



Application Pack

Headteacher

Dormanstown Primary Academy

Job Ref: DPA305



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE TRUST

Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully



Katrina Morley
Chief Executive Officer

ADVERTISEMENT

Role: Headteacher

Status: Permanent

Required: September 2024

Salary: From L16-L22 – (L16 £68,400 – L22 £79,111)

Hours: 32.5 hours

Reporting to: CEO & TVED Trust Board

Academies: Dormanstown Primary Academy

About the Trust

The Trust was established in 2015 and provides education and enrichment activities to more than 1200 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the Trust are:

- Brambles Primary Academy (2 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (3 to 11 years),
- Pennyman Primary Academy (3 to 11 years), and
- Wilton Primary Academy (3 to 11 years).

Are you looking for a new challenge where you can make a real difference to children's lives? Are you an experienced, credible and inspiring leader?

About the role we are looking to appoint:

The successful candidate will be the Headteacher of Dormanstown Primary Academy and part of the strategic lead in the Redcar based academies hub, as well as part of Tees Valley Education Trust. Following the retirement of the existing Executive Headteacher, and an Ofsted outcome that moved the academy to Good, this is a school that is ready for the next phase in its drive towards excellence.

The appointed Headteacher will, therefore, work alongside a staff team, who are ambitious for the future of the academy, its' children, and the community. In addition, they will also have an opportunity to work across the Trust delivering improvement in an area of their expertise, which should be stated in the application.

TVED is a forward-thinking trust working locally, regionally, and nationally to improve the life chances of all our children and those beyond our borders, alongside impacting positively on the profession. The successful candidate will therefore be expected to play a key part in these collaborations at an academy and Trust level, in order to drive forward our mission.

What we are looking for:

- We are looking to appoint a Headteacher with substantial experience in leading curriculum improvements across the primary phase, and with a keen understanding of what it takes to embed success.
- A demonstrable track record of significant impact in aspects of school leadership at scale across subjects, phases, or the whole school.
- The desire to inspire, enhance and shape current leaders' professional ability in raising outcomes academically and personally, for all children.
- Have substantive areas of personal and professional expertise in order to lead aspects of this provision across the Trust.
- Share the values and vision of the academy and trust.

What the Trust will provide the successful candidate with:

- A workplace where all staff are valued as shown in the staff charter [TVED Staff Charter](#)
- A passionate, enthusiastic, and supportive Leadership Team within the academy and across the Trust with a commitment to coaching professional development.
- Trust specialisms in SEND & Inclusion, Arts & Culture, Social Justice & Equity, Business Industry & Enterprise
- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role.
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, mindfulness and so much more.
- Free parking
- Enrolment into the Teachers' pension scheme

Safeguarding requirements for the role:

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

JOB DESCRIPTION

Headteacher

Job Title	Headteacher
Salary	L16 £68,400 – L22 £79,111
Hours of work:	Full time
Reporting to	CEO, with governance reporting responsibilities to Trustees and the Local Academy Committee
Staff management responsibility	All staff at Dormanstown Primary Academy including teaching and learning and support

JOB PURPOSE

This job description reflects the National Standards of Excellence for Headteachers (2015), namely that excellent Headteachers have outstanding qualities and knowledge, ambitious expectations, can inspire and lead, ensure systems and processes deliver and drive a self-improving school.

The role exists to provide dynamic, innovative and professional leadership by establishing and developing an outstanding academy and to secure its continued success, by ensuring excellent academic, pastoral and welfare provision and outcomes for all children.

The role also has trust wide and system leadership responsibilities.

ETHICS AND PROFESSIONAL CONDUCT

As leaders of Tees Valley Education Trust, the Headteacher is expected to demonstrate consistently high standards of principled and professional conduct.

