

*'Flying high...creating success together'*



**DEPUTY HEADTEACHER AND  
DIRECTOR OF LEARNING**

**RECRUITMENT  
INFORMATION PACK**



**May 2023**

Dear Candidate,

Firstly, thank you for considering joining the team at Endeavour Schools Trust.

Our Multi Academy Trust was established in 2013 and is rooted in the principles of school to school working, high quality professional development for staff and in “going further and being better than we have ever been before,” so that all members of our Trust community are truly “inspired to excel.”

I joined Endeavour Schools Trust (formerly Redditch West School Trust) in October 2016 having made a very conscious decision that it was an organisation I would be proud to work for. This is because I passionately believe in the core value of the Trust encapsulated in the words of Helen Keller “Alone we can do so little: together we can do so much.” Collaboration, learning together, aspiration and retaining the unique character of each school within our Trust underpin our values and these resonate with our leaders, governors and staff so that Endeavour Schools Trust is a forward thinking, vibrant place to be.

Fundamentally, we are all driven by the same sense of purpose – to provide our children with the very best opportunities for them to thrive and achieve.

I do hope you find this pack informative and I look forward to hearing from the Head Teacher of the Academy about your application. You will be joining a family that can offer you many opportunities to progress and make a difference to our communities.

Yours sincerely

N J Wright (Mrs)

Executive Head Teacher/CEO

Dear Applicant,

Thank you for your interest in the role of Deputy Headteacher at Crabbs Cross Academy and Director of Learning across our Trust. We are the oldest first school in Redditch, with a school on the site since 1877. We are also a proud member of Endeavour Schools Trust, alongside The Vaynor First School and St George's C of E First School & Nursery.

This is an exciting time in the life of our school and the perfect opportunity for someone with drive, passion and ambition to join our senior leadership team and support the strategic direction of the school. The successful candidate will be instrumental in ensuring that the culture, aims and objectives for the school, alongside all aspects of the newly formed vision are met, whilst also ensuring the best educational outcomes for our children are fully achieved. In addition, supporting the Headteacher with the day-to-day leadership of the school is an essential aspect of this role.

We are looking for a strong leader to join our team who has the expertise and vision to lead a significant area of whole school development, both within the school and as a Director of Learning across the Trust. The post carries with it a non class-based teaching commitment and therefore it is fundamental that the successful applicant is a dynamic, innovative and excellent classroom practitioner, with a well-developed understanding of pedagogy. This will be central as part of the School Improvement Team, in supporting schools both inside and outside of the Trust to provide outstanding educational provision, in the individual context of each setting.

Expertise to lead English or curriculum development would be preferable, but other areas of expertise will also be considered, as primarily we are looking for a strong leader of teaching and learning to join our dedicated team of practitioners.

We want the very best for every child in our care and aim to inspire each of them to be the most successful version of themselves that they can be, which is encapsulated in the motto of our school **'Flying high...creating success together'**. We strive to shape inspirational learning for our children to engage and inspire their inquisitive minds. By staying true to our core values we provide a sense of belonging and aspiration for all, enabling them to grow as well-rounded citizens of our community, country and the wider world in which they live.

This is at the very heart of everything we do and an expectation for every child and member of our Crabbs Cross team. As a school, we pride ourselves on the relationships we build with both our children and our parental community and in partnership together we aim to grow from 'Good to Great'.

Thank you for taking the time to find out more about Crabbs Cross Academy. If you do share our vision and passion for the children and families in our care, then please contact our school office on 01527 543624 or via email to [officemanager@cca.endeavourschools.org](mailto:officemanager@cca.endeavourschools.org) to arrange a visit.

This will allow us to proudly show you how welcoming life at Crabbs Cross Academy is, for yourself. You will have the opportunity to meet our children and the dedicated team of professionals that you will be leading, as you consider whether Crabbs Cross Academy could be your next professional home.

