

**Hayle Academy**

[Address](https://www.google.com/search?client=firefox-b&q=lanivet+community+primary+school+address&ludocid=9308679747647281101&sa=X&ved=2ahUKEwjI-e2N45DzAhXNbsAKHXoUD-cQ6BN6BAgpEAI&biw=1138&bih=538&dpr=1.2): Hayle Academy, Highlanes, Hayle, Cornwall. TR27 4DN [Phone](https://www.google.com/search?client=firefox-b&q=lanivet+community+primary+school+phone&ludocid=9308679747647281101&sa=X&ved=2ahUKEwjI-e2N45DzAhXNbsAKHXoUD-cQ6BN6BAgtEAI): 01736 753009

Website: www.hayleacademy.net

Head of School: Melissa Lock Executive Headteacher: Jan Woodhouse

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HEAD TEACHER RECRUITMENT PACK

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**School information for applicants**

**Context**

Hayle Academy caters for children between the ages of 11 and 16. The Academy also has an Area Resource Base for children with complex Special Educational Needs which opened in September 2022. Our students are drawn mainly from our local Primary Schools (Bodriggy Academy, Penpol Primary School, St Erth Primary School, and Connor Downs Academy) and we work closely with our partner schools and families to support pupils to make a positive transition to us.

At the end of Year 11 most of our pupils transfer to either Truro and Penwith College or Cornwall College.

Hayle Academy has around 540 children on roll with typically four form entry with a PAN of 120. The ARB has capacity for 20 students.

Currently rated as Good by Ofsted (2022), the Academy has been through a period of rapid improvement. Currently led by a partnership of interim Head of School and Executive Headteacher, we are now seeking to appoint a Headteacher for September 1st 2023. The vacancy has arisen as our previous Headteacher has transferred permanently to our ‘sister’ school (St Ives School) within the Trust.

Our staff team are motivated, enthusiastic and are dedicated to improving life chances for the children we serve. Outcomes for students in 2022 were in line with national averages and have improved significantly. Our success in raising attainment and progress has been built on the foundations of our high quality and ambitious curriculum combined with a focus on highly effective teaching. These essential elements are partnered with strong and child-centred pastoral support and a dedication to removing barriers to learning for all students, and particularly those who are vulnerable or disadvantaged. The behaviour of our students is typically polite and respectful and our students enjoy being in school. Low level disruption and bullying are rare and students tell us they feel safe and very well supported in school.

As you will see from our website, our curriculum offer is broad and balanced. Our curriculum is carefully planned and sequenced to enable students to make accelerated rates of progress. We value the important role that creative and performing arts have within the curriculum and in developing students’ knowledge and skills as preparation for their next stage of education and their future careers. Teaching is engaging and motivational: pupils are happy and confident in our school and have strong, positive relationships with their teachers. Alongside our academic curriculum, we offer a wide range of sports and extracurricular activities (such as the Duke of Edinburgh’s Award) and our Broad Horizons programme was introduced in the Autumn Term. We place a high value on the personal development of our pupils: our coherent assembly, Global Values and tutorial programme reinforces our school values of respect, cooperation, care and consideration for others.

Our school staff are welcoming, mutually supportive and dedicated to the Academy and our students. Our staff team model our values of mutual respect, care and kindness on a day to day basis and give generously of their time to support our children to achieve. Continued professional development, supported through our strong partnerships within the MAT, makes a significant contribution to our track record of success as a school and learning community.

As a Headteacher joining Truro and Penwith Academy Trust you will have expert support from a Central Team who provide very significant expertise in Premises Management, Financial Management, HR, IT and school improvement. There is strong collaboration between the family of schools within the Trust and this continues to grow and develop. Our Headteachers and staff teams are mutually supportive and meet regularly as a network, to share challenges, solutions and innovation. Hayle Academy is strongly positioned for the future.

**Finance**

**Welcome from the Chair of Governors**

**Finance**

Dear Applicant,

The Governors and I thank you for the interest you have shown in Hayle Academy and the post of Headteacher. We are looking to appoint a highly motivated, approachable and supportive leader who can further develop our thriving and successful Academy.

