



HURSTMERE
SCHOOL

**CURRICULUM LEADER OF
MUSIC
VACANCY INFORMATION
PACK**

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21 June 2024

Dear Prospective Applicant

Thank you for your interest in joining Hurstmere School.

Our school is a popular, non-selective secondary academy for boys aged 11 – 16, serving the local community of Sidcup. Hurstmere School is a special place, with a strong sense of community and a determination to succeed in all that we do.

Our vision is for our pupils to 'Believe and Achieve'; to be the best that they can be. By promoting high aspiration and fostering a confident, self-belief that with hard work and determination, there are no boundaries to what they can achieve.

Hurstmere offers a supportive and inclusive environment that celebrates and welcomes diversity. We expect everyone to have the highest expectations of themselves and of each other. Our pupils are expected to be ready to learn, to work hard and to celebrate their own and each other's achievements.

We have staff who are devoted to providing the best education and pastoral care possible, and pupils of whom we are extremely proud; this mix creates a school that is a pleasure to work and learn in.

We are committed to a strong home-school partnership and believe the whole community can contribute to the progress of our pupils as they journey through Hurstmere School, to Sixth Form, apprenticeships, university, the workplace and beyond.

I look forward to welcoming you to Hurstmere School and working with you to ensure the very best learning experiences for the young people in our care.



Lynn Bennett
Principal



**Hurstmere
School**

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Hurstmere School a Company limited by guarantee registered in England and Wales (Company Number 07654127)
Registered office: Hurst Road, Sidcup, Kent DA15 9AW (the "Academy Trust").



Hurstmere School is a popular non-selective secondary academy for boys aged 11 – 16, situated in Sidcup, a district in the borough of Bexley.

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is known, cared for, and valued for the contribution they make.

We aim to provide the very best educational experience for every single one of our pupils.

We work hard to provide this by:

- Having the highest academic standards and expectations for all our pupils, which celebrates success and promotes aspiration, so that pupils exceed their potential.
- Firing pupils' imaginations which fosters self-belief, resilience, and the ability to learn from failure.
- Providing a wide range of learning opportunities in and outside of the classroom for pupils to learn in a safe, supportive, creative, and happy environment.
- Working with a range of educational and supportive bodies to provide the best education and pastoral care possible, so all pupils believe and achieve, as well as looking after pupil's mental health and wellbeing.

We believe that it is essential that school is a challenging, inspirational, and transformational experience. We also believe that it must support parents in providing a moral framework for learners to live their lives by and that pupils perform to their best abilities when they feel supported, confident, and happy.

We are enormously proud of our academic, sporting, and cultural successes; however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

In addition to academic success, we also place extremely high value on the development of character; responsibility, ambition, honesty, confidence, compassion, and courage. This is targeted through a wide range of Learning for Life and extra-curricular opportunities, in tandem with the regular school curriculum.



OUR MISSION

Inspires us to go the extra mile every day to ensure our pupils 'Believe and Achieve'; to be the best that they can be.



OUR VISION

Is for our pupils to have high aspiration and confident self-belief, that with hard work and determination, there are no boundaries to what they can achieve; that our pupils believe in themselves and achieve their full potential.



OUR VALUES

Respect

Treating each other with dignity, courtesy, and respect; celebrating and welcoming diversity.

Teamwork

Creating an outstanding school community where we delight in learning, achieving, and growing together, working as a team.

Resilience

Resilience to face disappointment, learning from failure and adapting to change.

Ambition

To be passionate in our desire and determination to achieve success and exceed our potential.

Integrity

Acting with integrity and honesty so that challenges can be met whilst encouraging responsible decision making.

Leadership

Empowering pupils to work in partnership with each other, staff and with the wider school community.

Self-Belief

Where self-belief is nurtured, encouraging strength of character and a belief in our ability to be the best we can be.