Yours sincerely,

**Sallyanne Dunstan**

Headteacher

## JOB DESCRIPTION

Job Title	Deputy Head Teacher and Director of Learning for English or curriculum development	School	Crabbs Cross Academy
Pay Band	L3 - L7	Responsible To	Headteacher and CEO
Salary	£46,548 - £51,470	Responsible For	Through SLT, staff across the school

### Trust/School Values and Mission

Our ambition for the Trust is to “go further and be better than we have ever been before” - our Trust vision statement “Inspired to Excel” encapsulates this. The aim which underpins this is our driver, which is “From good to great.” At Crabbs Cross Academy this is:

#### **‘Flying High.... Creating Success Together’**

- Everyone respects themselves, their friends, their teachers and their community.
- Everyone treats each other fairly and with consideration.
- Everyone listens to each other and acts calmly.
- Everyone encourages each other to do their very best.
- Everyone always works hard and never gives up.
- Everyone thinks carefully and makes the right choices.

### Main Purpose of the Post

The core purpose of this role under the direction of the Headteacher is to provide professional leadership, strategic direction and management in order to ensure the school’s continued success. To achieve this, the Deputy Headteacher will

- ❖ Support the Headteacher in
  - Ensuring the vision and values of Endeavour Schools Trust and Crabbs Cross Academy are clearly articulated shared and understood and acted on by all;
  - Demonstrating the vision and values in everyday work and practice
  - Motivating and working with others to create a shared culture and positive climate
  - Build a professional learning community which enables others to achieve
- ❖ Take a significant role in the promotion, direction and oversight of teaching and learning, pupil achievement and progression through effective inclusion for pupils and particularly those who are vulnerable in terms of potential underachievement or underperformance.
- ❖ Lead on the strategic planning, monitoring and evaluation of inclusion, safeguarding, behaviour, attendance, personal and social development; student voice and wellbeing

- ❖ Play a major role establishing policies which should be achieved.
- ❖ Undertake the professional duties of a Deputy Head reasonably delegated to you by the Headteacher.
- ❖ Support the Headteacher in ensuring safeguarding policies and practices are compliant and the culture of safeguarding is open and positive
- ❖ Support the Headteacher in maintaining high standards of student behaviour, monitoring the personal development and wellbeing of students
- ❖ Contribute to good leadership and management practice by ensuring effective communication and procedures and positive staff participation.
- ❖ Play a significant role as a Director of Learning, to the school improvement team and as part of the EST 4S income generation strategy
- ❖ Undertake the professional duties of the Headteacher in their absence.

## Specific Responsibilities and Tasks

### **1.0 Strategic direction and shaping the future**

- 1.1 Ensure that the School's agreed vision statement and aims are at the centre of everything it does and is clearly articulated, shared, understood and acted on effectively by all.
- 1.2 To attend meetings of the Trust Board and its committees as required.
- 1.3 Drawing on experience and best practice, support the headteacher to create and implement a strategic development plan underpinned by sound financial planning.
- 1.4 Support the headteacher to formulate, implement, monitor and evaluate the effects of policies, performance and practice, taking appropriate action to secure continuous development.
- 1.5 Be outward looking to ensure that the headteacher /CEO is well informed about current and innovative educational thinking and developments in order to ensure the School/Trust is well placed to make decisions in the best interests of its future development.

### **2.0 Leadership and Management**

- 2.1 Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- 2.2 Support the Headteacher to maximise the contribution of all staff and develop a performance culture which supports the best possible outcomes for children.
- 2.3 Together with the headteacher develop constructive working relationships with trustees, governors, staff, children, parents and external partners alike.
- 2.4 Support the headteacher to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner that is consistent with their terms and conditions of employment.
- 2.5 Support the Headteacher to implement and maintain effective systems for performance management, lead continual professional development (CPD) of staff.
- 2.6 Work closely with the Headteacher to manage the financial resources effectively and efficiently to achieve educational goals and priorities.
- 2.7 Work with the Trust, governing body and senior leadership team to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.
- 2.8 Support the headteacher in ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.
- 2.9 Use and integrate a range of technologies effectively and efficiently to manage the School.

