



Recruitment Pack

Headteacher: Jude Mellor

Deputy Headteacher: Vikki Rundle-Brown

Business Manager: Karen Westwood

Assistant Headteachers: Andy Binns, Ali Jackson, Phil Newman, Roger Skervin



Anything is Possible

Message from the Headteacher

Thank you for showing an interest in the Deputy Headteacher post at Ashby School. Whilst being a school with a proud history, Ashby is also embracing a new beginning as it becomes an integral part of the LiFE multi-academy trust and works under the direction of a new Headteacher who arrived in Autumn 2021.



This post presents a unique opportunity for someone who embraces innovation. We will welcome our first Year 7 students in the autumn term of 2022 whilst our two feeder high schools welcome their first Year 10s. Continuation of this growth through Years 8 and 9 will make us an all through 11-18 school from autumn 2024 with our high quality sixth form provision then welcoming students from our own KS4 alongside students from many other schools in the area.

Clearly, any such change presents challenge but here at Ashby we are ready to embrace the huge opportunity created by having students from Year 7 to Year 11 and being able to work with them for 5 years prior to their GCSE exams. We are working hard and collaboratively to vision and shape this learning journey within and beyond the classroom and are looking for applicants with a well-developed knowledge and broad experience of Key Stage 3 and a vision for how it can grow holistic students fully prepared for KS4, KS5 and life beyond school.

Our successful applicant will be joining a leadership team with a huge level of commitment to Ashby and the success of its innovation. They will work with a highly talented teaching team who generate successful student outcomes and with a pastoral and support staff team who consistently go above and beyond for the students they serve. In addition, they will be part of a school deeply engaged in its community, both in an educational and social sense, and where collaboration is highly valued within a multi-academy trust where 'no school an island' is a lived ethos.

The role is uniquely positioned to drive progress. We are seeking to appoint someone with the awareness to collect pertinent data in effective ways, interrogate data efficiently to identify learning gaps at a range of scales and develop a systematic yet personalised approach that will allow every child to be supported to success through a collaborative approach between school and home.

We hope this information, and the further facts included in this information pack, gives you a feel for our school and makes you excited to apply. However, we also know that how a school feels is important and so we are offering a number of tour opportunities so you can come and see us in person. These are available at the following times and can be booked via the email below:

- Thursday 30th September 8:30-9:30am
- Friday 1st October 2:30-3:30pm
- Tuesday 5th October 8:30-9:30am

We look forward to receiving your application and good luck!

Kind regards

Dr Jude Mellor
Headteacher

Our school

Ashby is a school with a proud history and a strong position in the local community. Since it was founded in 1567, Ashby School has continued to grow and develop and now delivers an excellent educational experience to students across two sites. Its outstanding facilities include superb indoor and outdoor sporting venues along with a swimming pool, a state-of-the-art English block and Sixth Form Centre, numerous purpose-built practical areas for science, design and the arts, and a vibrant and inspiring library space.

Ashby School prides itself on putting students at its heart. We want all our students to enjoy a happy and successful learning experience and are committed to ensuring that all students fulfil their academic potential. In 2021, 77.8% of GCSE students achieved passes at grades 9 – 4 in English and maths. A level passes are consistently close to 100%.

However, at Ashby, we realise that school success is about more than academic achievement. Students can choose from a wide range of extracurricular opportunities, which embody our core values. These encourage students to 'Show Respect', 'Accept Responsibility' and 'Build Resilience' to prepare them for a successful future beyond school. Extracurricular activities include sporting opportunities for all abilities, performing arts, Duke of Edinburgh, a public speaking club and many more.

Ashby has recently experienced a period of turbulence with a challenging OfSTED report and changes in leadership. However, we have used this position as the springboard for a series of new and exciting opportunities which have placed Ashby on a strong 'future focussed' path. Ashby School has recently joined the LiFE Multi-Academy Trust and is very fortunate to be growing with the support of such a holistically driven group of schools. While providing a strong framework for growth, LiFE also allows Ashby the autonomy to do the right thing in the right way for the community it serves.