At Hayle Academy, we have a team of dedicated and enthusiastic teachers and support staff. Every member of the team and every child is valued and encouraged to achieve their very best through our school ethos of mutual respect, kindness and cooperation. Our new Headteacher will understand the important role of our Academy in the wider community and within our Trust and will share our commitment to collaborative school development both within and beyond the Trust. Working in partnership and engaging with our parents, students and the local community is an essential element of our school ethos and one which our new Headteacher will fully support and share. It is also essential that our Headteacher shares our deep-rooted commitment to inclusion and to supporting all children to thrive and succeed within our Academy.

As part of Truro and Penwith Academy Trust there will be opportunities to draw on the support of a strong and knowledgeable central team and to work closely in collaboration with other academies. Our new Headteacher will be encouraged to continue their own professional development and to ensure there are broad and varied opportunities for our staff to do the same. We are determined to continue to build on our track record of school improvement and to ensure that we provide the highest quality of learning and support for our students.

We hope you find the information in this pack useful. Applicants wishing to discuss the role and Academy context informally prior to application or interview are very welcome to do so and should contact the Executive Headteacher, Mrs Jan Woodhouse ([jwoodhouse@tpacademytrust.org](mailto:jwoodhouse@tpacademytrust.org)).

Yours sincerely

Mark Arnold

Chair of Local Governing Body

**Welcome from the Chair of the Trustding**

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established early in 2014. During a sustained period of growth, the Trust has expanded and, from 1st January 2023, now includes twenty nine primary schools and 5 secondary schools. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into three main geographical clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support within the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the Cornwall Teaching School and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are our students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

**Anita Firth**

**Chair of the Board of Trustees**

**Truro and Penwith Academy Trust**





**Job Description**

**HEADTEACHER: Hayle Academy**

Truro and Penwith Academy Trust is a supportive and collaborative organisation with one primary focus: the improvement of teaching and learning within Cornwall.

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| **Job Title:** | Headteacher |
| **Salary Range:** | Headteacher Pay Range |
| **Location:** | Hayle Academy |
| **Responsible to:** | TPAT Board of Trustees, TPAT Chief Executive, Local Governing Board |
| **Direct Supervisory Responsibility for:** | Senior Leadership Team, Teaching Staff, Support Staff |

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| **Shaping the Future:** |
| The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values. |

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| **Strategic Direction and Development of the School:** |

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| To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:     1. To formulate overall aims and objectives for the school policies for their implementation. 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. 3. To develop with staff, pupils, parents and governors policies relevant to the needs of the school 4. To implement TPAT’s and the LGB’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs. 5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement 6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school 7. To ensure that the management, finance, organisation and administration of the school support its vision and aims 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary 10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher’s functions at any time when absent from school. |

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| **Leading Curriculum and Teaching** |
| To work with the Trust and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.     1. To ensure that all pupils receive a high quality education through a curriculum programme designed to promote progress in learning in a safe & healthy school environment 2. To ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning |
| 1. To ensure that learning is at the centre of strategic planning and resource management 2. To establish creative, responsive and effective approaches to the curriculum, learning and teaching 3. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning 4. To demonstrate and articulate high expectations and set stretching targets for the whole community 5. To implement strategies which secure high standards of behaviour and attendance 6. To determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework 7. To take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils 8. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken. 9. To fulfil the Headteacher’s duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education 10. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act. |

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| ***Leading and Managing Staff*** |
| To lead, motivate, support, challenge and develop staff to secure improvement:     1. To lead the selection and appointment of teaching and non-teaching staff of the school 2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils 3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance 4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement 5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school 6. To participate in arrangements for Headteacher performance management 7. To ensure that trainees and early career teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction. |

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| **Efficient and Effective Deployment of Staff and Resources** |
| To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context:     1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources 2. To work with governors and senior colleagues to recruit staff of the highest quality available 3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided 4. To advise the Trust and governing body and implement decisions in relation to staffing 5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of   staff   1. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control 2. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations 3. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority 4. To undertake responsibilities as defined in the Trust’s Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty 5. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity 6. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve |
| the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money  12. To ensure that staff are provided with appropriate training and professional support which increases their knowledge competence and understanding of their roles and responsibilities. |
| **Accountability** |
| To be accountable for the efficiency and effectiveness of the school to the Trust, local authority, governors, pupils, parents, staff, local employers and the community:     1. To liaise and co-operate with Trust and LA education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority 2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money 3. To report to the governing body on the discharge of the Headteacher’s functions and the affairs of the school 4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school 5. To present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively 6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school’s targets for improvement 7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document 8. To provide information about the work and performance of staff where it is relevant to their future employment. |

