

South Somerset Partnership School Dampier Street, Yeovil, Somerset

BA21 4EN, 01935 410793

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Dear Applicant

**Appointment of Deputy Headteacher (Teaching and Learning)**

Thank you for your interest in the post of Deputy Headteacher at South Somerset Partnership School. In this pack you will find information about our school and our surrounding area. I have also included a Job Description and Person Specification along with our application form and I hope you find these useful.

South Somerset Partnership School is a Good school (Ofsted May 2018) and a successful complex Pupil Referral Unit operating from five sites, based across Yeovil and Chard and serving the needs of children of all ages across the whole area.

Following a period of time as both a Head of Centre, and Deputy Head of SSPS, I was appointed as the Head in 2015. My vision is to move the school to outstanding, and we are very firmly on our way. The role of the Deputy Head is instrumental in this.

The post has a focus on Teaching and Learning, which includes curriculum, data, assessment and outcomes for Year 11 pupils. The successful applicant will have a clear idea of how we can best use our allocated resources to ensure we achieve great academic, social and emotional outcomes for our students.

This is an exciting time to join our team and South Somerset Partnership School and I look forward to reading your application.

If you would like to talk with me further about this post, please do not hesitate to contact me directly on 01935 410793, or at [JSimons1@educ.somerset.gov.uk](mailto:JSimons1@educ.somerset.gov.uk).

I am afraid it is not possible for prospective candidates to visit the school as a result of the current national restrictions. However SSPS is remains open during this time and, should you be shortlisted, you will be expected to attend in person for interview.

Yours sincerely



Jo Simons

Headteacher

South Somerset Partnership School

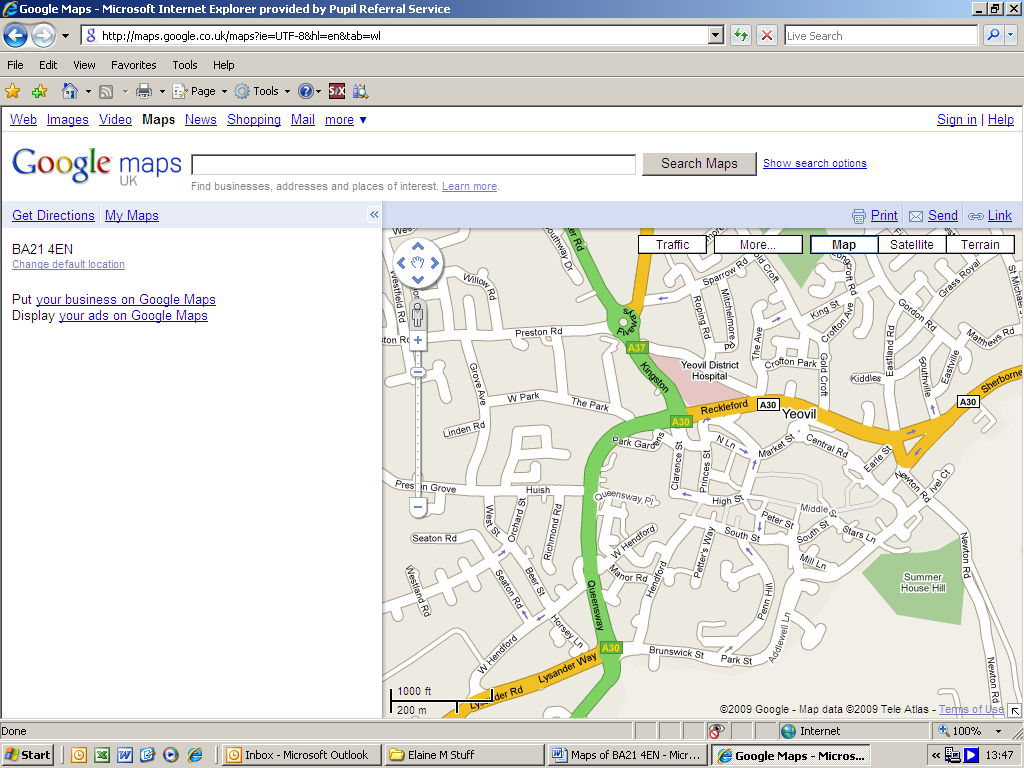
**Introduction**

Thank you for your interest in the position of Deputy Headteacher at South Somerset Partnership School based in Yeovil, serving all of South Somerset.

We hope that this brochure will provide potential applicants with all the information and guidance needed to apply.

Should you require any further information, please do not hesitate to contact us. Telephone enquiries should be made on 01935 410793, or emails to [cbrand@educ.somerset.gov.uk](mailto:cbrand@educ.somerset.gov.uk).

Claire is our Business Officer and can help with any queries regarding the application/interview process.



South Somerset Partnership School

Dampier Street

Yeovil

Somerset

BA21 4EN

**From A303**

* At Cartgate Roundabout, take the exit onto A3088 Signposted ‘Yeovil’. (If travelling Westbound it is the 1st exit, if travelling eastbound it is the 3rd exit.)
* At Lysander Road roundabout, take the 3rd exit onto A3088/Western Relief Road

Continue to follow A3088.