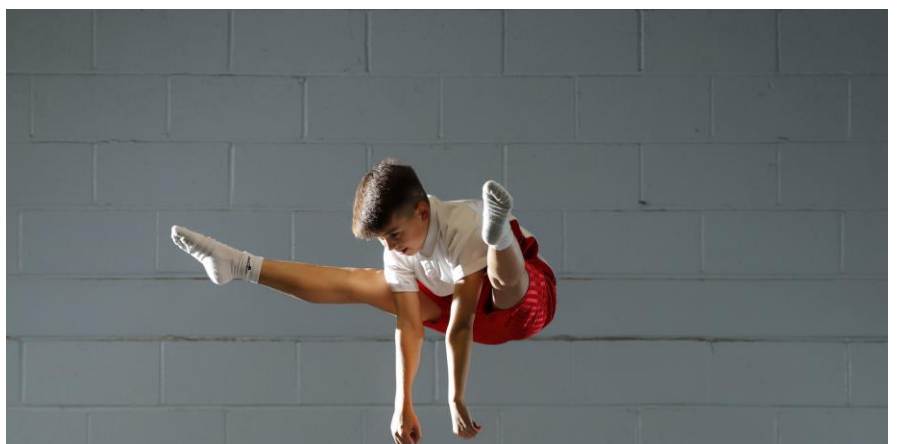
The School has a large site with dedicated areas for each subject, including science laboratories, spacious technology workshops, computer suites and superb sports facilities.



Our commitment to learning is initiated on our growth mind set 'can do' culture. At Hurstmere School, achievement for ALL pupils through a rounded and inclusive approach is paramount. Pupils with special educational needs are empowered to and encouraged to succeed and reach their true potential.



Hurstmere School hosts the School Games programme for the whole of the borough of Bexley, having recently agreed to a request by the Youth Sports Trust to add the Northern half of the borough to our very successful and long-established School Games Network. The School Games is used to drive whole school improvement, supporting schools to develop cross curricular links, increase physical activity, and develop young people's personal and social skills, general well-being and raising standards across the school.



WHY WORK AT HURSTMERE?

Hurstmere School wants to recruit staff who possess a range of qualities, with positivity and enthusiasm high on the list. The staff at Hurstmere are keen to make a difference to each and every pupil by providing the building blocks that they need to raise their achievement and enhance their school experience. New members of staff will work alongside like-minded staff who are ambitious for themselves and our pupils and dedicated to delivering an excellent education.

SPORTS

Hurstmere has been placed in the top 5% of sports schools in the country. Hurstmere was awarded 143rd best sports school out of over 5,000 schools.



STUDIO FIX

Studio Fix is Hurstmere School's own bespoke record label where pupils are mentored in song writing and music production in the school's state of the art recording studio. The project has now been running successfully for 12 years which has seen many highlights including performances at the Royal Albert Hall, The GLC, bands touring with Madness and fund raising charity singles. Over 400 original songs have been written so far with well over 100K plays on various social media platforms.



End2End TV

Hurstmere is the only school that has a TV Production Company working in partnership with them based on site, working inside the curriculum in this way.

OUR EXTRA-CURRICULAR OFFER

At Hurstmere we believe that learning goes well beyond the classroom. We encourage every pupil to take part in extra-curricular enrichment activities and we are proud to offer an extensive range of clubs, trips and activities that are accessible to all. Our in-school and local offer spans from Bee Keeping to Lego club to our nationally successful football teams. Our trip programme includes various worldwide trips including our USA Skiing, Iceland, and Paris trips.



SAFEGUARDING & SAFER RECRUITMENT

Hurstmere School is committed to maintaining a safe and secure environment for all pupils and a “culture of vigilance” to safeguard and protect all in its care. At Hurstmere School pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

Our safeguarding policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018), and the Governance Handbook.

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

Our safeguarding policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children.
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Furthermore, the school will follow the procedures set out by Bexley Safeguarding Partnership for Children and Young People: Bexley S.H.I.E.L.D: Effective Support for Children.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. Our selection process is based on good practice in selecting the best candidate for the job; ensuring equality of opportunity for all applicants whilst deterring and rejecting those who may be unsuitable to work with children.

EQUAL OPPORTUNITIES

Hurstmere School is committed to equality and diversity in employment practice and service delivery and expects employees to comply with our values of promoting equality and diversity, treating colleagues and service users with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the school and potentially constitutes misconduct.