As Headteacher, it is my responsibility to ensure that the school continues to develop and improve for the benefit of all our students, and to recognise and value the contribution of all staff. A strong school creates strong staff and vice versa. Our very positive climate acknowledges and recognises the hard work of all its members: this is an environment where people are supported to develop their skills and careers, and an ethos where all staff know the value of everything they do and consequently, do the best job they can. As a testament to this culture and the warmth of the school, you will meet a number of staff who have a long and proud association with Ashby.



As a prospective member of staff, you will have access to a variety of professional development opportunities, as part of our partnership with other LiFE schools. These range from growing your subject specialism to developing your leadership skills alongside like-minded individuals and ensuring you continue to grow as an individual. In addition, there is an excellent induction programme in place for new staff. We have a strong record of helping staff to develop, contribute and make a real difference.

There is strong positive leadership at all levels of Ashby School, extending to the classroom. The Senior Leadership Team is closely involved with the day-to-day management of the school: we believe it is important to adopt a high profile with both staff and students to reinforce the expectations we have of everyone in the school. We also work hard as a team to provide high level strategic leadership centred around our Strategic Improvement Wheel but also recognise that great innovation is driven by inclusion. All our staff are strongly encouraged to be part of this important, collaborative process.

Working within this supportive ethos, teachers and pastoral staff set high standards for behaviour, dress and work rate and are expected to set a strong example to students. All students are expected to wear school uniform at all times, without exception. Our consistent, school-wide expectations of students is a strength of Ashby School, making it a purposeful and secure place at which to be a student.

We do hope that you like what you have read about us in this information pack and that you are excited about the opportunity to work with us at Ashby, where we firmly believe that 'Anything is Possible'!

Our Ethos

'Empowered to Learn'

We want every student to have the support they need to succeed, while recognising that success looks different for every student. We also appreciate that students need to learn to be empowered; it is this ethos that underpins our commitment to develop the whole child both within and beyond the classroom.

'Anything is Possible'

Society is evolving rapidly which makes the future possibilities endlessly exciting for our students. We want them to embrace these opportunities, develop the skills they need to navigate the challenges ahead and embody our ethos that 'Anything is Possible'.

Our staff go the extra mile every day. Alongside our academic successes, we believe in creating a school community that reflects the kind of society in which we want to live.



In addition, our values focus around these aims:



We seek to embed these in all we do.

Curriculum

Age range change presents Ashby with an amazing opportunity to grow a KS3 curriculum with future citizens at its heart. We are working hard to make this vision a reality for our first Year 7 cohort in Autumn 2022. Our curriculum is driven by subject strength, engagement and skills development, as well as enjoyment for both staff and students alike! Our KS3 open evening is hugely anticipated and we anticipate a full intake.

Our KS4 curriculum

Building on strong foundations, our KS4 incorporates a broad and balanced offer that is flexible enough to meet the needs of the individual and best supports both achievement and progression to further education.



Currently, the majority of our students follow the curriculum outlined below:

Subject	Hours per fortnight
Maths	8
English (Language and Literature)	8
Science (double award)	10
PE	3
PSD	1
4 Options* (Must Include at least 1 EBacc subject)	5 Hours each

*Options subjects are French, German, Geography, History, Psychology, Philosophy and Ethics, Business GCSE, Business CNAT, Art, Music, Music Tech, Drama, Drama Production, Media studies, Film Studies, PE GCSE, PE CNAT, Construction, Resistant Materials, Engineering, Textiles, Graphics, Food Tech, Computer Science, Triple Science.

This curriculum will inevitably evolve as the school transitions from a 14-18 upper school to an 11-18 school; however, the principles of providing a broad and balanced offer tailored towards individual students' needs will remain.

There will always be a few students for whom this curriculum will not be the most appropriate. Where this is the case, alternative solutions are found, including our bespoke STEP programme.

