



BRICKFIELDS

Multi Academy Trust



CHIEF EXECUTIVE OFFICER

CANDIDATE INFORMATION PACK

Excellence – Collaboration - Opportunity

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Letter from the Chair of Trustees

Dear Applicant,

Thank you for your interest in the Chief Executive Officer vacancy. I hope that you find the information provided useful and that it gives you a good flavour of all our trust has to offer. You can also find more about the trust at our website brickfields.org

The appointment of a CEO is one of the most important tasks any trust board will undertake and it is vital that we find the right person for the role – someone with the vision and expertise to move the trust forward from its current position and who can provide exceptional, inspirational leadership for the future.

The Brickfields Trust is a successful trust: all four of our primary academies have been judged as “Good” by Ofsted, and all four have maintained these standards during recent ungraded inspections during the Spring Term 2025. We have established an effective central team who provide a range of support for our schools to enable our leaders to focus on school improvement and the day-to-day management of their school. Our values of Excellence, Collaboration and Opportunity drive our decisions and it is our core aim that every child will receive an exemplary quality of education.

We welcome visits to our Trust Central Office, which is currently based at the Launchpad in Rochford. We can also arrange for you to visit one or more of our schools. Trustee/s and our current CEO will also be available to meet with you to provide clear information about the strengths and priorities that we are currently working towards. Please contact Donna Rushton, our Governance Professional, at enquiries@brickfields.org and she will be happy to make arrangements.

All shortlisted candidates will be advised of the timetable and programme of activities for the interview days. These are planned for Wednesday 9 and Thursday 10 July 2025.

I fully appreciate the time and effort required to complete an application for a post of this nature and I thank you in advance for your commitment to the process. Please do not hesitate to contact the Trust if you require any further information.

I look forward to receiving your application.

Sarah Threadgold
Chair of Trustees

About The Brickfields Trust

We established The Brickfields Multi Academy Trust in 2017 with the aim that all children within our community would have access to an outstanding quality of education. We grew from a two to a four school MAT in 2023 when the two Chelmsford schools joined the trust. The four schools in our trust work closely together to provide *“Excellence and opportunity in partnership”*.

Our board of trustees and CEO support and challenge school leaders to secure excellent outcomes and to achieve our ambition that

- Every child will attend an excellent school
- All adults working in our schools are ambitious for all children regardless of their background or challenges
- Every child to be able to read and write confidently by the end of KS2
- Every child to be fluent in arithmetic by the end of KS2
- Every child to attend school regularly and be engaged in their learning every day
- Every school to have developed a well-sequenced, knowledge-rich curriculum with a wide range of enrichment opportunities
- The right support to be given when it is needed, to every child, every time
- Great teachers and staff are in every school, making a difference

Our trust currently employs around 240 staff across our schools in a range of roles and serves the families of around 1400 pupils.

Our staff work closely together and learn from each other, sharing best practice. Professional development and opportunities to work across our MAT schools encourages staff’s personal growth and ownership of their own development.

Staff wellbeing is important to us and as a result, we are viewed as an appealing employer.

Our schools

- Barling Magna Primary Academy
Rochford 1FE
- Great Wakering Primary Academy
Rochford 2FE
- Kings Road Primary Academy
Chelmsford 2FE
- Lawford Mead Primary Academy and
Nursery
Chelmsford 2FE



Our trust mission

To be an exemplary community of schools highly regarded for the achievements and character of our students and the excellence of our staff.

Our trust values

* Excellence * Collaboration * Opportunity

Our trust values in practice

Excellence

- Maintain an uncompromising focus on improving outcomes for all children to ensure excellent achievement for all children within our family of schools
- All children receive an outstanding quality of education resulting in excellent progress for all learners regardless of their starting points
- Learning environments ensure all pupils feel safe, cared for and listened to and every child demonstrates excellent learning behaviour

Collaboration

- Create a culture that supports mutual respect, tolerance and lively exchange of views
- Professional development and opportunities to work across MAT schools encourages staff's personal growth and ownership of their own development.
- Shared ethos, values and expertise, using existing outstanding practitioners to develop others
- School effectiveness is informed by the views of pupils, parents and staff
- Trustees systematically challenge leaders to ensure effective deployment of staff and resources to secure excellent outcomes for pupils

Opportunity

- Create a culture that promotes diversity and equality of opportunity and enables pupils and staff to excel.
- Provide a relevant and inspiring curriculum and a wide range of extra-curricular opportunities
- Provide varied and challenging learning experiences that meet the needs of every child and staff member
- Develop independence, personal responsibility, perseverance and resilience
- Risk taking and creative approaches to improvement are encouraged
- Trust is viewed as an appealing employer so that ambitious colleagues choose to join our high performing team

Our Schools

Barling Magna Primary Academy



Caring Learning and Achieving Together

We pride ourselves on our nurturing ethos where every child is enabled to do their very best.