STRATEGIC LEADERSHIP

- Implement an ambitious vision for the future of the academy; inspire, challenge, motivate and empower others to carry the vision forward and model the values, vision and ethos of the academy
- Maintain a leading role in school self-evaluation, school improvement and strategic planning policy and practice; ensure that learning is at the centre of strategic planning
- Lead by example when implementing and managing change initiatives
- Ensure creativity, innovation and use of appropriate technologies to achieve excellence
- Continually improve the academy in line with national developments
- Lead and support the staff, and support the governing body/trust board in fulfilling their responsibilities with regard to the academy's performance and standards
- Implement a culture of inclusion within the school community where all views are valued and taken into account

QUALITY OF EDUCATION

- Demonstrate the principles and practice of effective teaching and learning by being an outstanding teacher who can lead by example
- Maintain very high expectations to ensure that all pupils will achieve their goals
- Ensure a consistent and continuous academy-wide focus on pupils progress and achievement
- Identify and support research and debate effective teaching and learning and establish creative, responsive and effective approaches to teaching and learning
- Through observation and analysis of teaching and learning activities and pupils' outcomes, identify strengths and weaknesses and promote improvement strategies
- Implement, develop and review strategies and policies that secure high standards for the whole academy, including behavior and attendance

- Identify, organize and implement a relevant and meaningful curriculum that has a clear focus on independence, with an effective assessment framework
- Maintain a leading role in the development of new technologies to enhance and extend learning experiences
- Maintain a safe, stimulating and inclusive environment in which children can work, play and be happy, including managing and organising accommodation efficiently in order to meet the needs of the curriculum, children and community users and health and safety regulations, ensuring accessibility for all
- Ensure that the need to safeguard pupils' well-being is prioritised in accordance with statutory provision

FINANCE, SUSTAINABILITY AND COMPLIANCE

- Establish appropriate structures and systems so that budgets are continually reviewed and managed
- Review, manage and monitor budgets, working with colleagues, to ensure effective, proper, and efficient use of resources, ensuring the academy's financial stability
- Assess, analyse and interpret information and data and use it effectively
- Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Maintain and integrate a range of technologies effectively and efficiently to manage the academy
- Maintain close working relationship with the academy business manager and governing body/trust board to ensure effective management of the academy budget and best practice in financial and employment matters
- Ensure that timely information is provided to governing body/trust board to enable it to meet its responsibilities

PEOPLE STRATEGY

- Maintain an open, fair and equitable culture amongst staff
- Maintain effective strategies and procedures for staff induction, professional development and performance review; empower individuals and teams; promote an environment where continual professional development is an integral part of the academy's ethos
- Identify and celebrate the achievements of individuals and teams
- Collaborate and network with others within and beyond the academy
- Challenge, influence and motivate others to attain high goals
- Ensure continuing professional development opportunities including leadership, in order to ensure professional skills are kept full developed and contribute to the academy and MAT success
- Ensure that the academy, people and resources are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and staff at the heart of all practices
- Recruit, retain and deploy staff and manage their workload to achieve the vision and goals of the academy

- Review tasks and devolve responsibilities effectively
- Ensure individual staff accountabilities are clearly defined, understood, nurtured and agreed and are subject to review and evaluation

GOVERNANCE AND ACCOUNTABILITY

- Engage the school community in the systematic and rigorous self-evaluation of the work of the academy; collect and use a rich set of data to understand the strengths and weaknesses of the academy and ensure that effective school self-evaluation informs school improvement priorities

- Maintain the outcomes of regular school self-review with external evaluations in order to further develop the school
- Present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors/trustees, staff and parents
- Implement an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure an understanding of educational issues at a local and national level and anticipate trends
- Ensure an effective understanding of Health and Safety legislation, such that the school meets its statutory requirements and is safe environment for learning and promoting the well-being of staff and students.