* At Horsey Roundabout, take the 1st exit onto A30/Queensway Signposted ‘Salisbury, Bristol, Frome, Trading Estates East’.
* At Hospital Roundabout take the 2nd exit onto the A30 Signposted ‘Salisbury, Sherborne Trading Estates East’.
* Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.

**From Sherborne**

* Approach Yeovil via the A30. At the roundabout at the bottom of Babylon Hill, take the 2nd exit onto the A30 Signposted ‘Yeovil’.
* At the next Roundabout (bottom of Lyde Road) take the 1st exit onto the A30
* Carry on down the A30 and bear right onto the A30 (one way) Signposted ‘Through Traffic’.
* Bear left onto the A30 Signposted ‘Honiton, Bristol, Frome’.
* At Hospital Roundabout take the 4th exit onto the A30 Signposted ‘Salisbury, Sherborne, Trading Estates East’.
* Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.

**From Ilchester**

* Approach Yeovil via the A37.
* At Brimsmore Roundabout take the 2nd exit onto the A37
* At Fiveways Roundabout take the 2nd exit onto the A37 Signposted ‘Salisbury, Taunton, Honiton, Exeter’
* At Hospital Roundabout take the 1st exit onto the A30 Signposted ‘Salisbury, Sherborne, Trading Estates East’.
* Take the fourth turn on your left, Dampier Street, before the bend in the road you will see black gates on your left - turn through the black gates and head towards reception in the red brick building.

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**DEPUTY HEADTEACHER**

**Teaching and Learning**

**Long Stay Academic Provision (Including Year 11 Outcomes & NEET)**

Salary Range L8 - 12

South Somerset Partnership School is a complex PRU supporting pupils with Social, Mental and Emotional Health Needs across Key Stages 1-4. Our school is based across 5 sites in Yeovil and Chard.

We are seeking an inspirational and dynamic secondary teacher, with leadership and management experience, to work alongside the Area Headteacher in leading the next stage of development of South Somerset Partnership School.

SSPS was opened in 2013 following the amalgamation of 4 Pupil Referral Units across South Somerset. The school was graded ‘Good’ by Ofsted in 2018 and is now firmly moving towards being an Outstanding Alternative Provision School.

We are looking for an outstanding practitioner with a proven record of delivering high quality teaching and learning for pupils with a range of social, mental and emotional health needs. There will be an approx. 0.4 teaching commitment.

We require someone who:

* Is innovative and visionary for the development of SSPS
* Is committed to making a difference for young people with SEMH needs
* Has high aspirations for all pupils
* Is able to lead, inspire and motivate staff and pupils

If you wish to have an informal discussion about the post, please contact Samantha Brannighan, Heads PA, telephone 01935 410793 to arrange a telephone call with the Head.

Closing date: Noon, Wednesday 20th January 2021

Interview date: WB 25th January 2021

**South Somerset Partnership School**



**PLAN 21**

*Strategic Plan: 2018-2021*

Jo Simons, Headteacher.

**PLAN 21**

One School, One Love

‘Our mission is not that you survive,

but that you thrive with passion, compassion, humour and style’

(Maya Angelou)

‘Imagine the possibilities if you had the opportunities’

‘We’ll support and encourage you to succeed, and we’ll celebrate your successes.’

**Background:**

SSPS is a complex PRU that serves the whole of South Somerset. PLAN 21 is a 3 year strategic vision which is intended to take effect from April 2018. It reflects the changing nature of SEMH support and SEND in Somerset and contains the principles we will adhere to when redesigning the services provided to support our schools in reducing exclusions. It also accepts responsibility from Somerset LA to provide full time education for children who are Permanently Excluded from their mainstream schools and children unable to attend their mainstream school as a result of medical or mental health needs. It outlines our key beliefs and our priorities for future years and provides a basis for a new service structure and associated staffing decisions.

PLAN 21 was been developed following a lengthy consultation process and will be the benchmark for all decision making over the next 3-4 years.

**Our Core Beliefs:**

All strategic work undertaken by Leaders is underpinned by Nolan’s ‘Seven Principles of Public Life’, these are:

* Leadership
* Objectivity
* Integrity
* Accountability
* Selflessness
* Honesty
* Openness

At SSPS we believe that:

* The child is at the heart of everything we do.
* Our school is a safe place and the adults are in charge
* Everyone will be treated with unconditional positive regard.
* Every child deserves a champion.
* No child is unteachable, we accept the responsibility of helping you to achieve your potential.
* Play is learning, learning is play.
* We are custodians of current funding and future possibilities.
* The best outcomes are achieved when a child remains in their local community, and that community takes responsibility for them. It is our responsibility to nurture and foster great partnership working.

