

# Briefing Pack for Applicants Deputy Headteacher



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

**Post:** Deputy Headteacher  
**Location:** High Storrs School  
**Pay scale:** Leadership Pay Range L18: £78,702 to L22: £86,803 gross per annum  
**Contract:** Full time, Permanent, 32.5 hours per week  
**Start date:** 01 September 2026

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

We are seeking to appoint a Deputy Headteacher; the successful candidate will be responsible for strategic leadership of all areas of curriculum and personal development across the school. This appointment is a key opportunity to join a highly supportive, passionate, committed and experienced team who lead ethically and morally and with the best interests of all students at the centre of all decision making. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards of curriculum vision and design mindful that a school curriculum develops knowledge and skills alongside many other aspects of a young person to enable them to lead a fulfilling and productive life. We seek those who will bring an innovative, inspiring and challenging approach to whole school leadership of curriculum and personal development.

We are looking for someone who:

- Is a proven leader with experience in developing strong and impactful curriculum and personal development provision.
- Can motivate, inspire and innovate.
- Has ambition for becoming a Headteacher or system leader.
- Is committed to changing the life chances of all young people; especially the hardest to reach.

In return we can offer you:

- A strong commitment to your ongoing professional development.
- Mentoring by and support from an experienced Headteacher, senior team and central Trust staff.
- The opportunity to work collaboratively with other school leaders throughout the Trust.
- The chance to make a real difference to the lives of our inspiring children and young people.
- Access to other employee benefits offered by our Trust.

**Closing date for application is Friday 30<sup>th</sup> January 2026 at midday. Interviews will be Tuesday 10<sup>th</sup> and Wednesday 11<sup>th</sup> February 2026.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2025, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. Indeed, The Daily Telegraph named us the most successful state secondary school in September 2025! However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and the many times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

## Section 4: About High Storrs

## OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



## ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website [www.highstorrs.co.uk](http://www.highstorrs.co.uk) will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Deputy Headteacher – Curriculum & Personal Development
<b>GRADE/SALARY</b>	Leadership Pay Range L18 to L22
<b>HOURS/WEEKS</b>	Full time
<b>LOCATION</b>	High Storrs School
<b>RESPONSIBLE TO</b>	Headteacher
<b>RESPONSIBLE FOR</b>	<ul style="list-style-type: none"><li>Ensuring all our students have access to a well-designed, broad, engaging, responsive and well-timetabled school curriculum that will enable them to learn, succeed and thrive both academically and personally</li><li>Line management of employees at the school in accordance with allocated responsibilities.</li></ul>
<b>PURPOSE OF THE JOB</b>	To perform the duties of Deputy Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust. To deputise in the absence of the Headteacher.
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>Graduate with Qualified Teacher Status.</li><li>Evidence of leadership preparation through Continuous Professional Development (e.g. NPQH).</li></ul>

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.



## **MAIN DUTIES**

### **Core Purpose:**

- To perform the duties of Deputy Headteacher and School Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Headteacher in providing vision and dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the school and Trust's mission, vision, values and beliefs and ensure they are embedded in all areas of the school.
- To contribute to effective strategic planning, self-evaluation and whole school improvement of the school.
- Assist the Headteacher in the day-to-day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the school community to contribute to carry the vision forward.
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools.

### **Specific Responsibilities:**

- Work with the Headteacher to establish a clear vision and strategy for the next phase of the school's development and ensure this is clearly articulated, shared and acted upon by the whole school community via an effective School Development Plan.
- To assist the Headteacher in the day to day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- Work with the Headteacher, Local Governing Body and the Chief Executive of the Minerva Learning Trust on the strategic direction of the school ensuring we share good practice and establish good relationships and a strong reputation within the Trust, the city and beyond.
- Ensure we offer an innovative, comprehensive and appropriate curriculum that meets statutory requirements and has regard to the needs, experience, interests and aptitudes of our HSS students, providing the opportunity for a rich and compelling education for all.
- Ensure the curriculum offer is well-designed and timetabled and options and pathways are inclusive and well-communicated to all.
- Work with the Headteacher to strategically plan for current and future staffing need in order to meet budget requirements.
- Ensure our assessment strategy and approaches are embedded in the curriculum and serve the future learning and success of all our students.
- Lead on the support, development and quality assurance of middle leadership at HSS to ensure students' experience of every aspect of the curriculum is excellent and leads to high levels of enjoyment and achievement.
- Ensure that learning beyond the classroom both enriches and deepens understanding through a robust approach to home learning and an engaging extra-curricular and super-curricular offer.

- Ensure careers education is both compliant and inspirational and that students are encouraged to explore available opportunities including engagement with student voice and student leadership at HSS.
- Ensure our personal development curriculum is carefully mapped and quality assured
- Support our inclusive and happy school community by leading on and coordinating our programme for DEI.
- Analyse and use quality assurance data to identify trends and target successful, research-based developments and improvements to ensure student outcomes.
- Oversee the direction, management and professional responsibility for staff as allocated in accordance with the responsibilities of the post including recruitment, performance management and management of HR issues.
- Successfully line manage allocated subjects and leaders.
- Coach and mentor staff in order to develop their skills and knowledge.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered
- Promote an environment characterised by outstanding teaching for learning where pupils take pride in their learning journey and respond positively to the high standards expected of them.
- Play a leading role in safeguarding and promoting the health, safety and welfare of pupils providing a secure and inclusive climate where all pupils feel safe, valued and secure.
- Play a leading role in the monitoring of academic progress of pupils, identification of gaps in achievement and work with key colleagues on SLT to implement appropriate interventions.
- Manage finance and resources astutely to maximise their use and value, including effective budgeting, applying resources to deliver the curriculum and needs of the school and ensuring accountability for public funding.
- Develop and sustain effective relationships with the Local Governing Body and produce high quality reports to ensure effective governance of the school.