Guaranteed Interview Scheme for Applicants with Disabilities

As part of our commitment to equalities and diversity, we aim to ensure that applicants are not prevented from demonstrating their true abilities during the recruitment and selection exercise. We guarantee an interview to any disabled applicant whose application meets the minimum essential criteria for the post. We are also committed to making Reasonable Adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their abilities and skills.

JOB DESCRIPTION

Post: Curriculum Leader

Accountable to: Assistant Principal

All staff at Hurstmere School are expected to:

- actively contribute to the School's culture and ethos of high ambition and achievement;
- live our common values of Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief;
- make a commitment to achieving the highest possible standards in all areas of their work;
- uphold the staff charter;
- be committed to maintaining a safe and secure environment for all pupils and a "culture of vigilance" to safeguard and protect all in the School's care.

Core Purpose

The Curriculum Leader is required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document.

The Curriculum Leader should ensure that the Professional Standards (Appendix 1) are present in all aspects of work.

Curriculum Leaders ensure an ambitious, coherently planned and sequenced curriculum which is sequenced towards cumulatively sufficient knowledge for skills.

Curriculum Leaders ensure the consistent delivery of high-quality teaching and learning, monitoring and evaluating performance to ensure sustained educational progress is made by all pupils within the specialism.

Curriculum Leaders are responsible for keeping up to date with wider developments and research into the pedagogy and effective delivery of their subject areas as well as the latest thinking about its value, relevance and contribution to the cultural capital of pupils.

Curriculum Leaders are responsible for line managing staff within their area, developing and enhancing the teaching practice of those they lead.

Curriculum Leaders are accountable for leading, managing and developing their curriculum area, including managing and keeping records of all associated quality assurance, ensuring a broad range of opportunities to promote our pupils' personal development.

Specific Responsibilities

- To ensure that high standards of teaching and learning take place within the specialism, to enable all pupils (including SEN, Disadvantaged, High Prior Attainers and the More Able) make good or better progress in line with their peers nationally
- To ensure that all members of the department are performance managed in line with the school's procedures
- To ensure that all members of the department are conversant with the procedures, policies, key priorities and expectations of the school
- To ensure that rigorous and robust targets are set for the department to ensure sustained and substantial improvement
- To ensure that schemes of work are reviewed regularly to reflect developments and changes, leading to higher standards of teaching and learning
- To co-ordinate appropriate CPD to enhance the teaching practice of others
- To lead, co-ordinate, monitor and evaluate the work of the department in relation to curriculum and pastoral aspects of pupils learning and achievement.

- Undertake all reasonable precautions to safeguard the health and safety of pupils and staff at all times within the departmental area
- Keep departmental members up-to-date on national, local and school curriculum developments
- Take active responsibility for formulating fair and consistent standards of discipline within the departmental area and follow up concerns according to the school's procedures
- Be a key figure in the professional development of staff in the department including, the appointment and induction of new staff and the supervision of student teachers/trainees by working closely with the responsible Senior Leadership Team lead
- Ensure that good communication between the department and parents is developed and maintained
- Implement and undertake effective processes of self-review and development. These should focus on:
 - Quality of Education
 - Behaviour and Attitudes
 - Personal Development
 - Leadership and management
- To manage departmental cover
- To promote and manage inclusion within the school.

Community and Ethos

To support in the day-to-day operational management of the school to ensure a calm and purposeful environment is maintained, which is both a physically and emotionally healthy space for pupils and staff.

Team Tasks

- Liaise closely with the SENCo with regard to implementing the school's AEN policy
- Liaise closely with other Curriculum Leaders and Raising Standards Leaders to ensure best practice

Administrative Systems

- To organise the effective use of administrative support to assist with the smooth running of the curriculum area
- To provide an environment that stimulates learning across the curriculum area
- To oversee curriculum displays which promote learning and achievement
- To ensure effective record-keeping and data entry takes place across the curriculum area
- To monitor the effective use of data analytical systems, e.g. SISRA

Administrative Tasks

- Manage efficiently and cost-effectively the resources available to the department
- Provide information and data as required by the school's administration, DfE, OFSTED and other relevant bodies
- Review and prepare the Department Development Plan in relation to the School Development Plan as required.

