. Please explain the basis upon which you believe you will be able to live and work in the UK legally on the commencement date of your role:

Teacher Reference Number:

National Insurance Number, if you have one:

Do you have QTS, including skills test if qualified post 2004?

Yes: No:

Are you a post threshold teacher? Yes: No: Date of successful application September:

Are you related to or do you have a close relationship with: A Birmingham Councillor; Birmingham School Governor; an employee of the school to which you are applying, or an employee of Birmingham City Council?

Yes: No:

If yes, please provide details:

Name: Relationship:

Position: Department:

Do you wish to job share the position you are applying for?

Yes: No:

3. RETIREMENT/DISMISSAL

Are you in receipt of a Teachers' Pension?

Yes: No:

If yes, state date effective from and the type of pension you are receiving? i.e. Actuarially Reduced Benefits, Age, Phased, Premature or Ill Health retirement:

Have you ever been dismissed from a school for misconduct?

Yes: No:

If yes, date:

Name of school and LA:

Please attach full details of the reason for the dismissal in a sealed envelope marked 'Private and Confidential' and return with you application.

Have you ever been dismissed for misconduct from a Birmingham City Council Department?

Yes: No:

If yes, date:

Name of Department:

Please attach full details of the reason for the dismissal in a sealed envelope marked 'Private and Confidential' and return with you application.

(Please be assured that providing this information will not necessarily bar you from employment)

4. STATUTORY INDUCTION

Did you gain QTS after May 1999? If yes, where was the induction served:

Between what dates did you serve your induction: to

Did you pass the induction?

Yes: No:

9. WRITTEN REFERENCES

Please give the name of two referees, one of whom should be your current or most recent employer. If this employment has been within a school, this would normally be your head teacher, unless in exceptional circumstances. If you are not currently working with children, but have previously done so, one referee must be the most recent employer who employed you to work with children.

Head teacher applicants from maintained schools should provide the name of a senior officer designated to respond on behalf of the maintaining authority of their current or most recent school. Head teacher applicants from academies or other independent schools should provide the name of an appropriate person responding on behalf of the Academy Trust or other employer. The second referee would normally be the Chair of Governors at that school.

Written references will not be accepted from relatives or people writing solely in the capacity of friends.

To comply with [Keeping Children Safe in Education](#), we will seek and scrutinise references prior to interviews. Referees will be contacted to provide further clarification if needed. All information provided by referees will be compared for consistency against the information disclosed in your application form, and you will be asked about any discrepancies at interview.

Please advise if you do not want us to take up references at this stage and provide reasons.

Please include an email address and you should contact your referees to let them know they may be required to provide a reference.

Name:

Address: **Postcode:**

Telephone Number:

Email:

Relationship to You:

Name:

Address: **Postcode:**

Telephone Number:

Email:

Relationship to You:

10. ARRANGEMENTS FOR INTERVIEW

If you have disability, are there any arrangements which we can make for you if you are called for an interview and or/work based exercise? Yes: No:

If yes, please specify, (e.g. ground floor venue, sign language, interpreter, audioloop, etc):

11. OTHER RELEVANT INFORMATION IN SUPPORT OF YOUR

APPLICATION *(Here, you should detail how your knowledge, skills and abilities match those set out in the job description and person specification. No more than 3 sides of A4 paper in total)*

12. CONSENT, DISCLOSURE AND CONFIRMATION

Consent

The information collected on this form and other information which constitutes your personnel record will be used in compliance with the Data Protection Act 2018. The information is being collected for the purpose of administering the employment and training of employees.

The information may be disclosed, as appropriate, within the City Council, to governors of schools, to Occupational Health and to other relevant public and statutory bodies. You should also note that because we have a duty to protect the public funds we handle, we might need to use the information you have provided on this form to prevent and detect fraud. We may also share this information for the same purposes with other organisations, which handle public funds.

I consent to my employer recording and processing the information detailed in this application form. I understand that this information may be used by my employer in pursuance of its business purposes and my consent is conditional upon my employer complying with their obligations under the Data Protection Act 2018.