## **Strategic direction and development of the school**

- As part of the Senior Leadership Team, provide inspiring, creative and purposeful leadership for the staff and students.
- To co-create and implement a School Development Plan which will secure continuous school improvement and support the principles of the HSS and Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the school and respond and report to the Headteacher, and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and school requirements and apply sound educational practice through evidence-based pedagogy.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and take action if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short-term objectives to secure the educational success of the school.
- Commit to your own professional development and proactively identify opportunities.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.

- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.

## **Teaching and learning**

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning.
- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

## **Leading and managing staff**

- Lead on the support and development of middle leadership at HSS (see above)
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.
- Promote and monitor the continuing professional development of staff.
- Hold selected staff to account for their professional conduct and practice, as specified in the Terms and Conditions of Service of teachers.
- Undertake line management of and have professional responsibility for staff as allocated in accordance with the responsibilities of the post.
- Undertake performance development reviews of allocated middle leaders and staff, including carrying out appraisals, providing professional development opportunities and holding staff to account.
- Develop and sustain effective relationships with the Local Governing Body, and the Chair of Governors in particular.

## **Efficient and effective deployment of staff and resources**

- As part of the Senior Leadership Team, recruit, retain, deploy and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility in order to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.

## **Accountability**

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.

- Ensure that parents/carers and pupils/students are well informed about the curriculum and personal development offer at our school and about the contribution they can make in supporting their child's learning.
- Carry out any such duties as may be reasonably required by the Headteacher.

## **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **General**

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer and Local Governing Body.
- This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title:** Deputy Headteacher – Curriculum & Personal Development

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND EXPERIENCE</b>	
Graduate with Qualified Teacher Status	AF
Evidence of leadership preparation through Continuous Professional Development	AF
Experience of secondary school(s) as a Senior Leader	AF
Experience of having secured on-going student progress through own teaching	AF
Direct experience of: <ul style="list-style-type: none"> <li>Motivating, inspiring and leading a dedicated and highly professional staff</li> <li>Safeguarding and promoting the welfare and wellbeing of all students</li> <li>School strategic development planning and self-evaluation</li> <li>Raising standards in learning and teaching and improving outcomes</li> <li>Developing and delivering effective and impactful quality assurance processes</li> <li>Recruiting and developing skilled, effective teams through the school</li> <li>Coaching and developing others</li> </ul> Effective change management	AF/I/R
Development of effective and sustainable relationships, respect and credibility, working with key stakeholders including staff, pupils, families, Governors, other schools, the wider community and other external partners and organisations	AF/R
Experience of effective management of people and financial resources	AF
Understanding the Ofsted framework	AF/I/R/AA
<b>QUALITIES AND KNOWLEDGE</b>	
Having vision and ambition with the ability to implement it strategically.	AF/I/R
Able to build and communicate a coherent vision of excellence and equality, empowering all pupils and staff to contribute and achieve their full potential	AF/I
Recent evidence of planning and leading whole school improvement initiatives and policies which have a demonstrable impact on pupils' attainment, behaviour and attitudes.	AF/R

Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance management, Continuous Professional Development and sustained school improvement	AF/I/R
Knowledge and understanding of and ability to respond to current educational policies and practices, including statutory requirements and the legal framework in which academies operate.	AF/I/AA
Political insight and knowledge of national trends that could impact upon both the school and the Minerva Learning Trust	AF/I/R
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>PUPILS AND STAFF</b>	
Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students are able to achieve their full potential	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.	AF/I
Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes	AF/I
Commitment to provide a rich and varied curriculum to meet the needs of all pupils	AF/I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor and under performance across the school	AF/I/R
Commitment to and ability to implement an ethos of the highest standards of pupil behaviour, standards and welfare	AF/I
<b>SYSTEMS AND PROCESS</b>	
An understanding of how to create whole community accountability systems and implement them with the support of the Senior Leadership Team, combining data from a range of sources in order to maximise the achievement of all pupils.	AF/I
Commitment and proven experience of effectively implementing procedures for safeguarding and promoting the welfare of students and staff	AF/I
Ability to develop and maintain effective relationships with the Local Governing Body to ensure effective governance and successful implementation of the Governor's responsibilities	AF/I
Effective people management capabilities, including understanding of the role of Appraisal and Performance Management in staff development and school improvement	AF/I
<b>SELF-IMPROVING SCHOOL SYSTEM</b>	
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I

The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of pupils	AF/I
Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders	AF/I
<b>SKILLS</b>	
Capacity to motivate, inspire and challenge young people	AF/I/R
Ability to communicate a vision and inspire others	AF/I
Celebrate excellence and challenge poor performance	AF/I
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s	AF/I
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Ability to build positive relationships with colleagues, students and parents	AF/I
Ability to prioritise, plan and organise themselves and others, using time effectively	AF/I
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I
Ability to teach Key Stage 3 and 4	AF
<b>QUALITIES AND ATTRIBUTES</b>	
Passionate about education, inclusion and success for all, leading by example with optimism, empathy and integrity to inspire, motivate and generate trust in others	I
Highly effective and creative communicator (oral and written)	I
Has the skills and confidence to negotiate and consult across a wide range of decision makers and partners	I
Ambitious, driven and resilient with a collegiate approach. High expectations and good judgement to recognise and reward professional excellence, and recognise and deal effectively with poor performance	I
Ability to generate commitment and develop strong teams to manage change effectively	I/R
Have a visible and positive presence around school	I
Ability to work under pressure and prioritise effectively	I/R
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF

Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF
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**Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference



## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA ([rfarthing@highstorrs-mlt.co.uk](mailto:rfarthing@highstorrs-mlt.co.uk))

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) by the closing date.