Form Tutor – see generic Job Description

Subject Teacher – See generic Job Description

Please note that the above tasks are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties and the post holder will be expected to undertake other duties considered commensurate with the role.

Duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of Hurstmere School will be expected to comply with GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above, the post holder must be committed to safeguarding and promoting the welfare of children and young people.

Review and Amendment

This job description should be seen as enabling rather than restrictive and will be subject to regular review. As such:

- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.
- This job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title and in order for the school to meet its statutory and general obligations regarding service provision.

There will be a full review of all job descriptions during the Summer term 2024.

Principal:

Member of Staff:

Date:

This job description may be amended at any time following consultation between the Governing Board and the post holder.



Hurstmere Professional Standards for Middle Leaders

2023-2024

PROFESSIONAL STANDARDS

Constructed by Middle Leaders in course 1- Middle Leadership Development & Training Programme

What	How
Standard 1: Have excellent subject knowledge	Take personal interest Make effective use of social media Maintain a love of your subject Connect with professional organisations/bodies Keep abreast of any changes in education (e.g. NC)
Standard 2: Inspire and enthuse those you have responsibility for	Keep positive Give contextual praise to colleagues Empower others Delegate where necessary Disseminate relevant information in a timely manner
Standard 3: Have a clear strategy and vision	Provide a rationale for decisions Take on board colleagues ideas Be open and transparent and explain why changes are taking place Develop a subject calendar so all events are organised and planned for
Standard 4: Reflect and evaluate on leadership practice inside and outside of the classroom	Collaborate with other schools and other organisations Develop appropriate CPD to support the development of self and others Use data information effectively to reflect on leadership
Standard 5: Develop a bespoke curriculum; tailored to the children's need (ensuring that the implementation and impact is monitored)	Use exam analysis to review the quality of leadership Use pupil voice Use work scrutiny Use summative data Audit the curriculum
Standard 6: Effectively communicate with a range of stakeholders such as governors, senior leaders, other staff, and pupils	Present your ideas to governors so they are clear about the work you do Undertake meaningful and regular pupil voice Meet senior leaders to go over SEF and action plans Have team meetings that are purposeful and productive
Standard 7: Positively lead by example- demonstrating best practice	Maintain high professional standards for work Meet deadlines and follow agreed procedures Model professional behaviour Maintain high expectations of self and others Reflect and adapt where appropriate
Standard 8: Be accountable whilst approachable. Appropriately hold others to account for the work they do	Make use of Blue Sky Observe lessons and give accurate and honest feedback Use school staff charter Have line management meetings Hold difficult conversations where necessary

PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS AND TRAINING			
Qualified to degree level and above	✓		A/C
Qualified to teach and work in the UK	✓		A/C
Evidence of recent and relevant CPD to prepare for the role	✓		A/I/R
Safeguarding qualification		✓	A/C
Current safer recruitment training		✓	A/C
KNOWLEDGE & SKILLS			
Effective classroom manager	✓		
Effective Form Tutor	✓		
Knowledge of national developments and priorities in education	✓		A/I
Knowledge of school performance measures and tracking systems	✓		A/I
Knowledge of curriculum requirements (statutory) and planning	✓		A/I
Knowledge of current learning and teaching quality performance measures	✓		A/I
Knowledge of the barriers to achievement and how to overcome them	✓		A/I
Knowledge of school pastoral and SEN support systems	✓		A/I
Knowledge of and a commitment to equality and diversity	✓		A/I
Knowledge of staff appraisal systems		✓	A/I
Ability to gather information, create systems and processes, rigorously monitor, review and analyse outcomes for pupil progress	✓		A/I
Commitment to own personal and professional development	✓		
ICT literate	✓		
Ability to speak English with confidence and accuracy, using accurate sentence structure and vocabulary, without a great deal of hesitation.	✓		I
EXPERIENCE OF SCHOOL LEADERSHIP			
Experience in secondary education and as an excellent classroom practitioner	✓		A/I/R
Evidence of having led, or significantly contributed to, the success of a school through its leadership vision/ethos, teaching and learning and results	✓		A/I
Evidence of the implementation of successful strategies used to raise pupil progress, achievement and attainment	✓		A/I/R
Experience of developing high achieving teams within a school environment	✓		A/I
Experience of rigorous monitoring, evaluating and improving colleagues' performance	✓		I/R
Evidence of understanding and application of data to establish benchmarks, set outcomes for improvement, track progress and evidence improved outcomes	✓		A/I/R
LEADERSHIP BEHAVIOURS/QUALITIES			
Unwavering belief that every young person can succeed	✓		A/I
Absolute commitment to delivering an outstanding education for all pupils	✓		A/I
Ability to lead, coach and motivate staff within a performance management framework, delegating where appropriate, holding to account and delivering on objectives	✓		A/I
Welcomes accountability and takes personal responsibility for their own actions	✓		I