There are 6 principles that inform our work as we move towards being an Outstanding PRU:

1. Keep the core beliefs at the heart of all that we do in order to ensure a culture of mutual respect and partnership with all those we come into contact with. Our staff will demonstrate this at all times, ensuring our ethos is modelled for our students and teaching how to treat everyone with positive unconditional regard.
2. Every decision made and every action taken will be in the best interests of the child. In a world which can seem confusing SSPS will be the champion for every child.
3. Our curriculum will support brain development, promote engagement and lead to achievement. We are educating Young People for a rapidly changing future and we will ensure they have the basic skills they require to enter the word of Post 16 work and study, and to be successful. There will be no ceiling on achievement and all achievements will be equally celebrated.
4. SSPS is dedicated to the transformational power of education, therefore we accept the responsibility to provide high quality training and development for all our staff. We will distribute this expertise in order to help skill the workforce across South Somerset.
5. As a service we are charged to build high quality partnerships which allow us to work within a continuum of support for vulnerable Young People with SEMH needs, regardless of their school.
6. Leadership at all levels will allow us to meet individual needs and promote accountability both within and beyond the school.

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| Draft final- some flexibility for the right candidate. | |
| Pay&grading | logo100 |
| JOB DESCRIPTION | |

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| --- | --- | --- | --- |
| **Job Number:** |  | | |
| **Department:** | South Somerset Partnership School | | |
| **Job Title:** | Deputy Headteacher- Teaching and Learning- Long Stay Academic Provision  (including Year 11 Outcomes and NEET) | | |
| **Reports To:** | Headteacher | | |
| **The successful candidate must meet all the professional standards as outlined for a teacher as required by School Teachers Pay and Conditions Document and undertake any other duties as deemed appropriate by the Area Head teacher and in line with Guidance.** | | | |
| **Main Purpose of Job**: *Briefly - what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.* | | | |
| * To lead and manage Year 11 across the school; to be responsible to the Area Headteacher for the delivery of appropriate and effective programmes of study and personalised learning programmes for students. * To work within the context of the Local Authority’s statutory duties and responsibilities to vulnerable young people as an integral part of the continuum of support for social, mental and emotional health needs in Somerset. * Ensure that a rich, consistent set of data collection across the school informs self-improvement and practice * To oversee effective assessment, recording and reporting system for pupil progress, and to provide written and verbal reports on pupil progress for a range of stakeholders as required. * Lead on pupil progress: managing the implementation of school assessment systems and ensuring that effective data systems for recording, analysing and intervention in students’ academic and personal development results in good achievement. | | | |
| **Main Responsibilities and Duties**: *What needs to be done? - Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment* | | | % of Time |
| 1. Under the overall direction of the Area Head teacher to be responsible for: | | |  |
| * a team of teaching and other support staff and effective management of responsibilities. | | |  |
| * the professional development and performance management of staff | | |  |
| * ensuring statutory duties are adhered to and Local Authority guidance is followed, in relation to safeguarding, child protection and health and safety | | |  |
| * the assessment and monitoring of student progress and regular reporting to parents/carers, partnership schools, the LA and the area management committee | | |  |
| * the emotional health and well being of students and standards of student behaviour. | | |  |
| * overseeing and supporting the effective reintegration and transition of pupils into mainstream schooling and/or further or specialist education, training and employment | | |  |
| * self-evaluation involving all staff and stakeholders | | |  |
| * high quality relationships with partner schools, support services, other agencies and Local Authority staff | | |  |
| * support and provide evidence for school self-evaluation and in consultation with the Area Head teacher, ensure adequate preparation for all inspections. | | |  |
| 1. Ensure an annual review cycle for self-evaluation is maintained and in close liaison with the Area Head teacher, provide annual Development Plans. | | |  |
| 1. In consultation with the Area Head teacher participate, and, if appropriate, manage the appointment and induction of new staff. | | |  |
| 1. Ensure speedy and effective management and co-ordination of student admissions to the school ensuring excluded and Hard to Place Year 11 pupils have education to be in place which meets statutory timeframes. | | |  |
| 1. Ensure effective communication with staff, parents/carers and other stakeholders | | |  |
| 1. Foster and maintain effective relationships with schools and other PRUs, with due regard to management, pastoral and academic structures and the role and responsibilities of professionals within these establishments. | | |  |
| 1. Deliver and contribute to in-service training that will encourage good practice in meeting the needs of pupils with social and emotional needs and learning difficulties. | | |  |