Deputy Headteacher

Ashby School sits at the threshold of something amazing!

In August 2022 we welcome our first ever Year 7 students to grow through to our existing 14-18 provision.

We'd love for you to be part of this story!

The newly appointed Headteacher of Ashby School is seeking to appoint a Deputy Headteacher with responsibility for our Curriculum vision and the relentless pursuit of progress for our students. This post will sit alongside our current Deputy Headteacher for Student Experience and will work closely with our four Assistant Headteachers and members of our senior leadership team. The successful applicant will also work with our amazing students to grow their broad experience of school, support them to love learning and equip them for a successful future regardless of ability or challenges.

Ashby is a school that has faced recent challenges. However, it is also a school with a proud history and a strong reputation in its local community. From these deep roots it has spread branches of collaboration within and beyond the LiFE multi-academy trust and is now ready to flourish in the next step of its growth through its revitalised leadership.

This role offers a unique experience to help shape a Key Stage 3 provision that echoes the strengths of our existing Key Stage 4 & 5 provision and yet is uniquely developed to grow successful future students in the broadest sense. Ashby School is the last Leicestershire upper school to change age-range and is incredibly fortunate to be doing so in conjunction with its feeder high schools of Ibstock & Ivanhoe under the umbrella of the LiFE multi-academy trust.

We very much hope that this is an opportunity that excites you. We are looking for an experienced leader with an appetite for innovation; a collaborator with a natural talent to lead others; a visionary with strategic skills to realise aims and an optimist who is not afraid of hard work. We look forward to receiving your application!

Further information and application forms are available on the school website:

www.ashbyschool.org.uk

Closing date for applications is Monday 11 October 2021 at 9.00am

Interviews will take place on Tuesday 26 & Wednesday 27 October

Ashby School is committed to safeguarding and promoting the welfare of all of its students and expects all staff to share this commitment. The successful applicant will be subject to enhanced clearance by the Disclosure and Barring Service and pre-employment checks.

Job Description

Requirements for post of: Deputy Headteacher	
Preamble	This Job Description is in addition to the 'Teacher' Job Description. To be an effective, inspirational and passionate Deputy Headteacher in the broadest sense of the post.
Specific Areas of Leadership	To lead and <i>be accountable for</i> the improvement in student achievement through a continual refinement of curriculum and systematic provision of education. To oversee the leadership of teaching and learning within this vision and to support the relentless improvement of student experience within Ashby School.
Salary Range	L20-L24 ~ £67,364-£74,295
Overall	
<ul style="list-style-type: none"> Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). Undertake professional duties of the Headteacher as delegated. 	
Deputise	
<ul style="list-style-type: none"> Deputise for the Headteacher in the event of their absence in conjunction with the fellow deputy. 	
Culture	
<ul style="list-style-type: none"> Help to formulate and effectively review the aims and objectives of the school. Establish effective leadership and quality assurance to promote high standards within the curriculum. Monitor and evaluate the progress of appropriate policies. 	
Teaching & Learning	
<ul style="list-style-type: none"> To strategically vision and work with the Assistant Headteacher to drive forward the quality and impact of teaching and learning in order that students' achievements, progress, learning and opportunities for success are maximised. Manage staff and resources to deliver this aim. 	
Curriculum	
<ul style="list-style-type: none"> To actively support the realisation of the curriculum model and its associated staffing. 	
Self-evaluation	
<ul style="list-style-type: none"> Provide leadership to ensure high quality education for all and improved standards of learning and achievement. 	
Pastoral	
<ul style="list-style-type: none"> Actively promoting pastoral care and behaviour systems. Maintaining relationships with parents and carers. 	
Standards	
<ul style="list-style-type: none"> To raise standards of student attainment achievement across the school. 	
Wider Community	
<ul style="list-style-type: none"> To actively work with schools and external agencies to promote effective relationships for the intrinsic and extrinsic benefit of the school. 	
Governors	
<ul style="list-style-type: none"> To support the Headteacher in supporting the Governing Body. 	

