

Director of Learning - English with responsibility for whole school literacy

Applicant Brief January 2024

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**

Welcome from Duncan Roberts, Headteacher

Dear Applicant,

Thank you for your interest in the post of **Director of Learning - English with responsibility for whole school literacy**. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

We serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other, and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high-quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Our mission is to ***provide a cradle to career education that allows our children to enjoy lives of choice and opportunity***. By the age of 18, we want every child to have the option of university or a high-quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource and we will only be able to deliver on our promise of 'success and respect for all' by attracting and developing the very best.

Our work is underpinned by our core values of ***Equality, Integrity, and Resilience***. In our schools, teachers spend time ensuring that each child is known and cared for. We aim to create environments where our children are happy, inspired and eager to attend each day. We firmly believe in the value of scholarship, and aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the Brigshaw Learning Partnership. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Please do get in touch to arrange a visit or to have an informal conversation about the role.



Duncan Roberts

Headteacher
Brigshaw High School

The Brigshaw Learning Partnership - Background

We serve communities in Outer East Leeds and have for over a decade collaborated to ensure all children can enjoy lives of choice and opportunity.

In 2010, the schools formed a Co-operative Trust, committing themselves to working with and for each other, underpinned by co-operative values. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high-quality alternative.

We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio-economic status, background or any barriers they may face.

We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.

Our Values

- **Equality:** we are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.
- **Resilience:** We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.
- **Integrity:** we are open about our successes and areas for growth and take responsibility to become better, every day.
- **Respect:** our actions and words always honour students and families.

Our strategic anchors

All strategic decisions are linked to one of our four strategic anchors:



Our schools

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3000 children and young people. Approximately 1600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle to career journey for our children and communities. Our schools are:

Allerton Bywater – 433 pupils serving the village of Allerton Bywater

Brigshaw High School – 1400 pupils

Kippax Ash Tree – 341 pupils serving the central part of the village of Kippax

Kippax Greenfield – 164 pupils serving the western side of Kippax

Kippax North – 244 pupils serving the northern side of Kippax

Methley – 427 pupils serving the village of Methley

Swillington – 178 pupils serving Swillington village

Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.

All trusts will say they face an ‘exciting’ future, but in the case of the BLP it has never been clearer.

Brigshaw High School – Current Context

This is a 'snapshot' view of **Brigshaw High School**. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 18% attract Pupil Premium funding. There are currently 1475 pupils on roll, including 170 in the Sixth Form. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford.

We are a “resourced school” for pupils with physical disabilities and complex medical needs and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

Our mission is to provide a ‘Cradle to Career’ education that allows our children to enjoy lives of choice and opportunity. Our shared ambition is underpinned by a commitment to our values of equality, respect, integrity and resilience. We play an anchor role in our community by establishing great schools that develop knowledge, character and cultural capital to prepare children for lives of choice and opportunity. We will succeed by ‘Building Belonging’ in and beyond our schools, growing capacity and reducing stress for families so that all children can succeed. By ‘Growing our People’ through high impact professional development, coaching and organisational culture that makes our trust a great place to work and learn.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

“There’s something really special here”

Highly effective leadership... all highly ambitious for staff and pupils

Resolutely committed and determined to embed a ‘**culture of excellence**’ across the school.

Pupils are “proud... of their school and ... appreciate the recent changes”.

Pupils’ attitudes to learning are strong... they actively participate in and support their peers with their learning.

Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.

Parents and carers are supportive.

Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels through consistent routines and codifying learning so all students in all classrooms receive an exceptional education. Under-pinning these objectives is an overarching commitment to personalising learning and encouraging student leadership and parent/carer engagement at all levels of our work.

Much of Brigshaw’s success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture’, changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and cooperatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

January 2024

Dear Applicant,

Re: Director of Learning – English with responsibility for whole school literacy

Thank you for showing an interest in the above post, I enclose some information to help you should you decide to apply.

Please complete the online application form that can be found on the Brigshaw Learning Partnership website.

Further information about the school, including a map, can be found on our website, www.brigshaw.co.uk and on our Academy Trust website www.brigshawlearningpartnership.com

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for an interview.

The closing date for applications is **Sunday 18th February 2024 at 23.59** and interviews will be held on **Friday 23rd February 2024**. Unfortunately, although we appreciate the time you have spent completing the application form, it is not possible for us to respond to all unsuccessful applicants. Therefore, if you do not receive a response to your application within four weeks of the closing date, please assume that on this occasion, your application has been unsuccessful, however I wish you well in your future job-hunting.

I look forward to receiving your application.