SYSTEM LEADERSHIP AND CIVIC RESPONSIBILITY

- Engage with the internal and external school community to secure equity and entitlement; recognise and take account of the richness and diversity of the academy's community.
- Ensure effective working with other schools/academies in the area to promote the work of Tees Valley Education trust and to learn from others
- Work effectively with other agencies including for example, Social Care and Child and Mental Health Services
- Improve and maintain excellent relationships with parents to the benefit of pupils, parents and the academy; provide parents with regular information about the academy curriculum, the progress their children make and other matters affecting the academy
- Promote effective relationships with external parties, including local businesses, and ensure learning practices for pupils are integrated with the wider community so that the pupils can learn, practise and enjoy their community and not become isolated
- Review opportunities to invite individuals and organisations into the academy to enhance and enrich the academy and its value to the wider community
- Liaise and work effectively with officers of the local authority

GENERAL RESPONSIBILITIES

As a Leader within the Trust, you are also expected to:

- The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations
- The job holder may be required to work flexibly between the hours of 8am and 6pm
- Work at any location across the Trust
- Ensure a deputy or suitable person is available to assume responsibility for the job holder, when absent from the Academy
- Undertake additional training and other learning activities and performance development as required
- Develop familiarity with relevant legislation such as UK General Data Protection Regulation (UK GDPR) and Health and Safety at Work etc. Act 1974 to ensure the Trust is fully protected at all times.

PERSON SPECIFICATION

Headteacher

QUALIFICATIONS	E/D
Degree or relevant qualification and experience.	E (1)
Qualified Teacher Status.	E (2)
Evidence of further professional development	E (3)
Evidence of Leadership development courses	D (1)
EXPERIENCE	
Outstanding understanding of Assessment for Learning (AFL) and the impact it has on progress.	E (4)
Outstanding teaching across a variety of primary age ranges and in particular benchmark years.	E (5)
Evidence of outstanding impact on progress of all learners, including mainstream/SEND	E (6)
Experience of working within the framework for the Code of Practice 2014 (SEND)	E (7)
Experience of training, coaching and mentoring colleagues across groups of academies/schools	E (8)
Managing a budget and resources linked to the delivery of academy development/improvement plans	E (9)
Previous recent experience in a senior leader role in a successful primary academy	E (10)
Evidence of developing, monitoring and evaluating key aspects of academy provision including supporting the identification of priorities based on data analysis and performance outcomes	E (11)
Experience of working in a highly political environment and liaising with senior leaders in local authorities, DfE, Trust Board and other strategic stakeholders.	D (2)
KNOWLEDGE, ABILITIES AND SKILLS	
A proven track record as an outstanding leader	E (12)
A sound understanding of national data analysis systems e.g. IDSR, Performance Tables	E (13)
An understanding of a variety of techniques for assessment for learning in order to impact positively on children's progress and the assessment for learning/assessment of learning processes for mainstream/SEND	E (14)
An ability to support the development of outstanding and creative leadership and teaching at academy and Trust level	D (3)
Outstanding organisational skills with the ability to self-direct as well as work successfully within a multidisciplinary team.	E (15)
Highly successful experience of leading and managing whole academy developments in a number of areas regarding teaching & learning, raising standards of attainment and achievement across the academy	E (16)
The ability to work productively and positively with a range of colleagues both internally and externally, upholding the Trust values and ethos.	E (17)
Able to use accountability measures to ensure that effective teaching and learning strategies raise pupil attainment and achievement, and impact on wider life outcomes within mainstream and SEND	E (18)
Excellent interpersonal skills.	E (19)
Experience of conducting staff induction, mentoring and performance management for impact.	E (20)
Working Knowledge of the governance arrangements of a multi-academy Trust and the interrelationship with DfE and ESFA/external stakeholders.	D (4)
Working knowledge of the mechanisms of the Trust/ Challenge Board and the ability to support and contribute to strategic reporting	D (5)
Tenacity, enthusiasm and drive.	E (21)
Ability to/willingness to contribute to the whole academy and Trust context (including INSET) and with external bodies.	E (22)
A role model for learning, actively seeking professional development opportunities.	E (23)
Political awareness of both national and regional agendas (for example, disadvantage, SEND and community development).	E (24)

Commitment to attend conferences and events representing the Trust at both a strategic and operational level, delivering training, contributing strategically to the organisation, as well as learning.	E (25)
Experience forging supportive and, when necessary, challenging relationships both internally and externally to consistently drive academy improvement and children's life chances.	E (26)

E – Essential D – Desirable

HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the academy. Only applications received via the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to the PA to the CEO lucy.simpson@tved.org.uk- please be aware the academy cannot be responsible for any formatting anomalies when printing. If you are unable to submit an electronic application form, hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss K Morley, CEO.