| 1. Participate in appraisal/ performance management in line with school policies and statutory duties. | | |  |
| 1. Be responsible to the Area Head teacher for the management of competency and disciplinary procedures for staff working in or from the Centres. | | |  |
| 1. To lead on the development of the curriculum offer for Year 11 including allocation of resources and establishing monitoring and evaluation criteria. | | |  |
| 1. To lead and support curriculum managers in improving self-evaluation procedures. To report to the Headteacher the results of self-evaluation cycle for whole-school improvement. | | |  |
| 1. Undertake teaching within the school as required or directed by the Area Head teacher (approx. 0.4 timetable) | | |  |
| 1. Prepare regular reports as requested for the Area Head teacher and Management Committee. | | |  |
| 1. Maintain and develop accountabilities of the Area Management Committee as required by the Area Head Teacher including arranging a schedule of meetings, preparing papers and attending meetings and contributing to the work of these groups as required | | |  |
| 1. Attend all necessary department meetings, INSET and SLT meetings as required by the Area Head Teacher . | | |  |
| **Facts and Figures**: *Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed* | | | |
| 2. Responsible for the line management of teaching and support staff. | | | |
| 3. There are up to 26 medical pupils and 18 year 11 Best Placed (including AP) pupils housed in the Dampier Street sites | | | |
| SUPPORTING PROCESSES | | | |
| **Problem Solving and Creativity**: *Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?* | | | |
| 1. The post holder leads frontline services to vulnerable pupils and very concerned parents/carers. In addition, they are working with schools to secure placements for challenging and vulnerable pupils, often raising issues from the schools that need handling with a balance of sensitivity and firmness. | | | |
| 2. The post holder leads and manages continuous change in a complex PRU that needs to respond flexibly and quickly to national and local initiatives. | | | |
| 3. The post holder needs to operate with a "can do" attitude and solution focused approach. | | | |
| 4. The post holder should be aware of developments in the field of, social, mental and emotional aspects of learning and exclusions both at national and local level. | | | |
| 5. The post holder manages challenging demands and priorities and workload to deadlines. | | | |
| **Decision Making**: *Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice* | | | |
| The post holder is responsible for the leadership and management of an agreed Centre, whilst ensuring the Area Head teacher is fully informed of all sensitive issues.  The post holder is responsible for the health and safety of those within the Centres.  The post holder is trained to DSL level and able to provide DSL support if required. | | | |
| **Physical Effort and Working Conditions**: *Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings* | | | |
| The post holder is appointed to South Somerset Partnership School. and  There is a named PRU Centre base, but will be required to travel across the area. | | | |
| **Contacts and Relationships**: *Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating* | | | |
| * **staff** * **pupils** * **parents/carers** * **LA schools and academies** * **other providers** * **professional colleagues** * **other external agencies** | | | |
| **Additional Information**: *Anything else which is relevant to the job which is not adequately covered elsewhere* | | | |
| * This is a senior leader post and suited to a candidate who aspires to Headship. * The key relationship will be with the Head and there is scope for some negotiation around some specific tasks. * The post holder will write the skeleton timetable annually. | | | |
| **Knowledge, Skills and Experience: (To be completed by the Line Manager)** *The minimum general education standard, qualifications, training and level of experience required by the job holder* ***to be fully effective in the job****. Note that this information should relate to the requirements of the job and not what may be available from existing job holders* | | | |
| 1. Education to graduate level with qualified teacher status. | | | |
| 2. A minimum of five years successful recent teaching experience including significant direct work with pupils who present social and emotional needs in a mainstream, special or PRU setting. | | | |
| 3. Ability to lead, manage and motivate a team. | | | |
| 4. Knowledge of KS 3/4 curriculum requirements and recent curriculum initiatives as they relate to young people with social and emotional needs. | | | |
| 1. Knowledge and experience of school self evaluation processes and appraisal/performance management. | | | |
| 1. Knowledge and understanding of the statutory duties of Local Authorities relevant to the post and ability to contribute to the development of the Area PRU School. | | | |
| 1. Excellent interpersonal skills. | | | |
| 1. Experience of line management. | | | |
| 1. Knowledge and experience of safeguarding and child protection procedures. | | | |
| 1. Ability to use appropriate information and communications technology effectively to support all aspects of the Area PRU School’s work. | | | |
| 1. Knowledge of SEND legislation. | | | |
| **I agree** that the Job Description is a fair and accurate statement of the requirements of the job: | | | |
| Job Holder: ..………………………………………………….. | | Date: ……………………….. | |
| Line Manager: ………………………………………………... | | Date: ……………………….. | |
| Designated Senior Manager: ..……………………………… | | Date: ……………………….. | |