Yours sincerely



Mr D Roberts
Headteacher

Job Description

Post title	Director of Learning – English with responsibility for whole school Literacy
Salary	L10 - L13
Accountable to	School Headteacher & Assistant Head Teacher – Teaching and Learning
Start Date	September 2024
Hours of work	This is a full-time permanent position
Location	Brigshaw High School

We are looking to appoint an outstanding and talented **Director of Learning – English with responsibility for whole school literacy** to join our successful team from September 2024. This is an opportunity to be part of this growing and successful subject team which supports students to achieve their potential at KS3, KS4 and KS5.

We are looking for an excellent classroom practitioner who can provide a first-class education for our students, raising achievement and promoting outstanding progress. You must have a passion for **Literacy** and the ability to communicate this to a wide range of pupils with different needs and abilities. You will be expected to teach across all age and ability ranges.

As a department delivering to all key stages we hold subject knowledge and pedagogy in equally high esteem; you will be part of a team that is dedicated to supporting your professional development in all areas and expects this to translate into outstanding student outcomes.

Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone 0113 2878900, e-mail office@brigshaw.com or downloaded from our website www.brigshaw.com

Closing Date: Sunday 18th February 2024 at 23.59

Interview Date: Friday 23rd February 2024

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

Overall purpose of the post

To carry out the professional duties of a teacher, as circumstances may require, in accordance with the school's policies, under the direction of the Head Teacher. To work under an agreed system of management to deliver learning and the development of specialist knowledge.

Main duties and responsibilities:

Leadership

Culture

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the department and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

Teaching

- Establish and sustain high-quality, expert teaching across all phases
- Ensure teaching is supported by high levels of subject expertise
- Ensure effective formative assessment

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught
- Working alongside the SEND department ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils

Behaviour

- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Manage behaviour consistently, fairly and respectfully
- Ensure that adults within the department model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities (SEND)

- Ensure the department holds ambitious expectations for all pupils
- Create a culture and practices that enable pupils to access the curriculum and learn effectively

Professional development

- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it.

Continuous departmental improvement

- Identify and analyse complex or persistent problems and barriers which limit departmental effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the department's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained departmental improvement over time

Teaching and Learning

- Teach across KS3, KS4 and KS5.
- Plan, teach and assess highly effective lessons to ensure all students make good progress, taking account and reviewing prior attainment when planning and teaching lessons.
- Use a range of engaging pedagogical approaches and resources to best meet the needs of all learners.
- Use a range of marking and feedback strategies to ensure that constructive feedback is provided regularly to allow students to make progress.
- Accountability for individual progress in your allocated classes.
- Promoting the achievement of high standards through effective teaching and learning within subject area, preparation, evaluation and action planning.
- Coordinate class work with any classroom assistant support.
- Develop and sustain knowledge of current educational practices and be responsible for your own continuing professional development.
- Set effective homework to encourage and enliven student learning, in accordance with departmental policy.
- Ensure differentiation and personalisation of learning for all students, to both support and challenge, whilst maintaining academic rigour.
- Strive to deliver outstanding lessons.

Pupils

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Take responsibility for upholding high standards of behaviour and classroom management within the classroom and the school's environment.
- Be the first line of contact for parent and carer concerns with regards to their child's performance and well-being of your classes.
- Assess, record and report pupils' progress effectively.
- Promote a love of learning and foster their intellectual curiosity.
- Engender a commitment to success in each of the pupils.
- To be an effective form tutor and support the school's vertical tutoring model.

Department

- Implementing school and departmental policies and practice and to promote collective responsibility for their implementation.
- Willingness to contribute to the extra-curricular life of the department.
- Willingness to become involved in aspects of departmental planning and development

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the CEO or Trust Board may determine.

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

THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE

Literacy/English at Brigshaw

The English department at Brigshaw is one of the core strengths of the school and has been identified as such by Ofsted in our last two full school inspection reports. Results have been consistently in line with or above the national average at Key Stages 4 and 5 and also judged 'significantly high' in terms of value-added progress. In 2023, English GCSE results were above national average in both language and literature at 9-4 and a significantly positive residual was achieved with A Level Literature. We currently have nearly 40 students in the Sixth Form who study either English Literature or English Language at A level.

Staffing

The English team currently consists of eleven full-time specialist English teachers and is working at pace to enhance centralised schemes of learning and to scaffold learning activities in response to individual class need. Teaching and learning priorities centre on cognitive science and support whole-school lesson routines. At every stage, the team seek to improve the way they can encourage pupils to work more independently and think more deeply. They welcome creative input into the shared schemes and suggestions for new ones, but aim to ensure consistent and clear progression lines for pupils. The curriculum is delivered to mixed-ability groups in KS3 and to sets in KS4. Departmental leadership is keen to harness teacher specialisms and enthusiasms, whilst also developing all staff to provide them with experience of teaching different elements of our A Level courses.