<ul style="list-style-type: none"> • Advising and assisting the governing body.
Other
<ul style="list-style-type: none"> • To undertake any other duty as specified by the School Teachers' Pay and Conditions Document (STPCD) not mentioned above.
Shaping the Future
Vision & Strategy
<ul style="list-style-type: none"> • Assist the Headteacher in leading and managing the creation and implementation of our strategic wheel for securing school improvement that identifies priorities and targets for ensuring that students achieve high standards and make progress.
Culture
<ul style="list-style-type: none"> • Create a positive ethos and provide educational vision and direction, which secures effective teaching, successful learning, achievement by students and sustained improvement in their development. • Assist the Headteacher in ensuring that students have access to a broad, balanced and relevant curriculum, which contributes to their development and provides appropriate preparation for adult life. • Embrace and enhance the school's culture.
Translation of Culture
<ul style="list-style-type: none"> • Support the Headteacher in ensuring that all those involved in the school are committed to its aims and are accountable in meeting objectives and targets that secure the educational success of the school. • To lead by example, to provide inspiration and motivation and to embody for students, staff, governors and parents, the vision, purpose and leadership of the school. • Promote actively, revise and enhance the school's policies.
Ethos
<ul style="list-style-type: none"> • Ensure opportunities to promote students' spiritual, moral, social and cultural development. • Create and promote strategies for developing inclusion practice, including those involving race relations.
Improvement Planning
<ul style="list-style-type: none"> • Analyse and interpret relevant data, research and inspection evidence to inform the Headteacher and other audiences. • Support the Headteacher in ensuring that effective mentoring systems are in place to support student progress and achievement.
Curriculum
<ul style="list-style-type: none"> • Determine, organise, implement and evaluate a diverse, flexible curriculum and implement its delivery including Assessment for Learning.
Managing the Organisation
Organisational Structure
<ul style="list-style-type: none"> • Lead on the day-to-day management within school, including the effective deployment of staff and physical resources. • Develop, implement and review the school's policies appropriate to the delegated areas of responsibility. • Implement pedagogy so that effective learning can take place.

Resources
<ul style="list-style-type: none"> • Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided. • Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the school.
Staffing
<ul style="list-style-type: none"> • Ensure effective and proactive recruitment & training to secure the optimum provision of staff. • Ensure effective induction of new staff in line with the school's policy.
Environment
<ul style="list-style-type: none"> • Assist the Headteacher to manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Comply with the school's health and safety policy and undertake risk assessments as appropriate.
Leading Learning & Teaching
Learning Ethos
<ul style="list-style-type: none"> • Monitor and evaluate the quality of teaching and standards achieved by all students, within delegated areas and meet challenging and realistic targets for improvement. • Liaise with subject leaders to ensure the delivery of appropriate, comprehensive, high quality and cost-effective curriculum programmes which complement the School Improvement Plan and key priorities.
Improvement
<ul style="list-style-type: none"> • Assist the Headteacher to monitor, evaluate and review classroom practice and promote improvement strategies. • Be accountable for the development and delivery of curriculum areas as delegated by the Headteacher.
Behaviour & Attendance
<ul style="list-style-type: none"> • Assist the Headteacher to implement strategies, which create the atmosphere for high standards of behaviour and attendance.
Technologies & innovation
<ul style="list-style-type: none"> • Assist the Headteacher in ensuring that improvements in literacy, numeracy and ICT are priority targets for all students, including those with SEN. • To facilitate the climate for innovation and creativity including the use of technologies where appropriate.
Developing self and working with others
Professional Learning
<ul style="list-style-type: none"> • Lead a culture of professional development of staff. • Manage own workload, and that of others, to allow an appropriate work-life balance. • Assist the Headteacher in ensuring that trainee and Early Career Framework teachers are appropriately trained, monitored, supported and assessed in relation to the standards for QTS and induction.
Staffing
<ul style="list-style-type: none"> • To advise the Headteacher on staffing matters. • Facilitate the interview process for all posts below SLT level and lead the interview process for posts below FTL level.