05 January 2021



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# Person Specification

|  |
| --- |
| **We are looking for:** |
| A relevant teaching qualification and preferably to hold or be working towards an appropriate School Leadership qualification |
| Significant knowledge, skills and experience in teaching pupils excluded from mainstream education and a proven track record of improving outcomes and facilitating their return to mainstream/specialist/alternative learning provision.  An understanding and experience of pupils with medical and mental health needs who cannot currently attend their mainstream school |
| Proven experience of undertaking school self evaluation and developing effective whole school improvement plans. |
| Experience of effective financial management in a school context and budget monitoring. |
| The skills and experience to lead, manage and develop the curriculum for a specified Key Stage, and ensure quality teaching and learning across the PRU. |
| Experience of effective line and performance management of teaching and non teaching staff. |
| The professional judgement to identify staff development needs, and experience of leading and developing the teaching practice of staff in education and learning settings. |
| An excellent classroom practitioner with extensive experience of implementing the National Curriculum at the appropriate Key Stage, and knowledge of best practice in teaching and learning and inclusion. |
| The ability and desire to develop innovative solutions to problems. |
| The ability to communicate and present effectively, both orally and in writing, in a variety of settings. |
| Demonstrable experience in initiating and developing cooperative and collaborative working relationships with staff in school/settings, Education Services and other agencies. |
|  |
| The ability to respond to the pastoral needs of pupils and to establish effective partnerships with parents/carers. |
| A clear understanding of equality issues and barriers in relation to enabling access to the curriculum and raising the achievement for all pupils. |
| The ability to use ICT effectively. |
| **Personal Style and Behaviour:** |
| A passionate champion of improving outcomes for children and young people, and a positive attitude and personal commitment to young people’s development and achievement. |
| Personal commitment to whole school improvement, and willingness to share expertise, skills and knowledge. |
| Tact and diplomacy in establishing credible relationships with colleagues, parents and carers. |
| Personal commitment to continuous self-development and full participation in an organisational learning culture. |
| Self-motivation and personal drive to complete tasks to required timescales and quality standards. |
| Flexibility and receptiveness to adapt to changing workload demands and new organisational challenges. |
| Excellent time management, organisational and problem solving skills. |
| Ongoing commitment to inclusive education practices and equality of opportunity. |
| Willingness to comply with all School policies. |
| Willingness to consent to and apply for an enhanced disclosure check.  The ability to engage in effective engagement with all stakeholders including the governing body.  A resilient practitioner who is able to work effectively with vulnerable young people and their families. |

**Staff Structure**



**Application Procedure**

Candidates should complete the application form and return it so that it is received no later than noon on **Monday 18th January 2021.**

Email applications can be submitted to [cbrand@educ.somerset.gov.uk](mailto:cbrand@educ.somerset.gov.uk), and postal applications for the attention of Claire Brand at:

South Somerset Partnership School

Dampier Street

Yeovil

Somerset

BA21 4EN

**Selection Procedures**

The shortlist will be drawn up at Midday on Wednesday 20th January and the interviews will take pale the week beginning 25th January. Further details will be sent to those candidates selected for interview. It is not possible for prospective candidates to visit the school as a result of the current national restrictions. However SSPS is remains open during this time and, should you be shortlisted, you will be expected to attend in person for interview.

Applicants will be advised by Friday 22nd January if they have been selected to progress to interview.

**Equality Monitoring**

All applications will be required to complete an Equality Monitoring Form.

**Receipt of Application**

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the number above immediately.

**Postage**

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application.

Please be aware that we are unable to receive hand delivered mail outside normal office hours of 8.30am-4pm. Emailed applications are welcomed but **please do not send both paper and electronic applications.**

**Safer Recruitment**

South Somerset Partnership School and Somerset County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All successful candidate will be subject to Disclosure and Barring Services checks along with other relevant employment checks.

**Data Protection Act 1998**

You should be aware that the information you have provided will be stored on South Somerset Partnership School’s database and will only be used to process your application. It will not be passed to any other organisation.

**APPLICATION FOR TEACHING APPOINTMENT WITHIN SOMERSET COUNTY COUNCIL MAINTAINED SCHOOLS**

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We follow Safer Recruitment procedures.

|  |  |
| --- | --- |
| Please return this form to the address given in the advertisement or application pack.  This form should be typed or handwritten in black ink for photocopying purposes. | |
| Application for the post of |  |
| At (establishment) |  |
| Reference number (if applicable) |  |
| Closing date |  |
| How did you hear about this post?  (Name of publication if advertised) |  |

## Part A: Personal details

|  |  |
| --- | --- |
| Family name / surname |  |
| Previous surname(s) |  |
| Forename(s) |  |
| Known name: (If different from forename) |  |
| Preferred title (Eg. Mr, Mrs, Miss, Ms, Dr) |  |
| Current address |  |
| Postcode |  |
| National insurance number |  |
| Preferred contact telephone number |  |
| Alternative telephone number |  |
| Email address – (only if preferred form of contact and in regular use) |  |
| Date of birth (must be provided for any post working with children) |  |

|  |  |
| --- | --- |
| TRN Ref No: |  |
| Date of CRB Enhanced Disclosure |  |

Declaration

|  |  |  |  |
| --- | --- | --- | --- |
| I confirm that I am entitled to live and work in the United Kingdom.  I am willing for this data to be held and processed by Somerset County Council and to be verified with relevant third parties. This may include previous employers.  The information on this form is accurate. I understand that providing false information is an offence and may lead to my application being disallowed or, should I be appointed, to my dismissal and, where appropriate, may be referred to the police. | | | |
| Signed |  | Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| If you apply online and are shortlisted, you will be asked to sign your application at interview. | | | |

