SECOND IN CHARGE OF MATHEMATICS
INFORMATION PACK

EDUCATION IS SUCCESS

Thank you for your interest in applying to work at Westminster Academy.

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

WELCOME FROM THE PRINCIPAL AND CEO

Dear Candidate,

It gives me great pleasure to introduce myself as Principal and CEO of Westminster Academy. I was privileged to take on this role in August 2024 and become part of the continuing development of this wonderful school.

Our mission is 'Education is Success' and we strive to achieve this mission in a number of ways. We recognise that success can only be achieved in an environment where students feel safe, happy and supported. We are a school that prioritises student well-being in an inclusive, kind environment to allow students to develop as confident young adults. Our committed staff body is ever present to ensure students are supported emotionally as well as academically.

The Academy has a strong record of academic success, with a passionate and highly knowledgeable staff body who devise engaging lessons to inspire a love of learning and prepare students for academic success and the world beyond. Our approach to teaching, learning and curriculum places emphasis not only on traditional academic subject knowledge but also on cross-curricular connections, student self-management, communication skills, technology use and critical thinking through student-centred, personalised learning experiences.

Westminster Academy students value the breadth of extra-curricular opportunities on offer, which enrich learning experiences beyond the classroom and give students opportunities to develop talents and experience personal success. Alongside an exciting extra-curricular activities programme, a large number of educational visits and internal events take place each year, as well as an outstanding careers programme. Students are empowered through leadership initiatives and contribute to the improvement of the Academy through the Academy Council programme.

Westminster Academy is one of the few non fee-paying schools in London to offer both the International Baccalaureate Diploma Programme and the International Baccalaureate Career-related Programme at key stage 5. These demanding, world-renowned qualifications aim to combine academic excellence with a mission to 'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'. This goes hand in hand with our values as an Academy: Westminster Academy students have a strong sense of social responsibility; they research social issues to understand the wider world, fundraise energetically and take an active role in the community with the objective of making the planet more equal, fair and sustainable.

My personal aspirations for Westminster Academy students align with those I have for my own teenaged children: I want to support them to flourish in all areas of their lives by helping them develop into well-rounded, compassionate individuals. My colleagues and I are committed to providing them with an exceptional education as part of a caring school community to ensure they have access to their preferred post-18 pathways, and have the skills and attributes to achieve their personal and professional goals.

Thank you for your interest in our Academy. I look forward to receiving your application.

Mrs Numera Anwar
Principal and CEO

OUR MISSION, ETHOS AND VALUES

Mission: “Education is Success”

In 2013 Westminster Academy students chose our Mission: "Education is Success".

We strive to fulfil our Mission through the dedication of a talented teaching faculty and support staff; a high-quality, ever-evolving curriculum; individualised academic support and an extensive extra-curricular activities programme.

Ethos

Our ethos is student-centred and personalises learning for every student in a respectful environment so that all of our students are safe, secure and successful.

WA fosters a proud, cohesive, and ambitious staff body through an engaged and innovative professional learning community, where continuous active learning dialogue results in sustained progress for all students and professional growth for all staff.

Values

Our HERO values were also selected by our students and underpin personal development, behaviour and welfare at Westminster Academy.

Honesty

Excellence

Responsibility

Opportunity

Reflecting on the Academy values and British values forms a key part of personal tutoring at Westminster Academy.

IB Learning Profile

The IB Learner Profile is used across the school as a framework for character development. IB learners strive to be:

WELCOME FROM WA SPONSORS & TRUSTEES

David Dangoor CBE

The Exilarch's Foundation

We are very proud to have sponsored Westminster Academy since it opened in 2006. This has been a period of steady development with significant improvements in each of these years.

It has been very gratifying being alongside a hard working and dedicated team of teachers and staff, and its remarkable leadership. Our aim has been to support their inspiring teaching of the students, who are drawn from so many diverse backgrounds.

Westminster Academy has the benefit of a resourceful and effective group of Trustees, with an exceptional Chair, which has maintained an ambitious strategy for excellence.

We are committed to continue to build links with outstanding outside organisations that add enriching dimensions to the student experience at the Academy.

We know that we need to improve continuously, to ensure that every student feels the benefit of their years of effort at this Academy for the whole of their adult life.

Alastair Metcalf

Chair of Board of Trustees

Westminster Academy has always had a clear ambition: to be a place of educational excellence, while remaining firmly rooted in and responsive to the community it serves.

We are fortunate to be part of one of the most diverse communities in central London, and we are committed to ensuring that the Academy continues to meet the needs and aspirations of local students, families and residents. For every young person who chooses to study with us, our aim is to provide opportunities that enrich their experience, broaden their horizons and help make their time at the Academy truly transformative.

That commitment extends beyond the classroom. In particular, we want those living in Westbourne and across Westminster to see Westminster Academy as a place they can connect with, contribute to and be proud of.