Application forms of unsuccessful candidates will be destroyed after six months following an appointment to the job.

Disclosure

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Do you have any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the [Ministry of Justice](#)?

If you do have any convictions or cautions; you must check the [filtering rules](#) to determine if you should declare them or if they are now 'protected' and no longer require disclosure.

Failure to disclose any previous convictions or cautions that are not protected could result in dismissal should it be subsequently discovered.

Having a criminal conviction will not necessarily bar you from employment.
If you are short-listed for this position you will be required to disclose this information on a self-declaration form.

Confirmation

I hereby certify that all the information given on this form is correct and that all questions related to me have been accurately and fully answered, and that I am in possession of the certificates I claim to hold. I understand that should the information given in this application be incorrect it may result in my application being rejected, or if selected for the position, summary dismissal, and possible referral to the police.

If you are making your application in Braille or on audio tape you must declare that you have read and understood this section and that the information you have given is true and correct at the time of completion. You may also be required to sign a declaration to this effect at a later date.

Signature:

Date:

Print Name:

13. RETURN ADDRESS

Please return to:

For School Use Only:

Please ensure that completed applications for successful candidates are returned via the new starter form on the Schools HR Portal

All kinds of Birmingham

All kinds of schools/All kinds of futures

GUIDANCE NOTES

TEACHING APPLICATION



THE APPLICATION FORM

Completing the application form is the first step in the recruitment process which may lead to an interview and the possible offer of a job. It is therefore, most important that you complete **ALL** sections of the application form which are relevant to you as clearly and fully as possible.

Please do not include a Curriculum Vitae with your application, but try to include all relevant information on the form itself using additional sheets if necessary.

If you have a disability and would prefer to submit your application on tape – you may do so. Your recording should follow the format of the application form. The following notes will explain the application form and give some useful advice on how to complete it. Please use black ink or type since it will be necessary to photocopy your form.

Please note that it is an offence to apply for this role if you are barred from engaging in regulated activity with children.

SECTION 1: Vacancy details

This section may have already been completed, but please check that all the details are complete and correct. If they are not included please refer to the job advertisement to fill in this section.

SECTION 2: Personal details

Please enter your personal details fully and clearly so that we may contact you about your application.

Right to work in the UK: If you are shortlisted for interview at a school, your original identification documents verifying your right to work in the UK will be requested, checked and a photocopy will be taken. If your application is successful and you commence employment, the copy of your identification documents will be retained on file under regulations governed by the Immigration, Asylum and Nationality Act.

Teacher reference number: This should be completed as it will be used to verify Qualified Teacher Status (QTS) and ensure you are not barred from teaching or subject to an interim prohibition order.

Qualifications: You will be required to produce original certificates with proof of QTS at interview.

National Insurance number: If you do not currently have a National Insurance number, please leave this blank.

If you are related to a Birmingham Councillor, Birmingham School Governor or an employee of the City Council we ask you to tell us so that we can make sure all

applications are treated fairly. Canvassing any Councillor, Governor or employee of the City Council (i.e. seeking to gain an unfair advantage through personal contacts) will disqualify your application.

SECTION 3: Retirement / Dismissal

You should refer to the Teachers' Pensions website to find out about returning to work after receiving pension benefits. Please go to www.teacherspensions.co.uk. This will guide you in relation to any action you need to take following a new period of teaching employment. You should also advise your former employer of your re-employment if you are in receipt of compensation following premature retirement. You will also re-enter the pension scheme unless you choose to opt out of scheme membership. Opt out election is available from the Teachers' Pensions website.

SECTION 4: Statutory Induction

If you are an Early Careers Teacher (ECT) and you have served a period of induction you need to confirm where the inductions was served and when. If you have not completed the full period of induction you are asked to provide copies of your induction report/s for the period of induction served and these should be included with your application.

SECTION 5 & 6: Education/qualifications

Please enter details starting with the most recent. We are interested in **ANY** form of education you have followed, including any courses which did not lead to an examination or qualification. We will take full note of any education or qualifications gained overseas or as part of an employment training scheme. Successful candidates will be required to provide proof of qualifications.