#### Notes for candidates

1. All sections of the application form must be completed. Incomplete applications will not be accepted. The application must then be forwarded to the School or Local Authority Recruitment Team, as specified in the advertisement, for processing.
2. Somerset County Council is committed to the protection of children, young people and adults who access our services. You are therefore required, in this application, to provide dates and details of your employment history that you might not, in other forms of employment, be required to provide. In order to ensure that our recruitment practices are safe and robust we will explore any gaps in your employment history and any dates that you provide in your application.
3. If you are completing the application form electronically, additional information, which you consider relevant, may be submitted on a separate sheet or sheets if there is insufficient space on the form. Please do not glue/attach information to the form as it makes it difficult to photocopy.
4. You are welcome to attach a letter in support of your application but, unless requested otherwise in the advertisement or job details, you are asked **not** to send curriculum vitae, testimonials or other documents.
5. **DATA PROTECTION LEGISLATION**

**Data Controller: Somerset County Council**

**Data Protection Officer contact:** [informationgovernance@somerset.go.uk](mailto:informationgovernance@somerset.go.uk)

**Purpose for processing:** to run recruitment processes

**Legal bases for processing:** right to work, safer recruitment.

**By law:** Immigration, Asylum and Nationality Act 2006, Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

**Data sharing:** the personal data provided will be shared internally to Somerset County Council. This information may be disclosed to Government Departments where there is a legal obligation to do so.

**Transfers abroad:** Personal data in our e-recruitment system is kept within the EEA by Lumesse.  If you become an employee, your personal data will be shared with Silkroad, who keep data outside of the EEA.

**Data retention:** If you become an employee the data will be kept for the duration of the employment plus 6 years.  If you do not become an employee the data will be kept for 12 months, right to work information of unsuccessful candidates is destroyed after interview.

**Your rights:** You have the right to ask Somerset County Council to a copy of your data, the right to rectify or erase your personal data and the right to object to processing.  However, these rights are only applicable if the Council has no other legal obligation concerning that data.  You also have the right to complain to the regulator <https://ico.org.uk/>

**Consequences:** If you do not supply the information requested on this application form we will not be able to process your application. For more information see <http://extranet.somerset.gov.uk/hr/employment-information/data-protection/>

1. The LA has a duty to ensure the fitness of all employees to carry out the duties for which they are employed. You may be required to complete a confidential health declaration form and, if so, the offer of employment will be subject to receipt of a satisfactory medical report. In some cases a medical examination may be necessary before an appointment can be confirmed.
2. All external successful applicants will be asked to confirm, in advance of taking up the appointment, that they are eligible to work in the United Kingdom. In order to establish this, the successful applicant will be asked to provide documentation showing their National Insurance Number or provide copies of Tax Forms P45 or P60, or provide other evidence of their entitlement to work in the UK.
3. This post requires a criminal background check via the Disclosure Procedure.
4. Spent Criminal Convictions: The post for which you are applying is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act (Exemptions) Order 1975 which requires you to reveal **any** information concerning spent or unspent convictions, cautions, reprimands or warnings. Failure to disclose information concerning such convictions in your application for this post may lead to dismissal or disciplinary action by Governors or LA. Any information given will be treated in strict confidence and will be considered only in relation to your application for this post.
5. Somerset County Council strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, ethnic or national origin, gender, marital status, religion, sexual orientation or political belief.
6. The Governors of Voluntary Aided Schools, as the employers of the “staffing complement”, will have regard to this policy insofar as it is consistent with the character of the School’s Foundation and its Trust Deed.
7. Canvassing the support of Members of Somerset County Council or Senior Officers of the Council may lead to the disqualification of a candidate’s application.
8. Candidates called for interview will be reimbursed reasonable travelling and subsistence expenses as soon as possible after the interview. The successful candidate will be reimbursed his/her expenses with the first month’s salary after taking up the appointment. If a candidate declines an appointment if it is offered, no expenses will be paid unless the Governors or the Authority decides that there are extenuating circumstances.

14. This authority is committed to safeguarding and promoting the welfare of children and young people and our recruitment and selection processes are particularly rigorous in relation to child protection. You should be aware that aspects of the assessment process and interview will explore your motivation and suitability to work with children.

**Part B: Education and training**

Please provide information about post-16 education and training you have received in this country or abroad and include all qualifications obtained, including degrees, with class and division and Teaching Certificates (most recent first).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Establishment | Full or part time | Subjects studied and examinations taken | Qualification obtained | Dates attended |
|  |  |  |  |  |

## Part C: Teaching experience

Please give details of all teaching experience (most recent first). NB: It is a requirement of DFE Guidance: Safeguarding Children and Safer Recruitment in Education (January 2007) that any gaps in employment history are identified and fully explained.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Local Education Authority or employer, name and size of school (number on roll). | Age range taught (specific range required) | Dates of employment and reasons for leaving | Post / position held Curriculum responsibilities / subjects | Point or relevant salary scale and allowances |
| Current post | | | | |
|  |  |  |  |  |
| Previous posts | | | | |
|  |  |  |  |  |

## Part D: Previous appointments, other than teaching (most recent first)

Please provide information on any other relevant experience, including family commitments and voluntary work.

|  |  |  |
| --- | --- | --- |
| Name and address of employer or organisation | Dates of employment and reasons for leaving | Job title and description |
|  |  |  |