Resilience and motivation to lead the department through day to day challenges while maintaining a clear strategic vision and direction	✓		I
A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision	✓		A/I
Work in ways that promote equality of opportunity, participation and diversity	✓		A/I
Effective role model, team worker and leader with a contagious positive attitude that motivates and inspires others	✓		I
Strategic and reflective thinker, proactive and balanced problem-solving skills	✓		I/R
Ability to remain calm whilst under pressure, demonstrating a patient and resilient attitude	✓		A/I
Flexibility and adaptability to meet unexpected challenges	✓		A/I
Ability to use humour and empathy appropriately	✓		I
A skillful communicator with strong interpersonal skills, written and oral skills.	✓		A/I
Uphold the Nolan Principles; selflessness, integrity, objectivity, accountability, openness, honesty and leadership	✓		A/I
LEADING EXTERNAL RELATIONSHIPS			
Can skillfully manage and maintain effective working relationships with parents and other stakeholders	✓		A/I
SAFEGUARDING AND WELFARE			
Experience of overseeing robust safeguarding procedures		✓	A/I
Commitment to the safeguarding and welfare of all pupils and providing equality of opportunity	✓		A/I
A passion for social and emotional well-being and ensuring positive outcomes for all young people	✓		A/I
Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies	✓		A/I
Have experience of developing systems for sign posting pupils and their families to appropriate agencies and intervention	✓		A/I

A=Application I=Interview R=Reference C=Certificate
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Hurstmere School is committed to maintaining a safe and secure environment for all pupils and a “culture of vigilance” to safeguard and protect all in its care. There are policies and procedures in place, including safer recruitment procedures. All staff and volunteers are expected to uphold this safeguarding commitment. Offers of employment are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and other employment checks.

Please note: This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. Hurstmere School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

HOW TO APPLY

To apply, complete the enclosed application form and email to info@hurstmere.org.uk. Alternatively, paper applications can be sent to Hurstmere School, Hurst Road, Sidcup, Kent DA15 9AW. CVs will not be accepted.

Visits to the school are strongly encouraged and can be arranged by contacting the School on 020 8300 5665 or at info@hurstmere.org.uk.

The closing date for receipt of applications is 12/07/24 at 12 noon. Interviews will be held upon successful application.

WHAT WILL HAPPEN IF YOU ARE SHORTLISTED FOR INTERVIEW?

If you are shortlisted for interview, you will be notified of this via phone and/or email. Emails will be sent to the email address provided on your application form.

REFERENCES

References will be taken up prior to the interview process and full employment histories may be verified as part of our vetting procedures in our on-going commitment to Safer Recruitment practices.

Referees must be able to comment authoritatively on your personal and professional competence and must include your current employers or their authorised representative.

SELF-DISCLOSURE

[The Rehabilitation of Offenders Act \(1974\) \(Exceptions\) Order 1975 \(Amended\) \(England and Wales\) Order 2013](#) recognises the principle that people who have been convicted of an offence should not, as a result, be discriminated against for the rest of their lives and therefore it prohibits discrimination in employment within defined limits. Some posts are exempt from the Act and these include those involving work with children, the elderly, with persons suffering from serious illness, with people with disabilities and for certain professions where the highest integrity is expected including employment in finance, legal, medical and security services.