Every child is an individual and, as a small school, all members of the teaching and support staff know each and every child.

We place an emphasis on knowing the strengths and needs of all pupils and adapting what we do so that every child can achieve.

Our school values Explore Aspire Succeed

Mrs Kelly Sheern, Head of School

Great Wakering Primary Academy

Our school vision

To be an exemplary school at the heart of our community highly regarded for the opportunities offered, the achievements and character of our children and the excellence of our staff.

Our school values Aspire Respect Achieve

Our children say.... *Aspire means... "working towards your dreams to accomplish things you never thought possible and in turn inspiring others through your achievements"*

Respect means... "treating people, nature and property in the way that you would like to be treated so everyone feels valued, happy and comfortable. Respect yourself by always trying your best"

Achieve means... "never giving up to accomplish something that you set out to do. Everyone at our school achieves something every day, no matter how big or small"



Mrs Jennifer Burdett, Head of School

Kings Road Primary Academy



Learners for life

Kings Road Primary School works in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

School Values

All members of the school community are encouraged to celebrate, embrace and embed the school's values:

- We **respect** everyone
- We show **resilience** when challenged
- We have **pride** in all we do
- We learn through **teamwork**
- We **aspire** to be the best we can be
- We are **learners for life**

Mrs Karen Riches, Head of School

Lawford Mead Primary Academy & Nursery

We are PROUD

Lawford Mead Primary School works in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

School Values

- **Passion** for learning
- **Integrity** in our actions
- **Respect** for others
- **Aspiration** for the future
- **Resilience** when challenged
- We are **PROUD**



Mr Matthew Poyton, Head of School

Benefits of working within our trust

When staff join us, they become part of the Brickfields Trust family. We are committed to supporting our team from day one, starting with a comprehensive induction package that includes key documentation, expectations and policies.

Our staff benefit from

- Flexible working opportunities
- An eye care voucher scheme for DSE users
- An Employee Assistance Programme offering confidential advice and support across a range of areas
- Access to Occupational Health services
- Trust-funded Professional Supervision for staff managing complex safeguarding matters
- A supportive Leave of Absence policy, including parental and other leave for staff
- Free tea and coffee for all
- Membership of two generous public sector pension schemes
- Free parking at all sites
- A positive, supportive working environment
- The opportunity to contribute to trust-wide workload reduction strategies
- Fair and supportive staff employment policies
- Clear expectations for staff conduct and personal safety
- Opportunities for staff to work across the trust schools and within the trust office
- An annual wellbeing survey and active participation in shaping the trust wellbeing strategy
- A structured Career Pathway for teaching staff
- Access to high quality professional development opportunities and training, including access to National Professional Qualifications - with dedicated time during the working day to complete
- Opportunities to influence the direction of the trust through participation in working parties, including Digital and People strategies

Job Advertisement

Vacancy: Chief Executive Officer and Accounting Officer of The Brickfields Trust

Salary: Leadership scale 25 to 30 (England) £89 830 to £101 533

Start date: 1 January 2026 or sooner

Contract type: Full time. Permanent. Flexible working opportunities are available

The Trustees of the Brickfields Trust are seeking to appoint an exceptional and inspiring CEO to embrace our vision and values, and build on the strong foundations already in place.

Our new CEO will provide inspirational, strategic leadership, which will ensure the continued success of the trust and its academies.

Responsible for the improvement of educational standards and effective use of resources, the CEO will oversee the effective and compliant management of the trust and its member academies.