**\***For posts working with children/vulnerable adults you must provide all dates.

## Part E: Professional development

Please give details of any professional development and in-service training courses attended which you consider to be relevant to this post (most recent first).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Organising body / provider | Course title / theme | Date | Duration | Outcomes, including assessed result as appropriate |
|  |  |  |  |  |

## Part F: Personal statement

You may continue on a separate sheet if you need to, or include a covering letter.

|  |
| --- |
| **Key competencies, knowledge and skills**:  Use this part of the form to tell us about yourself. We would like to know what you feel you will bring to the role in terms of your personality, skills and aptitudes (include experience and achievements gained outside of the workplace). |
|  |

## Part G: References

**References will be taken up prior to interview for shortlisted candidates**. If you need to discuss this please contact the school or recruitment team contact specified in the advertisement. Unless you are seeking your first teaching appointment, you must quote your present or most recent headteacher or equivalent person. Your referees will be asked about your suitability to work with children and at least one of your referees must be able to comment on your teaching abilities. We reserve the right to approach any of your previous employers in connection with this application. References will not be accepted from relatives or from people who are responding solely in the capacity of friends of their applicant. References will be requested by email where possible and it is your responsibility to ensure that your referees consent to their details being provided.

|  |  |
| --- | --- |
| **Name of first referee** |  |
| Job title of referee |  |
| Address (Including Postcode) |  |
| Email address if available |  |
| Daytime telephone number |  |
| Position / relationship to you |  |
| Dates of your employment | From:     /      To:      / |

|  |  |
| --- | --- |
| **Name of second referee** |  |
| Job title of referee |  |
| Address (Including Postcode) |  |
| Email address if available |  |
| Daytime telephone number |  |
| Position/ relationship to you |  |
| Dates of your employment | From:     /      To:      / |

Applicants for a post in a Catholic school, or a deputy headship post in a C of E Voluntary Aided school are encouraged to also give the name of a clerical referee.

|  |  |
| --- | --- |
| **Clerical referee** |  |
| Job title of referee |  |
| Address (Including Postcode) |  |
| Email address if available |  |
| Daytime telephone number |  |
| Position/ relationship to you |  |

**Part H Supplementary information**

|  |  |
| --- | --- |
| Have you previously opted out of the Teachers’ Pension Scheme? | Yes  No |
| If you have opted out, please give date |  |
| Are you a member of another pension scheme? | Yes  No |
| If, yes, please specify the name of the pension scheme |  |

#### Positive about disability

|  |  |
| --- | --- |
| Do you consider yourself to have a disability? | Yes  No |
| If yes, would the provision of any aids or modification assist you in carrying out the duties of the post? |  |
| Is there anything we need to know about your disability in order to offer you a fair selection interview? |  |

**Part J Declarations**

#### Qualified Teacher Status

|  |  |
| --- | --- |
| Are you recognised as a qualified teacher? | Yes  No |
| If not, are you eligible for recognition? | Yes  No |
| Are you registered with the NCTL (previously GTC)? | Yes  No |
| If Yes, please give TRN registration number (previously known as GTC number) |  |
| Please contact the NCTL for information about registration or general enquiries.  Call 0370 000 2288 or visit the website at; <https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership> | |

#### Induction

|  |  |
| --- | --- |
| Have you successfully completed a NQT induction period? | Yes  No |

|  |  |
| --- | --- |
| **Disclosure of criminal offences** | This post involves working with children, is exempt from the Rehabilitation of Offenders Act and requires a Criminal Records Bureau Enhanced Disclosure Certificate. You should declare and give full details, including dates and places, of any ‘spent’ or ‘unspent’ criminal convictions, cautions and bind-overs.  We will also check List 99 and the PoCA (Protection of Children Act) List and the replacement ‘barred lists’ maintained under the Vetting and Barring Scheme to check whether you are disqualified from working with children. |
| **General Teaching Council** | We will also check whether you are subject to sanctions imposed by the General Teaching Council (prior to abolition). |
| **Important Reminder** | Please ensure that you inform us of any relevant information. By signing the Declaration on page one you understand that withholding information or providing false information is an offence and could result in the application being rejected, or summary dismissal if you have been selected, and possible referral to the police. |
| Details of spent or unspent convictions (see above). These can be included on a separate sheet in a sealed envelope if you wish. | |

**Further Education Qualification Verification Consent Form**

**Newly Qualified Teachers Only**

An increasing number of universities and further education establishments are requesting written consent from their former students in order to release details to employing LAs to confirm that the required qualifications have been awarded. Therefore you are asked to complete the form below and sign and date the form to enable Somerset County Council to request this information on your behalf.