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| **Strengthening Community** |
| 1. To build a school culture and curriculum which takes account of the richness and diversity of the school’s communities 2. To create and promote positive strategies for challenging prejudice and discrimination and to deal with any incidents of harassment 3. To ensure learning experiences for pupils are linked into and integrated with the wider community 4. To ensure a range of community-based learning experiences 5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families 6. To create and ensure opportunities for parents and carers, community figures, business or other organisations to work in partnership with the school to enhance and enrich the school and its value to the wider community 7. To contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 8. To co-operate and work with relevant agencies to protect children 9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools. 10. To ensure that the school offers appropriate extended services. |
| **Pupil Care** |
| 1. To ensure that provision in the school enables all pupils to receive their entitlement 2. To arrange for effective induction of pupils entering school and transferring to secondary school 3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance 4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school 5. To handle individual disciplinary cases, including, where appropriate, the Headteacher’s power to exclude pupils in accordance with provisions of the latest legislation. 6. To ensure the culture of safeguarding within the school is effective and well led in line with statutory requirements and guidance. |
| |  | | --- | | **Special Conditions related to the post** | | * *Physical fitness* * *Able to work unsocial hours* * *Key holder*     ***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture***  **o*f valuing diversity and ensuring equality of opportunities.***    Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:     * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications ● Satisfactory health check     All new employees will be required to undertake mandatory training required by the Trust. | | |



**Headteacher Person Specification**

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Qualification/ Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for highly effective curriculum planning, teaching and assessment * Evidence of recent professional development, at senior leadership level | * A higher qualification in leadership and/or education. * Masters level qualification or above * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to 1st April 2004). * Tier 3 or Safeguarding ‘Train the Trainer’ training. * Health and Safety training e.g. IOSHH | Application Form |
| ***Professional Experience*** | * A minimum of 3 years’ experience as a Senior leader with a proven track record in raising standards of provision * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance * Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of leading effective systems and protocols for the performance management of staff * Ability to use assessment data effectively to devise, implement and evaluate action plans to improve whole school performance * Understanding of budgeting   and financial management   * Leadership experience within a relevant, secondary education setting * Leadership in the principles of outstanding curriculum, learning and teaching. * Experience of effective quality assurance systems to accurately diagnose standards * Experience of leading school improvement and of evaluating impact * Experience of securing positive outcomes for vulnerable children including those with SEND, CiC and disadvantaged. | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. * Experience of leading in more than one school. * Experience of managing challenging discussions with a range of stakeholders * Experience of leading significant whole school development | Application Form    Selection Procedure  Interview |

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| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| ***Professional Skills*** | * Successful management of change from inception to completion * An inspirational leader with drive, foresight and energy * Highly effective classroom practitioner * Excellent communicator | * Outstanding all-round communication, advocacy and presentation skills * Skills, experience and ability to model and promote high quality curriculum, learning and teaching to meet the needs of all learners * Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust * Ability to recruit, deploy, develop and motivate staff * Able to challenge and support colleagues and students and build mutually respectful relationships | * Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning * Outstanding analytical skills | Application Form supported by a portfolio of evidence demonstrating success  Selection Procedure  Interview  References |
| ***Personal Qualities*** | * A dynamic, committed leader * Proven ability of developing successful teams, serving the needs of pupils and colleagues * Committed to inclusion, diversity and the eradication of discrimination and harassment * Committed to safeguarding children | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity * An inspirational role model with the ability to lead by example * Anticipates changing circumstances and acts proactively to meet the challenge. * Personal integrity and honesty |  | Interview  References |

**Useful Information**

We hope you find this pack provides helpful information you need in order to consider your application for this post. Further details about Hayle Academy, our ethos, curriculum and provision can be found on our website: www.hayleacademy.net

Any questions or matters you would like to discuss informally, please contact Mrs Jan Woodhouse, TPAT Secondary Lead and Executive Headteacher by email [jwoodhouse@tpacademytrust.org](mailto:jwoodhouse@tpacademytrust.org)

Please note that CVs will not be accepted.