The successful **candidate will:**

- Provide strong strategic leadership towards the trust's vision and strategic aims
- Build an open, transparent and effective relationship with the governing board, its committees and academy leaders
- Be accountable for all aspects of school improvement, quality of education and pupil outcomes across the trust
- Ensure that the trust is viewed as an "employer of choice" and is staffed by talented individuals at all levels
- Ensure organisational sustainability and compliance
- Build effective relationships and clearly communicate the ambitions of the trust

This role provides an exciting opportunity to develop the strategic direction of our Trust. The new CEO will be supported by a strong and effective central team, highly-skilled school leaders and a committed and experienced Board of Trustees and Members.

We actively welcome visits to the Trust Head Office and one or more of the academies. Should you have any further questions or wish to arrange a visit, please contact Donna Rushton, Governance Professional, at enquiries@brickfields.org

Closing Date for Applications: Monday 23 June 2025

Shortlisting: Wednesday 25 June 2025

Interviews to be held: Wednesday 9 July and Thursday 10 July 2025

To apply a complete application form is required. CVs will not be accepted.

The Brickfields Trust is committed to safeguarding and promoting the welfare of all children and expects all staff and volunteers to share this commitment. A satisfactory enhanced DBS check is a requirement for this post. Shortlisted candidates will be subject to online searches for publicly available information. As an equal opportunity employer, The Brickfields Trust welcomes applications from a range of backgrounds.

Job Description

Job title:	Chief Executive Officer and Trust Accounting Officer
Salary:	Leadership scale 25 to 30 (England) £89 830 to £101 533
Contract type:	Full time Permanent Flexible working opportunities are available
Reporting to:	The Board of Trustees at The Brickfields Trust
Responsible for:	The trust central team. Heads of Schools and senior school staff

The Chief Executive Officer (CEO) is also the Accounting Officer of the trust.

The CEO has responsibility for informing and supporting the work of the board – including the board’s setting of the trust’s vision and strategy. The CEO is responsible for delivering the agreed strategy; overseeing all operations of the trust – including enabling educational and organisational improvement at scale; ensuring sustainability, compliance, and the mitigation of risk; and building strategic partnerships with a range of stakeholders to ensure both strong educational outcomes for pupils and the sustainable development of the trust.

The CEO will be accountable to the trust board for;

- Leading and overseeing the efficient, effective and compliant management of the trust and its member academies
- Providing strong strategic leadership towards the trust’s vision and goals
- The performance of all academies within the trust
- The safeguarding of children across the trust

Qualities

The CEO will:

- Uphold public trust in trust leadership and maintain high standards of ethics, behaviour and professional conduct, by modelling the Seven Principles of Public Life
- Build positive and respectful relationships across the trust and its wider community
- Promote the qualities, principles and successes of the trust both within and beyond the education sector
- Serve in the best interests of the trust’s pupils, staff and stakeholders

Duties and responsibilities

The duties and responsibilities listed below are indicative of the tasks the CEO will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.

1. Strategic leadership and development of the trust

The Chief Executive Officer leads through:

- Articulating a clear narrative for the organisation's growth and development – based on the board's vision and reflecting the trust's definition of a high-quality education.
- Developing a clear organisational strategy and goals (created with the board) that reflects the board's vision and the CEO's leadership narrative.
- Providing dynamic, motivational and inspirational leadership at all levels of the organisation.
- Undertaking regular and meaningful engagement with staff (at all levels), stakeholders and end-users to both share the narrative and to inform and refine it where appropriate.
- Identifying opportunities to communicate the leadership narrative – externally and internally – through speeches, blogs, media (including social media), external meetings and otherwise.
- Accessing opportunities to develop and stretch their own thinking by engaging with thought-leaders, sector specific and wider research and trend analysis, and appropriate professional development. This informs their ongoing work on strategy.
- Ensuring a healthy balance between central strategy and accountability, and the ability of each school to develop a sufficient sense of individuality and ability to respond to local needs.
- Modelling and actively promoting commitment to the trust's values and, more broadly, commitment to ethical governance, leadership, and practice across the organisation. The CEO adheres to and embodies the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles).
- Identifying opportunities to celebrate and share practice within the trust that contribute to furthering the trust's vision, values and strategy.
- Lead the growth and development of the trust, including due diligence and supporting converting schools

2. Build an open, transparent and effective relationship with the governing board and its committees

The Chief Executive Officer leads through:

- Investing sufficient time in developing relationships with the board; including regularly meeting with the Chair and keeping them informed of key developments, successes, risks and challenges.
- Ensuring they and the executive team have developed clear and appropriate reporting mechanisms that contribute to efficient governance of the trust.
- Welcoming accountability from the board and robust performance management, while encouraging the board to discharge this across all aspects of organisational delivery and performance.
- Embracing the support and advice of the board, recognising the value of good governance.
- Supporting the board to meet their duties as company directors and as trustees of a charitable body, working with the board to ensure operational compliance and fulfilment of all statutory responsibilities.