Part A - Personal details

|  |  |
| --- | --- |
| Full name |  |
| Previous surname |  |
| Date of birth |  |
| TRN No |  |

Part B - Details of Study

|  |  |
| --- | --- |
| University, college or institution attended |  |
| Period of study time | From       to |
| State if full or part time |  |
| TRN No |  |

Part C - Qualification Details

|  |  |
| --- | --- |
| Title of qualification |  |
| Pass/Hons |  |
| Date of award |  |
| Class/division |  |
| Main subjects (principal subject first |  |
| Awarding body |  |

Please continue for additional qualifications

|  |  |
| --- | --- |
| Title of qualification |  |
| Pass/Hons |  |
| Date of award |  |
| Class/division |  |
| Main subjects (principal subject first |  |
| Awarding body |  |

|  |  |
| --- | --- |
| Title of qualification |  |
| Pass/Hons |  |
| Date of award |  |
| Class/division |  |
| Main subjects (principal subject first |  |
| Awarding body |  |

|  |  |
| --- | --- |
| Title of qualification |  |
| Pass/Hons |  |
| Date of award |  |
| Class/division |  |
| Main subjects (principal subject first |  |
| Awarding body |  |

Please indicate which of the QTS test you have passed:

|  |  |
| --- | --- |
| Literacy | Yes  No |
| Numeracy | Yes  No |

**Declaration**

|  |  |
| --- | --- |
| I confirm that the details given above are accurate and authorise Somerset County Council to verify this with the awarding bodies. | |
| Signature |  |
| Date |  |

|  |
| --- |
| EQUAL OPPORTUNITIES POLICY - RECRUITMENT MONITORING |

Somerset County Council has a Policy of Equal Opportunities. Part of this involves a fair and equitable recruitment based on merit irrespective of race, colour, nationality, religion, sex or sexuality, age, disability, gender, ethnic or national origin, marital status, domestic responsibilities, political or trade union activity. (These are only examples, other forms of discrimination will be avoided also). We ask all applicants to provide the information requested below to monitor the effectiveness of the Policy and in particular our recruitment processes.

The information will be treated as confidential and will be used to monitor the fairness of our recruitment practices and will help to ensure that the Authority's equal opportunities information on employees is kept up to date. Analysis of this information will highlight whether action is required to redress areas of inequality.

*Please complete the form, ticking the boxes when necessary.*

|  |
| --- |
| **Name:**  **Department / Section / Establishment:**  **Post applied for:**  **Grade:** **Closing date of post:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1a.** **Are you currently employed by Somerset County Council?**  ***(If NO go to Question 2)*** | Yes |  | No |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1b. Are you applying for a post in the same Department / Section /**  **Establishment that you currently work in?** | Yes |  | No |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2. Male** |  | Female |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. Please indicate your age bracket:** | | | | | |
| 16-25 years old |  | 36-45 years old |  | 56-65 years old |  |
| 26-35 years old |  | 46-55 years old |  | 65+ years old |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. Do you have caring responsibilities for dependent children or**  **dependent adults?** | Yes |  | No |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5. How would you describe your Ethnic Origin? (incl. UK born or settled)** | | | | | | |
| Bangladeshi |  | Chinese |  | Pakistani |  | Other (Please state) |
| Black African |  | Gypsy |  | White European (not UK) |  |
| Black Caribbean |  | Indian |  | White UK |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6. If you consider yourself to have a disability please indicate the nature ofthis:** | | | | |
| Mobility impairment |  | Sight impairment |  | Other (*Please state below)* |
| Hearing impairment |  | Learning difficulties |  |  |

Questions and answers

|  |
| --- |
| **I consider myself to have a mixed ethnic background - can I indicate this on the monitoring form?**  You can indicate a mixed ethnic background by ticking as many boxes as required in the Ethnic Origin section alternatively please describe your Ethnic Origin. In all cases this monitoring form is self-classification. |

|  |
| --- |
| **I am unsure if I have caring responsibilities.**  Part of the Equal Opportunities Policy sets out the Authority’s commitment to avoid discrimination on the grounds of domestic responsibilities. This question is self-classification - if you consider that you have caring responsibilities please indicate this. |

|  |
| --- |
| **I am unsure whether to classify myself as a disabled person.**  Under the Disability Discrimination Act 1995, a person with a disability is defined as having ‘a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities’. Since 2005 the definition includes people who have been diagnosed with HIV, cancer and MS.  It does not necessarily mean that this affects how you do your work. As the definition is not very clear we have provided some examples of the impairments covered. The list is not exhaustive. You may consider that, for example, you have, for a period of a year or more had hearing loss, dyslexia, arthritis, diabetes, asthma, epilepsy or you are partially sighted. |

|  |
| --- |
| **Why do you need to know if I am currently employed by the Authority?**  The Authority is committed to promoting equality of opportunity and access for all people including those who are employees of the Authority and external or internal candidates applying for a job with the Authority whether full-time, part-time, job share, permanent or temporary.  The Authority is committed to actively monitoring the recruitment and promotion paths of its employees and will regularly review recruitment practices to remove any which are restrictive because they are based on perceived attributes which are irrelevant, or based on assumptions which are unjustifiable in terms of an individual’s ability to do a job. |

Thank you for your co-operation. Please return the completed monitoring form with your application form