### **3.0 Leading Teaching and Learning, developing and enhancing the teaching practice of others:**

- 3.1 Be an “outstanding” role model and act as a leading classroom practitioner, inspiring and motivating other staff.
- 3.2 Work with the Headteacher to raise the quality of teaching and learning and pupil’s achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes particularly for vulnerable learners.
- 3.3 Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional performance management objectives resulting in a tangible impact on students learning
- 3.4 Work with the Headteacher to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management.
- 3.5 Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children.

### **4.0 Diversity & Inclusion**

- 4.1 Designated teacher for Looked After Children
- 4.2 Secure the effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
- 4.3 Help lead and manage the School Improvement Plan identifying priorities and targets for ensuring vulnerable pupils achieve high standards and make good progress.
- 4.4 Maintain oversight of the management of first aid and pupil medication, ensuring policies and procedures are followed and all documentation up to date.
- 4.5 Ensuring ambitious person-centred EHC plans lead to excellent outcomes for each pupil.
- 4.6 To provide reports to parents, pupils, Governors and the Leadership Team with regard to vulnerable pupils across the school.

### **5.0 Developing Self and Working with others:**

- 5.1 Regularly review own practice, set personal targets, and take responsibility for own personal development.
- 5.2 Lead procedures for staff induction, professional development and performance reviews.
- 5.3 Treat people equitably and with dignity and respect to create and maintain a positive culture across the School.
- 5.4 Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- 5.5 Alongside the Headteacher develop an excellent working relationship with the Trust, Chair of Governors and senior leadership team, engaging regularly in open discussion.
- 5.6 Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- 5.7 Foster excellent relationships with local and national professional partners in order that children and staff may benefit from the development they offer.

### **6.0 Director of Learning (for core subject)**

- 6.1 Be accountable to the EHT/CEO for the quality of provision and pupil outcomes in a core subject across the Trust
- 6.2 Work alongside Subject Leads to ensure that strengths and weaknesses in a core subject are accurately identified and used as the basis for school to school support, action planning for improvement and further development of provision
- 6.3 Actively participate in peer to peer reviews, leading where appropriate
- 6.4 Provide support to Core subject leads to develop their roles so that analysis of data is robust, identifies strengths and areas for development and action plans are concise, robust and achievable
- 6.5 Evaluate the impact of monitoring and action planning on improving outcomes and report to the EHT/CEO

- 6.6 Coordinate networking opportunities for Core subject Leads within the MAT and more widely
- 6.7 Liaise with the Executive Leadership team on devising school to school support programmes
- 6.8 Work as part of the school improvement team to plan, implement and deliver programmes of CPD support for staff across the trust
- 6.9 Provide advice, guidance and support to colleagues outside of the Trust as part of the EST 4S school improvement team

### **7.0 Securing Accountability**

- 7.1 Work with the Headteacher to create and develop an organisation in which all the members of the School recognise that they are accountable for the success of the School.
- 7.2 Present a coherent and accurate account of the School's performance in a form appropriate to the range of audiences, including governors, staff, parents, Ofsted, DfE and others to enable them to play their part effectively.
- 7.3 Work with the governing body, providing information, objective advice and support, to enable it to meet its responsibilities.
- 7.4 Promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- 7.5 Co-operate and work with relevant agencies to safeguard children.
- 7.6 Carry out any such duties as maybe reasonably required by the governing body.

### **8.0 Strengthening Community**

- 8.1 Collaborate with the diverse community and other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
- 8.2 Ensure learning experiences for children are integrated with the local and wider communities.
- 8.3 Actively engage with parents and carers, community figures, businesses and other organisations to enrich the School and its value to the wider community.
- 8.4 Co-operate and work with relevant agencies to protect children and young people.