- Ensuring there is no overlap in the work and responsibilities of the executive team, and those of committees and local governing bodies; ensuring awareness of and adherence to the scheme of delegation.

3. Be accountable for all aspects of school improvement, quality of education and pupil outcomes across the trust

The Chief Executive Officer leads through:

- Providing a compelling narrative around improvement priorities and what is valued or considered to be success, aligned with the trust's vision and the CEO's leadership narrative.
- Providing strategic direction and leadership for teaching and learning across the trust, especially in response to sector changes or changes to government policy
- Overseeing school-to-school support across the trust
- Commissioning external support for trust and academy improvement, and assess the effectiveness and impact of the support provided
- Ensuring effective identification, resourcing and provision is in place for pupils with SEND
- Fostering a culture of 'collective commitment' to all the trust's schools among senior team members and more broadly across the trust's Heads, leaders, and staff.
- Ensuring quality curriculum, teaching and assessment of pupil learning across the trust both through central systems and through the clear setting of standards and expectations across all schools.
- Ensuring that their role is about enabling improvement at scale and as an organisational habit
- Ensuring that the data captured is consistent with the organisation's view of success, relevant, timely, triangulated and used formatively and actively to inform ongoing improvement both across the wider organisation and in individual schools.
- That the systems and processes that define the scalable improvement model – including project and process management – ensure that improvement becomes 'an organisational habit' and that staff at all levels feel empowered to inform and contribute towards improvement where possible.
- Fostering a culture of disciplined innovation, where staff are empowered to engage in external and/or internal research and development activity that furthers the organisation's vision and strategy and ensures that specialist staff stay at 'the cutting edge'.
- Ensuring a deep commitment to safeguarding and compliance with safeguarding responsibilities across the trust, through effective leadership, training, systems and monitoring both centrally and in all schools.

4. Ensure that the organisation is an ‘employer of choice’ and is staffed by talented and skilled individuals at all levels

The Chief Executive Officer leads through:

- Building and developing an executive team of experts – across a range of appropriate disciplines – through whom they can adequately develop and deliver strategy and ensure organisational delivery, improvement and compliance across the trust’s operations.
- Head hunting and recruiting talented and sufficiently skilled and experienced people to senior leadership positions within the organisation, ensuring a commitment to equality, diversity and inclusion in doing so.
- Line management of the senior executive leadership team and Heads of Schools and through them ensuring high performance and effectiveness across each aspect of the trust’s operations.
- Confidently and sensitively addressing underperformance or behaviours that are inconsistent with the values and culture the organisation stands for.
- Demonstrating a commitment to developing leaders and ensuring a succession planning strategy is in place both across the senior executive team and for Heads and key specialist leaders across the trust.
- Establishing an ‘employer of choice’ culture, with a strong sense of purpose, commitment to talent management and development, sustainable workload, flexibility, and other key employment benefits. The CEO models a positive and sustainable workplace culture.
- Fostering a cultural and operational commitment to equality, diversity and inclusion in order to thrive; setting an example from the top down and acting as a catalyst for achieving inclusion at all levels.
- Bringing about organisational change and improvement through a careful approach to engaging and involving staff, ensuring a ‘done with’ rather than ‘done to’ model where possible.

5. Secures organisational sustainability and compliance

The Chief Executive Officer leads through:

- Discharging their financial responsibilities as accounting officer, including ensuring financial compliance, robust checks and balances, a commitment to achieving value for money, and financial probity at all times across the organisation.
- Working with the Chief Financial Officer to ensure that the trust's strategy is supported by effective, responsive and integrated central services, as well as high-quality operational delivery across all schools.
- Engaging the board on sustainability issues, including strategic discussions and decisions as to how to invest resources to best serve the trust’s medium to long-term needs and ensure value for money over time.
- Encouraging an ‘investor’ culture, whereby the organisation takes a strategic and long-term view as to where returns can be achieved that both reduce cost and improve quality.