SECTIONS 7: Previous career and other

It is ESSENTIAL that you give full details in chronological order, starting with the most recent, of all employment and other experience since leaving secondary education. This should include any breaks or unpaid activities such as voluntary work, child rearing, travel abroad, etc. Please ensure there are no gaps in your completed service history before returning your form as this could result in your form being rejected.

We require information on all past or present employment. If you have recently left university, college, or a training programme and have not yet had a full-time or permanent job, please give details of any other employment that you may have had such as work experience, part-time, holiday work or voluntary work. Please include your current job title and where applicable school and Local Authority. If you have passed through threshold and you are successful in your application you will be required to produce a copy of your letter of confirmation to Schools HR Services.

SECTION 8: Training

Starting with most recent first, please include any training gained through work or other activities, which you feel is relevant to the job for which you are applying.

SECTION 9: Written references

Please give the name, email and addresses of two referees. If you have been or are employed, the first referee should be your current or most recent employer. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee please expect to be questioned about the reason for this prior to interview.

If you are not currently working with children, but have done so previously, one of your referees should be from your most recent employer, where you were employed to work with children.

Head Teacher Positions: Head teacher applicants from maintained schools should provide the name of a senior officer designated to respond on behalf of the maintaining authority of their current or most recent school. Head teacher applicants from academies or other independent schools should provide the name of an appropriate person responding on behalf of the Academy Trust or other employer. The second referee would normally be the Chair of Governors at that school.

Early Career Teachers: ECTs should name a tutor as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee.

Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is 'time expired'. They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

If you have been unemployed for some time, you should instead, name somebody who knows you well and wherever possible someone able to comment on you in relation to the job for which you have applied. References will not be accepted from relatives or from people writing solely in the capacity of friends.

In line with 'Keeping children safe in education' procedures, written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview.

SECTION 10: Arrangements for interview

If you have a disability, please complete this section so that suitable arrangements can be made if you are called for an interview and/or a work based exercise.

SECTION 11: Other relevant information in support of your application

Pick out those aspects of your experience or skills that are **RELEVANT** to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification (where provided). Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related to the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application. Please provide no more than 3 sides of A4 in total.

SECTION 12: Consent, disclosure and confirmation

When completed, read through your application form carefully, checking for errors and omissions. Ensure that you have signed and dated the relevant areas of your application form to confirm that your details are correct and complete. Providing false information is an offence and could result in the application being rejected, or summary dismissal if appointed, and possible referral to the police.

Rehabilitation of Offenders Act 1974 (exceptions) Order 1975

IMPORTANT NOTE FOR ALL PERSONS APPLYING FOR POSITIONS IN SCHOOLS AND COLLEGES, AND OTHERS WHO WILL WORK WITH YOUNG

PERSONS UNDER AGE 18

Amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of cautions and convictions can be found at the Disclosure and Barring Service Website – www.gov.uk

If you do have any convictions or cautions you must check the filtering rules to determine if you should declare them or if they are now 'protected' and no longer require disclosure.

If you are short-listed for this position you will be required to disclose this information on a self-declaration form.

Please be aware, if shortlisted, an online search on you will be carried out to help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the you at interview.

Failure to disclose any previous convictions or cautions that are not protected could result in dismissal should it be subsequently discovered. Any information given, either when returning the self-declaration form or at interview, will be entirely confidential and will be considered only in relation to this application.

A copy of the DBS Code of Practice is available at www.homeoffice.gov.uk or [NACRO](#) can offer advice on disclosing convictions.

Recruitment monitoring

You are asked to complete this section to enable us to monitor the effectiveness of our Equal Opportunities in Employment policy.

Please help us by ticking or completing the appropriate boxes in this section. Any information gathered will not identify individuals, but will only be used to measure how we are progressing. This information will not be used by those in the selection process and is for statistical purposes only.

We look forward to receiving your application.