### **Specific Duties for Deputy Headteachers**

#### **9.0 Assessment**

- 9.1 Develop and maintain a whole school approach to assessment and target setting
- 9.2 Analyse assessment data from a variety of sources to inform whole school planning and resourcing.
- 9.3 Present assessment data to a range of stakeholders
- 9.4 Develop ways in which parents can be informed about attainment
- 9.5 Monitor the progress of pupils throughout the year, identifying gaps and any underachievement (through book scrutinies, planning checks, observations, discussion with pupils.)
- 9.6 Provide class teachers, year group leaders, SENCO, Literacy and Maths Co-ordinators and SLT with assessment data.
- 9.7 Contribute to discussions with the Trust Central Team and Trust Board.
- 9.8 Co-ordinate informal and formal assessment arrangements.
- 9.9 Ensure assessment materials are ordered and located to the relevant areas of the school.

#### **10.0 Other**

- 10.1 To provide professional leadership and management of a key area of the School development Plan as agreed, on an annual basis, with the Headteacher
- 10.2 To support+ the headteacher with the implementation of the behaviour policy and practice across the school
- 10.3 To provide professional leadership and management of the curriculum
- 10.4 To take an active role in the schools leadership team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children

- 10.5 To lead the Performance Management of Teaching Assistants
- 10.6 Fulfil all aspects of the Head Teacher standards
- 10.7 Uphold the Nolan Principles for those holding public office.
- 10.8 To hold a non class-based teaching commitment, including all the responsibilities of a teacher.

**11.0 Safeguarding**

- 11.1 Ensure the day to day safety of the children and adults using the school site
- 11.2 Promote rigorous procedures for safeguarding
- 11.3 Ensure the monitoring and keeping of records of any reported safeguarding incidents are undertaken and pass on information to relevant third parties
- 11.4 Be a trained Deputy Designated Safeguarding lead to deputise for the DSL when they are unavailable.

The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Reasonable adjustments will be considered as required by the Disability Discrimination Act.

The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust’s Equal Opportunities Policy.

Endeavour Schools Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation. Policies relating to these and other subjects are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.

Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed



NOTE TO APPLICANTS

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Category		Essential/ Desirable	For Interview Panel Use Only Score 1 for evidence met
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> <li>• Evidence of commitment to further professional development</li> <li>• Be a qualified DSL or willing to undertake or Designated Safeguarding Leader qualification</li> <li>• Undertaken professional development for a leadership role such as NPQSL or Leadership Pathways certification</li> <li>• Postgraduate level qualification</li> </ul>	E E E E D D	Essential Score =  Desirable Score =
<b>Experience, Skills, Abilities and Competencies</b>	<p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>• Secure understanding of Child Protection, Safer recruitment and Safeguarding procedures and the ability to promote a culture of safeguarding across the school community</li> </ul> <p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Teaching experience within a primary school setting across at least two key stages</li> <li>• Proven and significant leadership of a key area or phase, including responsibility for raising standards for all with measurable outcomes</li> <li>• Curriculum leadership experience in more than one subject</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Experience of recent successful OFSTED inspection as a subject or middle leader</li> </ul> <p><b>Teaching and Learning:</b></p>	E  E E D E D  E E	Essential Score =  Desirable Score =