The English team works collaboratively with our colleagues in the Media department; alongside a full time, Head of Media, two of our English teachers also teach GCSE or A Level Media.

Facilities

The English department is based in our spacious Silkstone Building, and all main scale teachers have their own teaching room, well equipped with resources, mini whiteboards, a visualiser and an interactive whiteboard. There is plentiful access to IT suites and to the well-stocked library at all times.

Curriculum

At KS3, we pride ourselves on our content-rich curriculum, aimed at providing our students with the ability to explore texts from across the Literary Canon, as well as relatable modern fiction. In Year 7, students undertake a chronological journey across the development of Literary English and this is widened and developed in Year 8 and 9. We also offer students the ability to explore the English Language as a vital tool for communication, reflecting on its uses and developments over time. The goal is to immerse them in a range of genres, themes and cultures, broadening their horizons and allowing them to understand and explore the world around them.

At KS4, we offer a curriculum that teaches beyond what is merely required for the exams, strengthening their skills and deepening their understanding of how English is relatable to them, now and beyond. Our curriculum model is built around a process of interleaving topics and linking texts thematically to create a cohesive journey across the two years of study. Our yearly cycles are designed to spiral our students' learning, aiding the improvement of knowledge retention and recall, building student confidence, and providing a clear and consistent routine to lessons. Students in KS4 study both Language and Literature. Our key texts are 'An Inspector Calls,' 'Macbeth' and 'Jekyll and Hyde' as well as the AQA Power and Conflict cluster, and we find these choices allow students to see the thematic links; tracking and building upon their understanding of context and concepts. Writing is taught through 'workshop style' sessions to promote a love of writing and not writing simply 'for an exam.'

At advanced level we follow AQA Literature B and AQA Language. Both of these are successful and popular choices for pupils and work fluidly as the natural next step for the thematic curriculum.

The English department has a long record of providing excellent subject specific and pedagogical CPD and is a place where teachers can develop individually and as part of a wider community of practitioners. This is an exciting opportunity to lead an innovative, enthusiastic and highly successful team.

Person Specification – Director of Learning - English with whole school Literacy

	Essential Attributes	Desirable Attributes
Qualifications	Qualified Teacher Status	Honours degree
Professional Development	<p>Knowledge of current educational practice and issues</p> <p>Evidence of continuing professional development</p>	Take responsibility for their own professional development
Skills	<p>High level of written, oral and communication skills</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>An excellent classroom practitioner</p> <p>Work effectively as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems and make decisions</p> <p>Management of people and resources</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them</p> <p>Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Commitment to an involvement in extracurricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>
Knowledge and Understanding	<p>Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT</p> <p>Effective use of ICT to support learning</p> <p>Any statutory curriculum requirements and the requirements for assessment,</p>	The implications of the Code of Practice for Special Educational Needs for teaching and learning

	<p>recording and reporting of pupils' attainment and progress.</p> <p>Full working knowledge of relevant polices/codes of practice/legislation</p>	
Leadership	<p>As the lead professional in the classroom show an ability to advise and support other staff</p> <p>Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate</p> <p>Plan, allocate, support and evaluate work undertaken by other staff in the classroom</p>	<p>Lead professional development through example and support</p>
Disposition and Attitude	<p>Positive and optimistic attitude towards School Improvement and Inclusion</p> <p>Open-minded and receptive to new ideas, approaches and challenges</p> <p>Places high priority on effective team working and works easily and comfortably in a team environment</p>	<p>Commitment to an involvement in extracurricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>
Other Conditions	<p>Registered with TRA</p> <p>School operates a no smoking policy</p> <p>ENhanced DBS check through BLP</p>	

Requirements of The Asylum and Immigration Act 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed, the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

OR

An official document with a National Insurance Number

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.

Application Process and Safeguarding Requirements

Making an Application	Interview and Selection Process
<p>Application form</p> <p>If you wish to be considered for this post, please complete the online application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are not accepted as part of the application process.</p> <p>Supporting information</p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p>	<p>Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <hr/> <p style="text-align: center;"><i>Induction and Continuous Professional Development</i></p> <hr/> <p>The head teacher and Local School Committee are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>

Pre-employment checks	School Policies
<p>References</p> <p>If you are shortlisted, we will normally take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.</p> <p>Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p> <p>DBS & Disqualification checks</p> <p>Employment at this school is subject to an enhanced check with children’s barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.</p> <p>Prohibition checks (Teaching posts only)</p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.</p>	<p>Child Protection</p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.</p> <p>Whistle Blowing</p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p>Code of Conduct and Personal Behaviour</p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.</p> <p>The Headteacher and Local School Committee regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children.</p> <p>Equal Opportunities</p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p> <p>We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.</p> <p>Full details of all these policies are available in school.</p>

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

The Brigshaw Learning Partnership Schools Map