- Seeking economies of scale, not simply through scaled procurement, but also through a culture where internal talent is maximised, and resources are deployed strategically – saving on external costs and building internal capacity in doing so.
- Building relationships with other local and regional MATs to share expertise, resources and to embark on shared procurement where appropriate.
- Developing a culture that values, encourages, and ensures compliance for volunteerism, fundraising and sustainable income generation to further enhance the educational offer for pupils and contributes to improved outcomes.
- Ensuring that risk management systems and compliance monitoring systems are in place so that the organisation can anticipate and plan for risks and fulfil all its statutory duties and responsibilities.

6. Builds external relationships: fostering social and professional capital

The Chief Executive Officer leads through:

- Creating a sense of openness and proactive engagement with local, regional and national stakeholders, prioritising external relationships with reference to strategy and potential impact.
- Steering the organisation to engage with and embark on relationships that will add sufficient value to the organisation and pupils' educational experience, while avoiding collaborative overload and ensuring there are mutual benefits for all involved.
- Encouraging the board to play their part in building and maintaining key stakeholder relationships, while also ensuring their impact on pupils and benefits of all external partnerships are demonstrable and relate sufficiently to core business.
- Building constructive relationships with politicians and civil servants; communicating in a way that engages key influencers and ensures they remain informed about the organisation's work and progress.
- Accessing peer-to-peer networks (within and across sectors) that are relevant and add value to the CEO and the senior team's professional development.
- Working with the board to generate a culture of 'pure accountability' to communities – including staff, parents and pupils – that ensures the trust is openly committed to understanding and meeting their general needs and expectations over time.
- Contributing to the development of the wider sector through taking part in the work of sector bodies and engaging in appropriate opportunities to inform the development of other trusts and to inform government policy.

Accounting Officer's responsibilities

The Chief Executive Officer is the accounting officer of the academy trust. The responsibilities and duties of the accounting officer are set out in the Academy Trust Handbook 2024.

What does the accounting officer do

1.31 The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament and to ESFA's accounting officer for the trust's financial resources.

1.32 Accounting officers must be able to assure Parliament and the public of high standards of probity in the management of public funds, particularly regularity, propriety and value for money.

1.33 Accounting officers must adhere to The Seven Principles of Public Life.

1.34 The accounting officer must have oversight of financial transactions, by:

- ensuring the academy trust's property and assets are under the trustees' control and measures exist to prevent losses or misuse
- ensuring bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts.

The accounting officer's annual statement

1.35 The accounting officer must complete and sign a statement on regularity, propriety and compliance each year and submit this to ESFA with the audited accounts. The accounting officer must also demonstrate how the trust has secured value for money in the governance statement in the audited accounts.

The accounting officer's duty to raise concerns

1.36 The accounting officer must take personal responsibility (which must not be delegated) for assuring the board that there is compliance with the funding agreement and handbook.

1.37 The accounting officer must advise the board in writing, if action it is considering is incompatible with the articles, funding agreement or handbook.

1.38 Similarly, the accounting officer must advise the board in writing, if the board fails to act where required by the funding agreement or handbook. Where the board is minded to proceed, despite the accounting officer's advice, the accounting officer must consider the board's reasons and, if the accounting officer still considers the action proposed by the board is in breach of the articles, the funding agreement or handbook, the accounting officer must notify ESFA's accounting officer immediately in writing.

Person Specification

Essential experience	
Qualifications and training	<ul style="list-style-type: none"> • Degree qualification and Qualified Teacher Status • Professional development in preparation for a trust leadership role
Experience	<ul style="list-style-type: none"> • A proven track record of successful leadership within education. • A credible and effective leader with demonstrable success in leading a team • Experience of strategic planning, monitoring and ability to review progress against plans in terms of standards and performance and taking decisive action as necessary • Experience and understanding of behaviour approaches and the personal development of pupils • A successful track record of human and financial resource management • Experience of successfully working within a governance framework, building strong and effective relationships • Experience of leading schools through Ofsted • Experience of managing budgets
Skills and knowledge	<ul style="list-style-type: none"> • High quality oral and written communication skills and approachable interpersonal style • The ability to build a positive organisational culture, encourage reflection, delegate responsibility and build teams • Ability to communicate a clear vision for the organisation's development • Ability to establish rigorous systems for monitoring impact • Ability and commitment to working flexibly and collaboratively • Awareness of the statutory educational framework, policies and legislation and knowledge of statutory assessment systems and how the curriculum is learned in schools • High level of understanding and experience in research and best practices in curriculum, SEND, pedagogy and assessment • An understanding of the needs of the most disadvantaged pupils including pupils with SEND and those in receipt of the pupil premium