Application packs can be downloaded from[**www.tpacademytrust.org**](http://www.tpacademytrust.org)

Closing Date: Completed applications should be emailed to Harriet Andrew, Director of HR on [handrew@tpacademytrust.org](mailto:handrew@tpacademytrust.org) by Thursday 9th February at 12.00 midday.

Shortlisting

To ensure the fairness of the selection process, shortlisting will be based upon the information which you provide in your application and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.

Interviews will be likely to be held on 20th and 21st February 2023.

**TPAT Job Vacancy Application Form**

Please fill in **all** **sections** of the form using **black ink**/type. The information you provide will help us make a fair decision in the selection process.

**Please call 01872 613283 if you have any questions on how to complete this form or if you require it in a different format or language.**

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| **About the Role** | | | |
| Role applied for: |  | Ref No: |  |
| School/Location: |  | | |

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| **About You** | | | |
| Title: |  | Surname: |  |
| First Name(s): |  | | |
| Home Address: |  | Home Phone: |  |
| Work Phone: |  |
| Mobile: |  |
| Postcode: |  | Email: |  |
| NI Number: |  | (You can get this from the Department of Work & Pensions) | |

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| **Qualifications achieved from secondary, higher and further education** | | | |
| **Age 11 -16:** | | | |
| School/College attended (with dates) and location | Level and number of qualifications (eg 10 O Levels) | Grade Awarded | Year Achieved |
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| **Post 16 education below degree level:** | | | |
| School/College attended (with dates) and location | Qualifications achieved with subjects | Grade Awarded | Year Achieved |
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| **Education at degree level and beyond** | | | |
| Type of Qualification (BA, BSc, BEd, Hons, MA PH.D etc) | University/College & subject title of qualification | Class or Grade | Year Achieved |
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| **Teaching qualification (if not detailed above)** | | | |
| Name of Qualification, age range, subjects qualified to teach | Name of Training Provider | Grade | Year Achieved |
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| **Specific qualifications related to teaching and education** | | | |
| Name of Qualification (NPQH, SEN, PG Dip) | Provider | Grade | Date Achieved (dd/mm/yy) |
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| **Teacher Training (for teaching posts only)** | | |
| Do you have Qualified Teacher Status? | | Yes/No |
| Date Achieved: | | |
| DfE / Teacher Reference Number: | | |
| Statutory Induction Period (if qualified after 7th May 1999):- | | |
| Started: | Completed: | |
| Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency (or other) in the UK? | | Yes/No |
| If yes, please enclose details with dates in a sealed envelope and attach to this form | | |

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| **Non award bearing professional development undertaken in last five years** | | |
| Name of Provider | Title of course/training (eg first aid at work, child protection, risk assessments, etc) | Qualification/Level of Training |
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| **Your current or most recent employment** | | | | |
| **Note:** If you are applying for your first job, please provide any voluntary work/work experience in the “Previous employment or experience” section. | | | | |
| Employer Name: |  | Job Title: | |  |
| Employer Address: |  | Salary: | |  |
| Start Date: | |  |
| Leave Date: (if applicable) | |  |
| Reason for Leaving: |  | | | |
| If this is/was a teaching post, please provide:  Type of school (delete as appropriate): nursery/infant/junior/primary/middle/special/PRU/secondary/other (please state): | | | | |
| Status of school (delete as appropriate): community/foundation/trust/formal federation/independent/academy/VC/VA/other (please state): | | | | |
| Gender taught (delete as appropriate): boys/girls/mixed Number on roll: | | | | |
| Key Stage(s) or Year Group(s) (if primary) taught: | | | | |
| Salary Point & Salary: | | | Additional Allowances (TLR,SEN, R&R): | |
| Main duties and responsibilities (include any additional roles undertaken organising school trips, events, leading activities, etc): | | | | |