Line Management
<ul style="list-style-type: none"> Motivate and enable all staff to carry out their roles to the highest standard through high quality continuing professional development based on assessment of needs.
High expectations
<ul style="list-style-type: none"> Develop and maintain a culture of high expectations for self and for others.
Collaboration
<ul style="list-style-type: none"> Promote teamwork and motivate staff to ensure constructive working relationships. Think creatively and imaginatively to anticipate and solve problems, identify opportunities and implement modification and improvement where required.
Leadership
<ul style="list-style-type: none"> Ensure that Faculty Team Leaders develop good and outstanding leadership skills for maximum impact on the quality of provision in assigned curriculum areas. Seek and use national, local and school data, OFSTED evidence and research findings in professional and school development.
Securing accountability
Curriculum
<ul style="list-style-type: none"> Assist the Headteacher in developing, implementing and reviewing the monitoring and evaluation of the curriculum in line with agreed school procedures including evaluation against quality standards and performance criteria.
School Improvement
<ul style="list-style-type: none"> Assist the Headteacher in monitoring, evaluating and reviewing the effects of the school improvement plan, priorities and targets of the school in practice, and take action as necessary to secure progress and school improvement. Support the Headteacher in ensuring that resourcing and staffing are dedicated to promoting the highest standards of achievement for all students.
Accountability
<ul style="list-style-type: none"> Support the school system of accountability. Reflect on personal contribution to school achievements and take account of feedback from others.
Performance data
<ul style="list-style-type: none"> Ensure the effective operation of quality control systems. Support the Headteacher in ensuring that resourcing and staffing are dedicated to promoting the highest standards of achievement for all students. Contribute to the school procedures for lesson observation.
Safeguarding
<ul style="list-style-type: none"> Ensure that effective systems are in place to meet the needs of the students and that they are co-ordinated, monitored, evaluated and reviewed. As delegated by the Headteacher, lead and manage teams of managers to develop and implemented pastoral systems.
Praise
<ul style="list-style-type: none"> Acknowledge the responsibilities, and celebrate the achievements, of individuals and teams.
Achievement expectations
<ul style="list-style-type: none"> Create and maintain a climate to secure good teaching, effective learning, high standards of achievement, good behaviour and enable teachers and other staff to meet standards.

Staff Challenge	
<ul style="list-style-type: none"> Actively support the challenging of under-performance at all levels and support action taken to secure improvement. Support the facilitation of appropriate support and challenge for staff in order to develop outstanding practice in assigned school and curriculum areas. 	
Performance Management	
<ul style="list-style-type: none"> Effectively discharge performance management duties in support of the Headteacher. 	
Strengthening community	
External links	
<ul style="list-style-type: none"> Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example. Support the school in meeting its legal requirements for worship. Ensure coverage of SMSC is appropriate and balanced across the curriculum. 	
Challenge Partners	
<ul style="list-style-type: none"> Co-operate and work with relevant agencies to protect children. 	
Parents & Carers	
<ul style="list-style-type: none"> Develop and maintain effective partnerships between parents and the wider community to support and improve student development and achievement. Support the Headteacher in ensuring that parents and students are well-informed about curriculum, attainment and progress. 	
Partnership Work	
<ul style="list-style-type: none"> Liaise with partner primary and secondary schools, further education and external agencies related to student welfare and achievement. 	
Communication	
<ul style="list-style-type: none"> Quality assure information to support the school's self-evaluation. Account for the efficiency and effectiveness of the delegated areas of responsibility to the Headteacher, Governing Body and other relevant stakeholders. 	
This job description has been reviewed and amended and will be reviewed yearly.	
	<div>Staff Signature: _____</div> <div>Date: _____</div> <div>Line Manager Signature: _____</div> <div>Date: _____</div>
<ul style="list-style-type: none"> Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. 	