The post you are applying for is 'exempt' under the Act. You are therefore required to provide details of ALL current (unspent) and 'spent' convictions or pending cases, cautions, bind-over orders, reprimands and final warnings including dates and sentences. In connection with this, applicants shortlisted for interview will be provided with a self-disclosure form which must be completed and returned prior to interview.

Information obtained through the self-disclosure process will be used to inform the overall assessment of an individual's suitability for the role.

Disclosure forms will only be accessed by those who need to see it as part of the recruitment process and will be stored securely and only for as long as necessary. Disclosure forms of unsuccessful candidates will be destroyed.

Please note: applicants do not need to declare any criminal record information that is 'protected' and therefore filtered under [The Rehabilitation of Offenders Act 1974 \(Exceptions\) Order 1975 \(Amendment\) \(England and Wales\) Order 2020](#). Further guidance

on whether a conviction, caution, final warning, or reprimand is eligible to be filtered can be found at: <https://www.gov.uk/government/publications/dbs-filtering-guidance> .

ONLINE SEARCHES

Online searches will be undertaken on shortlisted applicants to review publicly available information that would either harm the reputation of the school or make an applicant unsuitable to work with children. Information that causes concern will be explored with the applicant at interview.

IDENTITY AND RIGHT TO WORK

We are required to check that a job applicant is allowed to work in the UK before we employ them. You will therefore be required to provide evidence of your identity and right to work in the UK at interview.

QUALIFICATIONS

Candidates will be asked to provide evidence of qualifications relevant to the role, and in accordance with the Person Specification at interview.

WHAT WILL HAPPEN IF YOU ARE OFFERED THE ROLE?

Any offer of employment will be subject to clearance of appropriate vetting checks in accordance with Keeping Children Safe in Education 2022.

DISCLOSURE AND BARRING SERVICE CERTIFICATE

You will be asked to complete an application form to obtain a certificate of enhanced disclosure from the Disclosure and Barring Service, unless we have agreed to accept a previous certificate issued and carried out a status check using the DBS Update Service which has confirmed there is no additional information available since the certificate was issued.

OVERSEAS CHECKS

Individuals who have been a resident overseas for three months or more within the past five years or were resident overseas prior to the past five years and working with children or young people or were born overseas will be asked to apply for an overseas criminal record check and a “Letter of Professional Conduct” from the professional regulating authority in the country (or countries) in which they qualified/worked. The application process for criminal records checks or ‘Letters of Professional Conduct’ varies from country to country. The Home Office provides [guidance on applying for criminal records checks for overseas applicants](#).

We will also check:

- Whether you are barred from working with children in regulated activity, where relevant. It is a criminal offence for someone who appears on the Children’s Barred List to engage, or seek or offer to engage, in the regulated activity from which they are barred;
- Whether you have successfully completed a period of teacher induction;
- Whether you are prohibited from working in the teaching profession;
- Whether you are subject to disciplinary sanctions from the GTCE;

- Whether you are subject to a Section 128 direction made by the Secretary of State for Education, if relevant. Such a direction prohibits or restricts a person from taking part in the management of any independent school (including academies and free schools);
- Your Qualified Teacher Learning and Skills (QTLS) status with the Society for Education and Training, if relevant; and
- That you are medically fit to undertake the role.

FALSE INFORMATION

Please note that providing false information could result in your application being rejected or your dismissal from employment if you are appointed. The matter may also be referred to the police if we consider that you may have committed a criminal offence.

DATA PROTECTION

Our privacy notice explains how and why we collect and use Personal Data about our members of staff (hereafter referred to as "you" or "your") before, during and after your working relationship with the School, what we do with such Personal Data and what rights you have in relation to the use of such Personal Data, that is, in accordance with the GDPR.

Our Privacy Notice is available at:

<https://www.hurstmere.org.uk/169/key-information/category/19/policies>