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| **Previous employment or experience** | | | | |
| Start with the most recent first and work backwards. You must explain any gaps in your work history since you left education (eg unemployment; career breaks; voluntary work; travel etc). | | | | |
| Dates  (dd/mm/yy) | | Name of School/Employer and Address  **or**  Reason for gap in employment | Job Title, Duties and Responsibilities.  Please include: type/status of school; number on roll; key stage(s) or year group taught; and gender taught | Reason for Leaving |
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| **Safeguarding children, young people & adults** |
| We are all responsible for the safety of children, young people and adults who may be at risk. We must ensure that we are doing all we can to protect the most vulnerable members in our society. This responsibility applies to all TPAT employees; it also applies to contractors, partners and volunteers who carry out work with or for children, young people and adults at risk on behalf of TPAT.  From your training and/or experience, please give examples which demonstrate your knowledge and commitment to safeguarding and how you would help protect children, young people and adults at risk from harm, abuse or neglect. |
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| **Your supporting statement** |
| This important part of your application will be used to decide if you meet the criteria and should be shortlisted for interview. Refer to the role information supplied and tell us how your skills and experience match. Use examples where possible and provide the situation or task, your action(s) and the result.  If you are applying for your first job, provide examples of other relevant experience that will help us decide your suitability, eg gained through education, the community etc. |
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| **Selection requirements** |
| We will make reasonable adjustments to help people with disabilities through the application and selection process. If you have any specific requirements to enable your participation and/or attendance during the selection process, please let us know. |
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| **References** | | | | | |
| Please provide two references. Do not use friends or relatives. We will ask for references before your interview.  If any of your previous roles (voluntary or paid) involved working with children, young people and/or vulnerable adults, we will ask for information about past disciplinary issues relating to these vulnerable groups (including any in which the time penalty is ‘time expired’) and whether you have been subject to any child/vulnerable adult protection concerns and the outcome of any enquiry or disciplinary procedure. If you have any concerns, please contact us or the school you are applying to. | | | | | |
| **Reference 1**: This **must** be your current or most recent employer or, if you do not have any previous employment, your most recent tutor (school, college or university). | | | **Reference 2**: If you have worked with children, young people or vulnerable adults in the past, but are not currently, this **must** be the most recent employer by whom you were employed to work with these vulnerable groups. Otherwise, a reference of your choice. | | |
| Full Name: |  | | Full Name: |  | |
| Job Title: |  | | Job Title: |  | |
| Employer: |  | | Employer: |  | |
| Address: |  | | Address: |  | |
| Postcode: |  | | Postcode: |  | |
| Email: |  | | Email: |  | |
| Telephone Number: |  | | Telephone Number: |  | |
| Relationship to you: |  | | Relationship to you: |  | |
| Did this role involve working with children, young people and/or vulnerable adults? | | Yes/No | Did this role involve working with children, young people and/or vulnerable adults? | | Yes/No |

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| **Disclosure of interest** | |
| Have you ever received a redundancy payment or pension from a local authority? | Yes/No |
| If yes, please give details including month and year: | |
| Are there any restrictions to you living and working in the UK which might affect your right to work for us (eg needing a work permit/visa)? | Yes/No |
| If yes, please provide details: | |
| The role information supplied will say if this post requires travel and, if so, if you need access to transport and/or a full current UK driving licence. | |
| If needed, do you have access to transport? | Yes/No |
| If needed, do you have a full current UK driving licence? | Yes/No |
| The Working Time Regulations (1998) require us to check the hours worked by employees. Would this role be your only employment? | Yes/No |
| If no, please provide details of your other role(s) and the days and hours you work: | |
| Canvassing of our employees (asking them to help you get this role), directly or indirectly, for any appointment will disqualify your application. Also, if you fail to declare any relationship with an employee of TPAT your application may be disqualified and, if appointed, you may be dismissed without notice. | |
| Are you related to, or have you formed any relationship (personal, financial or professional) with any current employee of TPAT, or School Governor? | Yes/No |
| If yes, please give details: | |
| Do you, your partner or family have any interests (personal, financial or professional) that may conflict with you doing this role? | Yes/No |
| If yes, please give details: | |
| Have you ever been the subject of a formal disciplinary procedure? Have you ever been dismissed from any previous employment? | Yes/No |
| If yes, please give details: | |