	<ul style="list-style-type: none"> • Ability to build effective partnership working including with partner agencies/organisations to achieve collaborative results • Knowledge of risk management
Qualities	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people • Commitment to The Seven Principles of Public Life (Nolan principles) • Ability to promote the principles and successes of the trust within and beyond the education sector • Commitment to serve in the best interests of the trust’s pupils, staff and stakeholders, with the ability to build meaningful relationships to deliver tangible results • Forward thinking and able to maintain a clear understanding of the current educational landscape
	Preferred experience
Desirable	<ul style="list-style-type: none"> • Ofsted inspector trained / experience • Experience of leading in a MAT • Experience of leading school improvement at scale

Application Form

Applicant Surname (CAPITAL LETTERS):

Please return your completed application form to:

The Brickfields Trust (enquiries@brickfields.org)

Thank you for your interest in this post.

The following information is necessary to ensure that full consideration can be given to all candidates. The information given will be treated as confidential.

Please complete the application form in black ink or type and ensure you complete all the sections. The Declaration must be signed and can be found on the reverse of this form. When submitting this form electronically you will be required to confirm the information is accurate by ticking the box in section 15.

If you have any special requirements and/or require reasonable adjustments to enable you to complete this form and/or during the recruitment process please contact the school office.

Section 1

Post Details

Application for appointment as: CEO, The Brickfields Trust

School: _____

Reference no. (if applicable) _____

Closing date: _____

Section 2**Personal Details**

Last name and title: _____ First name (s): _____

Previous names: _____ Date of birth: _____

Home telephone no: _____ Home email address: _____

Work telephone no: _____ Work email address: _____

Address: _____

National Insurance no: _____

Do you have the right to work in the UK?

Yes

No

Section 3**Present Employment** (if currently employed)

Employer's name and address (if applicable): _____

Nature of business: _____

Current post title: _____ Date appointed: _____

Grade/salary range: _____ Current salary: £ _____

Notice required: _____ Allowance(s) received: Type(s) _____

Reason for leaving: _____ Value(s): £ _____

Please tick the box if you do not wish to be contacted at work

Section 4

Brief outline of duties in your current or most recent job

Section 5

Previous Employment

Please include all full time and part time positions. Please list the most recent first and continue on a separate sheet if necessary.

Employer	Start date	End date	Job Title	Reason for leaving

Section 6**Breaks in Employment History**

If you have had any breaks in employment since leaving school, give details of these periods and your activities during these times e.g. unemployment, career break, voluntary work, training.

Start date	End date	Reason for break

Section 7**Ability to travel (if required)**

Do you have a valid driving licence? Yes No

Do you have access to a vehicle which you are able to use for work purposes? Yes No

If not, are you able to travel, for work purposes, by another means of transport? Yes No

Section 8**Secondary School Education** (please list most recent first)

School(s)	From	To	Qualification/subject obtained and awarding body	Grade	Dates

Section 9**Continuing Education** (University/College/Apprenticeships etc.)

Please list most recent first.

Education Establishments	From	To	Qualification/subject obtained and awarding body	Grade	Dates

Section 10**Professional Qualifications**

Including details of professional association membership

Do you hold Qualified Teacher Status (QTS)?

Yes

No

Teacher Reference Number:

If yes, please complete the following:

Date NQT Statutory Induction Period (if qualified since August 1999) (statutory requirement for maintained schools)

Started: _____

Completed: _____

Section 11**Other relevant training and development activities attended in the last five years**

Please list the most recent first and continue on a separate sheet if necessary.