Tees Valley Education
C/O Pennyman Primary Academy
Bungalow
Fulbeck Road
MIDDLESBROUGH
TS3 0QS

Shortlisting Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

Shortlisted candidates will receive:

- Letter confirming interview details.
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

References for successful Candidate/s

We may seek references for shortlisted candidate/s, we may also approach previous employers for information to verify particular experience or qualifications before the interview. Finally, we may also undertake a social media search in accordance with Keeping Children Safe in Education guidance. Any relevant issues arising from references will be taken up post interview.

Visits

Visits to Dormanstown Primary Academy are encouraged. To arrange a visit please telephone Lucy Simpson on 01642 221156 who will liaise with the academy to arrange a suitable time.

If you would like to discuss any aspect of the job role, Katrina Morley, CEO will be available for a telephone call. If you would like to arrange a telephone call, please contact Lucy Simpson on 01642 221156.

Interview process

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

For your information, the recruitment timetable is detailed below:

Closing date: Friday 10th May 2024 – 10.00am

Shortlisting date: Friday 10th May 2024 - afternoon

Interview day 1: Monday 20th May 2024

Interview day 2: Tuesday 21st May 2024

Contract Start Date: 1st September 2024

General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

EQUALITIES INFORMATION AND OBJECTIVES STATEMENT

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Objectives Statement

1. To support children's sensory, academic and communication skills to enable them to develop holistically.
2. To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
3. To continue to monitor attendance of all groups of children in the academy.
4. To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
5. To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

EMPLOYMENT APPLICATION FORM

Please complete all sections of the form fully: CVs will not be accepted. Please note that providing false information will result in the application being rejected or withdrawal of any offer of employment, or dismissal if you are in post. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink.

Vacancy Job Title	Job Ref Number
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PART 1

INFORMATION FOR SHORTLISTING AND INTERVIEWING

Salutation (Mr, Ms, Miss, Mrs, Dr etc)	
First Name:	
Middle Name/s:	
Surname/family Name:	
Contact email address:	
Contact telephone number	
Social Media Tag names e.g. Twitter/Facebook/Instagram/LinkedIn etc	

2. LETTER OF APPLICATION Please enclose a letter of application of no more than 2 A4 pages which details why you are suitable for the post, your experience to date and how this meets the person specification.

3. PRESENT / LAST APPOINTMENT

Name, address and telephone number of last employer/school/academy	
Job title	
Date appointed to current post	
Permanent/Temporary	
Full Time/Part Time	
Current salary	
Notice period	

4. FULL CHRONOLOGICAL HISTORY

Please provide a full history in chronological order (most recent first) since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job Title or Position	Name and address of school, other employer, or description of activity	Dates				Reason for leaving
		From		To		
		Mth	Yr	Mth	Yr	
1						
2						
3						
4						
5						
6						
7						
8						

Please enclose a continuation sheet if necessary

5. SECONDARY EDUCATION & QUALIFICATIONS

Name of School/College	From	To	Qualifications Gained (Date and Grade)

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6. HIGHER EDUCATION

Names and Addresses of University or College and/or University Education Department	Dates From To	Full or Part-time	Courses/subjects taken and Grade	Date of Examination and Qualifications Obtained

7. PROFESSIONAL COURSES ATTENDED Please list relevant courses attended in past 3 years.

Subject	Organising Body	Date(s)	Duration

8. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS

9. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

First referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	
Please tick if you do not wish this referee to be contacted prior to interview <input type="checkbox"/> <i>(Please be aware that this could delay the interview process)</i>	

Second referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	
Please tick if you do not wish this referee to be contacted prior to interview <input type="checkbox"/> <i>(Please be aware that this could delay the interview process)</i>	