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| **How we protect your personal information** |
| We keep on file information from this application form, equal opportunities form and any documents you attach. This is required for recruitment and equal opportunities monitoring purposes, the payment of staff and the prevention and detection of fraud. All information will be dealt with in accordance with data protection legislation and will not be sold to any third party. Unsuccessful application forms will be destroyed after 12 months; anonymised data will be kept for monitoring purposes. |

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| **Your declaration** | | | | | | |
| I understand that any employment, if offered, will be subject to the information on this form being correct and I confirm that no valid information has been wilfully withheld. I understand that if I am appointed, I am liable to dismissal without notice if the information on this form is later proved to be inaccurate. | | | | | | |
| **Signature** (applicant): | |  | | **Date:** | |  |
| Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made. | | | | | | |
| If you have completed this form on behalf of the applicant, please add your details: | | | | | | |
| Name (printed): |  | | Contact Number: | |  | |

**Thank you** for taking the time and effort to complete this application form. The role information supplied will say where it should be returned.

**Please make sure you complete our equal opportunities monitoring form and self-declaration form attached to your application pack.**

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| **CONFIDENTIAL**  **EQUAL OPPORTUNITIES MONITORING**  **This form must be completed and returned with all applications** | Tpact colour |

Truro and Penwith Academy Trust is committed to the principle of the development of policies to promote equal opportunities in employment regardless of workers’ gender, marital status, race, colour, nationality (including citizenship), ethnic or national origins, disabilities, age, sexual orientation, responsibility for dependants, religious or political affiliation and trade union activities. Applicants can obtain a copy of our Equality Policy on request.

The following questions are used solely for the purpose of monitoring equal opportunities and are in accordance with the criteria identified in Racial Equality guidelines. This information will not be used when deciding on a short-list or making an appointment, but your co-operation in completing the following would be very much appreciated.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FULL NAME: | |  | | | | | | | | |
| MAIDEN NAME: | |  | | | | | | | | |
| POST APPLIED FOR: | |  | | | | | | | | |
| CLOSING DATE: | |  | | | | | | | | |
| VACANCY TYPE: | | Full Time  Part Time  Term Time Only: Yes  No | | | | | | | | |
| **Details:** | | | | | | | | | | |
| MARITAL STATUS: | | Single  Married  Separated  Divorced  Widowed | | | | | | | | |
| GENDER: | | Male  Female | | | | | | | | |
| DATE OF BIRTH: | |  | | | | | | | | |
| AGE GROUP: | | 16-20  21-30  31-40  41-50  51-60  61-65  65+ | | | | | | | | |
| **Disability Status:** | | | | | | | | | | |
| The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.  Do you consider yourself under this definition to be disabled? Yes  No  If yes, please give details:  Is there any other information which you would like us to take into account with regard to your disability? | | | | | | | | | | |
| **Vacancy Advertisement:** | | | | | | | | | | |
| Where I saw the Vacancy Advertised: | | | | | | | | | | |
| West Briton  Cornishman  TES | | | | TPAT Website  Internally | | | | This is Cornwall Jobsite  From a friend/Word of mouth | | |
| FE Jobs Online  Other(Please state): | | | | | | |
| **Ethnic Origin -** Please describe your ethnic origin by placing an ‘X’ in the appropriate box: | | | | | | | | | | |
| **‘X’** | **Nationality** | | **Culture** | |  | **‘X’** | **Nationality** | | **Culture** |
|  | Asian or Asian British | | Indian | |  |  | Mixed | | White and Black Caribbean |
|  | Asian or Asian British | | Pakistani | |  |  | Mixed | | White and Black African |
|  | Asian or Asian British | | Bangladeshi | |  |  | Mixed | | White and Asian |
|  | Asian or Asian British | | Other | |  |  | Mixed | | Other |
|  | Black or Black British | | Caribbean | |  |  | White | | British |
|  | Black or Black British | | African | |  |  | White | | Irish |
|  | Black or Black British | | Other | |  |  | White | | European |
|  | Chinese | | Chinese | |  |  | White | | Other |
|  | Chinese | | Other | |  |  |  | |  |

**Safeguarding Self-Declaration Form**

Please complete the Self-Declaration Form and place it in a separate sealed envelope with ‘Self Declaration Form’ and your name on the front. This information will not be considered when shortlisting but will be considered during the interview process.