Brief description/Course title	Date	Organising body

Information in support of this application

Please use the person specification as a prompt to describe the experience, skills, competencies and qualifications that make you suitable for this job. These may have been gained from your work experience, any voluntary or community work or any other organisation you may have been involved with. You should ensure that any information submitted reflects your experience relating to the competencies that are detailed in the Person Specification (please continue on a separate sheet if necessary). *If you are a teacher, please provide details of any specialist teaching experience/skills you possess that may be relevant to the post.*

References

Please give the name and addresses of your two most recent employers (if applicable). If you are unable to do this, please clearly outline who your referees are. In the case of school references, this should be the Headteacher (or the Chair of Governors for Headteacher applications). Applicants must ensure referees consent to be contacted and for reference information to be held for a period of 6 months.

1) Name _____ 2) Name _____

Address:

Address:

Position: _____

Position: _____

Telephone number: _____

Telephone number: _____

Relationship between referee and applicant:

Relationship between referee and applicant:

Period of time applicant known to referee:

Period of time applicant known to referee:

Email address: _____ Email address: _____

Note: (i) Referees will be contacted before interviews.

(ii) If either of your referees know you by another name please give details.

(iii) The school may contact other previous employers for a reference with your consent.

(iv) References will not be accepted from relatives or from people writing solely in the capacity of friends.

Close Personal Relationships

Are you a relative or partner, or do you have a close personal relationship with, any employee, Trustee or Governor of the establishment to which your application is being made (or to any County Councillor or employee of Essex County Council)? If 'yes', please state the name(s) of the person(s) and relationship (see notes below).

_____ Yes No

Failure to disclose a close personal relationship as above may disqualify you.

Canvassing of Governors, Trustees, County Councillors or senior Managers of the School/Essex County Council by or on your behalf is not allowed.

Please read the following statements and information relating to your application carefully. By submitting this form and clicking on the box below you are certifying that the information you have supplied is accurate and confirming that the declarations are true to the best of your knowledge. Any false information will result in the withdrawal of any offer of employment or, in the event of employment, in disciplinary investigation by the school which may result in dismissal.

Declaration

I certify that the information I have supplied on this form is accurate and true to the best of my knowledge.

Disclosure of Criminal Convictions

Preferred candidates will be asked to complete a Self-Disclosure Form (SD2) to disclose whether they have:

- any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974; or
- any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020.

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. Guidance notes are available to accompany the SD2 form to assist candidates with information which must be disclosed. Any information disclosed will be treated in the strictest confidence.

Where appropriate for the role, a disclosure/status check will be sought from the Disclosure and Barring Service (DBS) in the event of a successful application. A person's criminal record will not in itself be a bar to obtaining employment, save in the case of management positions where a S128 Direction issued by the Secretary of State will prohibit employment.

Safer Recruitment and Childcare Disqualification Checks

I certify that I am not disqualified from working with children or subject to any sanctions imposed by a regulatory body which would prohibit or restrict me from applying for this post.

Preferred candidates applying for a relevant post in a school setting covered by the Childcare (Disqualification) Regulations 2018 (“the Regulations”) will be asked to complete a Disqualification Declaration Form.

A disqualified person may only be employed in a relevant post if they obtain a waiver from Ofsted. A copy of the Disqualification Declaration Form is available from the school office if you wish to review this Form prior to submitting your application.

Data Protection

I acknowledge that by completing this form the school will hold and process personal data (including special categories of data e.g. information about health) about me in line with their data protection policy. I acknowledge that the school will use/process this information for the duration of the recruitment process. I acknowledge this information will only be shared in line with the Privacy Notice.

If I am the successful applicant, I acknowledge that this information will be retained in line with the school’s retention schedule. If I am not the successful candidate, I acknowledge this information will be retained by the school in a secure electronic/paper system for no longer than 6 months from the date of the appointment of the successful candidate.

All forms submitted (in paper or electronic format) will be held securely by the school in line with their data protection policy.

Thank you for applying for this post and your interest in working for this school. It is not our normal practice to acknowledge receipt of paper applications. If you submit this form electronically you will receive confirmation that the form has been received.