<ul style="list-style-type: none"> • This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect, or anticipate, changes in the job commensurate with the grade and the job title. • These duties may be varied or added to in order to meet the changing demands of the school at the reasonable discretion of the Business Manager or Headteacher. 		
Health and Safety	It is an Employee's responsibility to take reasonable care of themselves and others, and anybody affected by their undertaking, including any act(s) or omissions.	
Signed by member of staff		Date:
Signed by Business Manager		Date:

This job description may be amended at any time in consultation with the postholder.

Person Specification
Deputy Headteacher

		E	D
Qualifications & Training	Qualified Teacher status	✓	
	Degree	✓	
	National Professional Qualification or equivalent		✓
Experience	Teaching experience leading to successful outcomes	✓	
	Successful leadership experience across KS3 & 4	✓	
	Successful leadership experience across KS5		✓
	Successful involvement in self-evaluation and development planning beyond faculty level	✓	
	A record of raising standards in pedagogy, provision and outcomes	✓	
	Demonstrable impact on vulnerable groups		✓
	Experience of education beyond one school	✓	
	Experience of working with external partners including governors		✓
Skills & knowledge	Skills, experience and ability to deputise for the Headteacher where necessary		✓
	Effective communication and interpersonal skills	✓	
	Ability to initiate and maintain innovative and effective curriculum design and delivery		✓
	The ability to streamline data processes, to set targets, identify weaknesses and pursue improvement	✓	
	Understanding of high-quality teaching, and the ability to model this for others and support others to improve	✓	
	Understanding of resource management and finances		✓
	Ability to communicate a vision and inspire others	✓	
	Ability to build effective working relationships through a range of leadership styles	✓	
	Ability to hold courageous conversations where necessary	✓	
Personal qualities	Relentless positivity to generate high expectations, aspiration, enthusiasm and commitment	✓	
	A relentless commitment to safeguarding children	✓	
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
	Ability to work under pressure and prioritise effectively	✓	
	Commitment to maintaining confidentiality at all times	✓	
	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	✓	
	A sense of humour and humility	✓	

HOW TO APPLY

We hope that, after getting a flavour of our very special school, you will want to apply to join us. If there is any further logistical information you wish to know, please do not hesitate to ask by emailing admin@ashbyschool.org.uk.

To apply, you need to:

1. Write a letter of application of no more than two A4 sides, font no smaller than 12. In your letter, address your experience, vision for education and how you meet the requirements for the post.
2. Write 500 words on how you would impact on progress at Ashby School.
3. Complete the application form.

Please send completed applications **by 9:00am on the closing date specified in the advert via e-mail to admin@ashbyschool.org.uk**

Applications will be acknowledged, where requested.

SAFER RECRUITMENT APPLICANT INFORMATION

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Ashby School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Ashby School's safer recruitment process.

PRE- EMPLOYMENT VETTING

As part of its safer recruitment and selection process, Ashby School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Declaration of Previous Convictions

The **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended** makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore, requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks amongst others.

This post is classed as exempt under the Rehabilitation of Offender Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent in your application.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Barred List.

A Barred List check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than six months, a certificate of good conduct will be required from the previous country of residence.

Qualifications

If the post applied for requires a specific qualification, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Registration with a Professional Body

If the post applied for requires registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Ashby School will verify registration/membership with the relevant professional body.

References

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people wherever possible.

If you have worked in a school, the referee must be the Headteacher/Business Manager of that school.

If you have undertaken voluntary work with children and/or young people, you should use the leadership of such voluntary provision as a referee.

In addition, Ashby School will seek references from educational establishments for those applicants with no previous employment history.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

In all cases, Ashby School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

Ashby School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of a medical assessment procedure.

IMPORTANT NOTICE TO ALL APPLICANTS

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.