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| **Section A**  **Declaration of Criminal Convictions** | | | | | |
| This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. You are therefore required to declare whether you have any criminal convictions (or cautions, reprimands or warnings) including those which are ‘spent’. 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.  **Please only include details of old and minor cautions, convictions, reprimands and warnings in accordance with the DBS filtering rules relating to such offences. Details of the filtering rules can be found in the attached Applicants Guidance Notes or from** [**www.gov.uk/dbs**](http://www.gov.uk/dbs) | | | | | |
| Have you ever been convicted of any criminal offence, whether ‘spent’ or ‘unspent’, as defined in the Rehabilitation of Offenders Act 1974 or do you have any charges pending? | | | | Yes/No | |
| If yes, please provide details: | | | | | |
| Do you have any convictions, cautions, reprimands or final warnings that are not ‘protected’ as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) or do you have any charges pending? | | | | Yes/No | |
| If yes, please provide details: | | | | | |
| Have you ever been barred or restricted from working with children and/or vulnerable adults? | | | | | Yes/No |
| If yes, please provide details: | | | | | |
| Any subsequent offer of employment will be subject to a criminal record check (disclosure request) from the Disclosure and Barring Service (DBS). This check will include details of cautions, reprimands or final warnings as well as convictions. Appointment will be subject to the information received from the DBS.  I accept that if any of the information is found to be false or misleading I will be disqualified from appointment. I understand that any subsequent offer of employment will be subject to the outcome of a criminal record check from the DBS that TPAT will request my authorisation for, so that such a check can be made. | | | | | |
| **Signature:** |  | **Date:** |  | | |

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| **SECTION B**  **Childcare Disqualification Declaration** | |
| **If the following does not apply to you, please move on to section C** | |
| [Disqualification under the Childcare Act 2006](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006) applies to all schools and settings who provide childcare and/or are directly concerned with the management of early years childcare or later years childcare (children above reception age but have not attained the age of 8). If you are in a role that falls within the categories below then you are required to provide information relating to your suitability:   * staff who work in early years provision (including teachers and support staff working in a school nursery and reception classes); * staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision; * staff who are directly concerned in the management of such early or later years provision.   You are also required to provide relevant information about any person who lives or works in the same household as you which may disqualify you ‘by association’. | |
| Have you ever been disqualified from caring for a child, including your own child?  (which are referred to in [regulation 4](http://www.legislation.gov.uk/uksi/2009/1547/regulation/4/made) and listed at [schedule 1](http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made) of 2009 Regulations) | Yes/No |
| Have you ever had your registration refused or cancelled relating to childcare, or children’s homes, or been prohibited from private fostering?  (as specified in [Schedule 1](http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made) of the 2009 Regulations) | Yes/No |
| Do you have any unspent convictions for certain violent and sexual criminal offences against children and/or adults?  [(See Table A – Relevant Offences)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/407788/disqual_stat-guidance_Feb_15.pdf) | Yes/No |
| Have you ever been barred from working with children? | Yes/No |
| Have you ever committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom? | Yes/No |

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| **SECTION C**  **Further Information and Declaration** | | | | | | |
| If you have answered yes to any of the above questions, please provide further information below: | | | | | | |
| **Declaration:**  I confirm that the information I have declared above is correct and I accept that if any of the information I provide is found to be false or misleading I may be disqualified from appointment.  I understand that I have a duty to inform my employer should any of this information change at any time during my employment. I understand that any subsequent offer of employment will be subject to the satisfactory outcome of all required safeguarding, vetting and barring checks. | | | | | | |
| **Signature (applicant):** | |  | | **Date:** |  | |
| Print Full Name: | |  | | | | |
| Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made. | | | | | | |
| If you have completed this form on behalf of the applicant, please add your details: | | | | | | |
| Name (printed): |  | | Contact Number: | | |  |

**Thank you** for taking the time and effort to complete this form.

Please return this form, together with all other related documents including the completed application form and equal opportunities monitoring form, to the address provided on the advertisement/covering letter.

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