	<ul style="list-style-type: none"> <li>• A highly effective teacher with a strong understanding of pedagogy and the ability to act as an exemplar to others</li> <li>• A secure understanding of the EYFS statutory framework and National Curriculum requirements and a creative and cohesive approach to curriculum development</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Understands the characteristics of an effective learning environment and the key elements of successful behaviour management and pastoral care</li> </ul> <p><b>Leading and Managing Staff:</b></p> <ul style="list-style-type: none"> <li>• The ability to lead change as an enthusiastic creative team builder, inspiring others</li> <li>• Experience of leading staff teams at a middle or senior leadership level</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of using induction, performance management and continuous professional development to develop the effectiveness of all staff</li> <li>• Experience of working with governors to enable them to fulfil whole school responsibilities</li> <li>• Experience of effective financial and resource management to achieve educational priorities, ensure value for money and measure impact.</li> <li>• Ability to lead sessions to inform parents</li> <li>• Experience of offering challenge and support to improve performance</li> </ul> <p><b>Strategic Leadership:</b></p> <ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education within the context of the school’s aims and mission statement.</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school.</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these.</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating whole school improvement</li> <li>• Up to date knowledge and understanding of the current wider national education agenda</li> <li>• Supporting with managing successful school self-evaluation and accountability within the school improvement process</li> </ul> <p><b>Knowledge and Skills:</b></p>	E E E E  E E E D D D D E D  E E  E E E E E E E  E	
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	<ul style="list-style-type: none"> <li>• Articulate and approachable with excellent interpersonal communication skills in both verbal and written forms</li> <li>• Excellent personal organizational skills</li> <li>• A commitment to and evidence of promoting diversity and equal opportunities within the school and the curriculum</li> <li>• Is able to articulate how leaders can promote staff wellbeing and has experience of leading good practice</li> </ul>	E E E	
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• High expectations and personal integrity with the ability to promote and sustain the values, culture and ethos of the school and Trust</li> <li>• Able to manage, inspire, encourage and empower staff to carry a vision forward</li> <li>• Understanding of and commitment to nurture, inclusion and the impact of both on learning</li> <li>• An outstanding and reflective practitioner who is committed to continuous improvement and holds high aspirations for pupils' learning and attainment</li> <li>• Is creative and proactive, keen to embrace new ideas and challenges with energy, enthusiasm and humour</li> <li>• Respects and values the different experiences, ideas and backgrounds others can bring to work and teams</li> <li>• Self-motivated and hard working with ability to be flexible and work under pressure</li> <li>• Committed to continuing professional development for both themselves and others</li> </ul>	E E E E E E E E E	Essential Score =  Desirable Score =
<b>Other</b>	<ul style="list-style-type: none"> <li>• Obtain a Satisfactory Enhanced Disclosure and Barring Service Check and Section 128 check.</li> <li>• Satisfactory statutory employment checks</li> </ul>	E E	Essential Score =  Desirable Score =

**POSITION:** Deputy Headteacher for Crabbs Cross Academy and Director of Learning for Endeavour Schools Trust – Full Time and permanent

**TEACHING COMMITMENT:** 0:4 days

**LEADERSHIP PAY SPINE:** L3 – L7 ££46,548 - £51,470

**START DATE:** 1<sup>st</sup> January 2024

**CONTINUITY OF SERVICE (please see below an extract from the Trust’s pay policy)**

**19.1** For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

**19.2** Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

**MAKING AN APPLICATION**

Applicants should complete the Trust’s application form, which includes the names and telephone numbers of two referees. These documents should reach the school office no later than **9.00am Tuesday 10<sup>th</sup> October 2023** . Late applications and applications not on the Trust’s application form will not be accepted.

Applications can be posted or delivered in person to Crabbs Cross Academy, Evesham Road. Redditch. Worcs. B97 5JH or emailed to - [officemanager@cca.endeavourschools.org](mailto:officemanager@cca.endeavourschools.org)

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

Applicants should be aware that if successfully shortlisted the trust reserves the right to undertake an online search as part of due diligence on shortlisted candidates.

## REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

## RECRUITMENT MONITORING

Within the application form is a link to an online form where the Central Team of Endeavour Schools Trust collate information for recruitment monitoring including ethnicity, age, disability and the advertising medium that you became aware of the post you are applying for. This information will be collected by the Central Team for reporting to the Trust Board annually and then destroyed. No member of the interview panel will be aware of any information that you give in this form. Whilst completion of this form is voluntary we would urge you to complete this to be able to truly report information to the Trust Board without bias.

## RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the school as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

## POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

## INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified. **The interview process will be in two parts.** Shortlisted candidates should be prepared to host a visit to their own setting where they will be observed teaching prior to being invited to the second phase – the formal interview. **These will take place the week beginning 23<sup>rd</sup> October 2023.** Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

***We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.***