PART 2

This section will be separated from Part 1 on receipt. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

10. PERSONAL INFORMATION

Surname or family name	
All previous surnames	
All forenames	
Title	
Date of Birth	
Current Address	
Postcode	
Resident at this address since	
Home telephone number	
Mobile telephone number	
Email address	
National Insurance Number	
Have you ever been subject to a child protection investigation by your employer or the General Teaching Council/Teaching Agency/former Independent Safeguarding Authority?	Yes No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions.
Are you subject to any legal restrictions in respect of your employment in the UK?	Yes No If YES please provide details separately
Do you require a work permit?	Yes No If YES please provide details separately
Are there any special arrangements which we can make for you if you are called for an interview and/or work-based assessment?	Yes No If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).
Are you related to or have a close personal relationship with any pupil, employee, trustee, member or local academy chair?	Yes No If YES give details separately under confidential cover
TEACHERS ONLY	
Early Career Teachers ONLY: Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>	Numeracy Literacy ICT (if applicable)
DfE reference number (if applicable)	
Did you qualify as a teacher after May 1999? (if applicable)	Yes No If Yes, in which school was induction completed?

11. COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS OR BIND-OVERS

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service. Failure to declare any convictions (that not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

Do you have **ANY** convictions, cautions or reprimands, warnings or bind-overs?
Please tick the relevant box

Yes No

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and bring this with you on the day of your interview. If you would like to discuss this beforehand, please telephone in confidence to the Headteacher for advice. In accordance with statutory requirements, an offer of employment will be subject to satisfactory DBS clearance.

12. UK GDPR and DATA PROTECTION ACT

The information collected on this form will be used in compliance with the UK GDPR and Data Protection Act 1998. The information is collected for the purpose of administering the employment and training of employees. The information may be disclosed, as appropriate, to trustees, Occupational Health, DfE, Teachers Pensions Agency and local government pensions scheme, Department for Education, pension, payroll and personnel providers including relevant statutory bodies. For further information refer to the trust's privacy policy via Tees Valley Education website: <https://www.teesvalleyeducation.co.uk/>.

You should also note that checks may be made to verify the information provided and may also be used to prevent and/or detect fraud.

13. NOTES

- a) When completed, this form should be returned in accordance with the instruction in the advertisement for the job or in the applicant's information pack.
- b) Canvassing, directly or indirectly, an employee, trustee, member, local academy chair will disqualify the application.
- c) Candidates recommended for appointment will be required to complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

14. DECLARATION

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or dismissal if I am in post. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form.

Signature of applicant

Date

Print name

This section of the application form will not be available to the shortlisting/interview panel.

PART 3 EQUALITY AND DIVERSITY MONITORING

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the UK GDPR and Data Protection Act.

Ethnic Group	Workforce Census Code	Please tick
White	WBRI	British English Welsh Northern Irish Scottish
	WIRI	Irish
	OOTH	Irish Traveller
	OOTH	Gypsy
	WOTH	Other White background
Mixed	MWBC	White and Black Caribbean
	MWBA	White and Black African
	MWAS	White and Asian
	MOTH	Other Mixed background
Asian or Asian British	AIND	Indian
	APKN	Pakistani
	ABAN	Bangladeshi
	CHNE	Chinese
	AOTH	Other Asian background
Black or Black British	BCRB	Caribbean
	BAFR	African
	BOTH	Other Black background
Other ethnic group	OOTH	Arab
		<i>Write in:</i>
Prefer not to say	REFU	

Religion*Please tick*

No religion	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion <i>write in</i>	
Prefer not to say	

Disability*Please tick*

Do you consider that you have a disability?

Yes	
No	
Prefer not to say	
My disability is: <i>Please tick</i>	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

Sexual Orientation*Please tick*

Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender*Please tick*

Female	
Male	
Transgender	
Prefer not to say	

Personal relationship*Please tick*

Single	
Living together	
Married	
Civil Partnership	
Prefer not to say	