Name: _____ Date: _____

Signed: _____

Privacy Notice for Job Applicants

School/Trust	Brickfields Multi Academy Trust
Address	Launchpad, Southend Airport Business Park, Cherry Orchard Way, Rochford, SS4 1YH
Phone Number	01702 219435
Email	enquiries@brickfields.org
Data Controller	The Brickfields Trust
Data Protection Officer	Mrs D Rushton

As part of any recruitment process, the organisation collects and processes personal data relating to job applicants. The organisation is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

What information does the organisation collect?

The organisation collects a range of information about you. This includes:

- your name, address and contact details, including email address and telephone number;
- your date of birth and national insurance number;
- details of your qualifications, skills, experience and education and employment history, including any breaks;
- information about your current level of remuneration, including benefit entitlements;
- any close personal relationships you have with those connected with our organisation;
- whether you have a disability for which the organisation needs to make reasonable adjustments during the recruitment process;
- information about your entitlement to work in the UK, criminal history and any disqualification or sanction imposed by a regulatory body in relation to working with children/teaching
- reference and referee contact details
- ability to travel

The organisation collects this information in a variety of ways. For example, data might be contained in application forms, obtained from your passport or other identity documents, or collected through interviews or other forms of assessment.

The organisation will also collect personal data about you from third parties, such as references supplied by former employers, information from employment background check providers, the Teacher Regulation Agency and information from criminal records checks.

If you are shortlisted, the organisation will view data about you which is publicly available on-line for the purposes of identifying any concerns about suitability to work with children and to verify employment history. Information will not be retained after the recruitment decision is made.

Data will be stored in a range of different places, including on your application record, in HR management systems and on other IT systems (including email).

Why does the organisation process personal data?

We process data from job applicants in order to undertake the recruitment process and, for the successful applicant, to enter into a contract of employment. In particular it is used to:

- administer the application, shortlisting and selection process
- assess your suitability to work with children and young people
- inform the development of recruitment and retention policies
- defend legal claims

We do not make recruitment decisions based on automated decision-making.

In some cases, the organisation needs to process data to ensure that it is complying with its legal obligations. For example, it is required to check a successful applicant's identity and eligibility to work in the UK before employment starts and to undertake checks in relation to qualifications, prohibitions, disqualifications and to comply with the Department for Education's statutory guidance "Keeping Children Safe in Education in relation to other pre-employment checks. It is our policy, in line with this statutory guidance to request references at the shortlisting stage, in advance of interview.

The organisation has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the organisation to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The organisation may also need to process data from job applicants to respond to and defend against legal claims.

The organisation processes health information if it needs to make reasonable adjustments to the recruitment process for candidates who have a disability. This is to carry out its obligations and exercise specific rights in relation to employment. Pre-employment health screening is also required by Regulations.

The organisation will not use your data for any purpose other than the recruitment exercise for which you have applied.

Who has access to data?

Your information will be shared internally for the purposes of the recruitment exercise. This includes members of the HR and recruitment team, interviewers involved in the recruitment process, and IT staff if access to the data is necessary for the performance of their roles.

The organisation will share your data with former employers to obtain references for you, employment background check providers to obtain necessary background checks and the Disclosure and Barring Service to obtain necessary criminal records checks.

The organisation will not transfer your data outside the UK.

How does the organisation protect data?

The organisation takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties.

For how long does the organisation keep data?

If your application for employment is unsuccessful, the organisation will hold your data on file for 6 months after the end of the relevant recruitment process.

If your application for employment is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment. The periods for which your data will be held will be provided to you in a new privacy notice.

Your rights

As a data subject, you have a number of rights. You can:

- access and obtain a copy of your data on request;
- require the organisation to change incorrect or incomplete data;
- require the organisation to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing;
- object to the processing of your data where the organisation is relying on its legitimate interests as the legal ground for processing; and
- ask the organisation to stop processing data for a period if data is inaccurate or there is a dispute about whether your interests override the organisation's legitimate grounds for processing data.

If you would like to exercise any of these rights, please contact Mrs D.Rushton on admin@greatwaking.essex.sch.uk. If you believe that the organisation has not complied with your data protection rights, you can complain to the [Information Commissioner](#).

What if you do not provide personal data?

You are under no statutory or contractual obligation to provide data to the organisation during the recruitment process. However, if you do not provide the information, the organisation may not be able to process your application properly or at all. If your application is successful, it will be a condition of any job offer that you provide evidence to enable use to process all required pre-employment checks.