I encourage you to engage with the Academy, its staff and its leadership whenever you can. In return, the Board of Trustees remains committed to building on the Academy's strong reputation, strengthening our relationship with the local community and ensuring Westminster Academy continues to be a place of which we can all be proud.

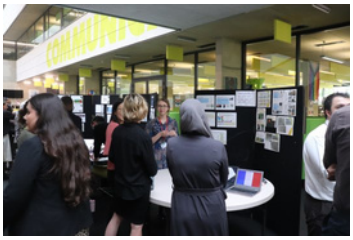
AREAS OF STRATEGIC FOCUS 2025 - 2028

1. We will ensure that we continue to strive to be the number one school of choice in the borough.
2. We will ensure highly effective teaching and assessment takes place that allows young people to achieve their ambitions.
3. We will provide excellent leadership and governance at all levels to enable effective development at WA.
4. We will ensure a rich, engaging and inclusive curriculum with effective teaching and high-quality learning resources across all subjects and year groups.
5. We will have a clear and cohesive digital strategy for education.
6. We will ensure that pupils are well-behaved, confident and respectful in a safe and secure environment.
7. We will foster an environment where students thrive from bespoke personal development, careers and leadership programmes.
8. We will ensure, regardless of their ability or personal circumstances, all groups of pupils make at least 'good' progress, and differences in their attainment are diminished.
9. We will ensure a high-quality workforce and prioritise staff retention through carefully considered professional development and workload.

PROFESSIONAL DEVELOPMENT

Westminster Academy is committed to fostering a positive ethos of continuous improvement and learning, which motivates and develops its staff community.

Internally, alongside four INSET days across the year, we have regular Professional Learning opportunities; every Wednesday, students have a shortened day which enables us to run departmental and whole school CPD based on developing practice school wide. Here, we use guidance from the DfE and EEF, alongside taking regular staff feed-back, to ensure our internal training is of the highest quality and has real impact. We also have dedicated Professional Learning Communities, whereby staff meet with colleagues from across the school working on similar areas of practice, to support, observe and collaborate in these areas. This culminates in a showcase at the end of the academic year, whereby staff celebrate their learning and development together. Finally, we also offer coaching training in-house for all leaders at the Academy to support their ongoing development.



Alongside this, we use a tailored approach to ensure staff receive bespoke training opportunities externally, which is supported by a healthy training budget. Staff have a menu of options to suit all levels of experience, including specific opportunities to develop trainees, as well as current and aspiring Middle and Senior leaders. Courses taken by our staff have included Category Two and Three IB courses, IBSCA courses and NPQs for differing levels and specialisms, and we support the completion of these, as well as shadowing in other settings wholeheartedly.

All staff are expected to guide aspects of their own professional learning and this forms the heart of our Performance Management system.

WA PILLARS OF TEACHING & LEARNING

Here at WA we have established our pillars for Teaching and Learning.

Climate & Character	Quality of Instruction
1. Teachers have high expectations of learning behaviours, every lesson, every day. Students are highly resilient learners who respond positively to challenges. 2. Teachers apply consistency to managing student behaviour. 3. Teachers nurture self-regulated, well-prepared learners in order to maximise learning time. 4. Teachers teach positive learning behaviours.	1. Teachers are deeply knowlegdeable about their subject, and how literacy and numeracy are best applied to their subject. 2. Teachers are deeply knowledgeable about how students learn best. 3. Teachers maximise their lesson time by effective decision making. 4. Teachers nurture effective independent learners.
Assess & Adapt	**Success for All**
1. Teachers regularly check whether students have really understood what they've been taught and adapt accordingly. 2. Feedback is timely, high impact and low workload.	1. Teachers are deeply knowledgeable about the learners in their classes. 2. Teachers are ambitious for the students by ensuring students are stretched and challenged. 3. Metacognition and self-management strategies are explicitly taught.

"THE BEST THING ABOUT WA IS ITS TEACHERS. THEY ARE OPEN-MINDED AND YOU CAN CREATE A WONDERFUL RELATIONSHIP WITH THEM. THEY ENGAGE STUDENTS IN LESSONS AND MAKE US GENUINELY ENJOY THE SUBJECTS AND WHAT WE STUDY."

MARTINA RADENKOVIC, STUDENT

Westminster Academy

STAFF REWARDS & BENEFITS

24/7 Virtual GP Service

Staff have access to a virtual GP service that provides remote medical consultations via a 24/7 GP helpline or a separate “Your Online Doctor” service for video consultations, for themselves and their families. The service allows access to qualified GPs for advice, diagnosis, and private prescriptions delivered electronically to an employee or pharmacy of their choice, complementing a staff member’s existing GP service. With easy access and availability, staff don’t need to take time off work to speak to a GP for common health concerns and non-emergencies.

Annual Season Ticket Loan

A season ticket loan is an interest-free loan provided to help staff pay for an annual public transport season ticket. The loan amount is repaid over 12 equal monthly instalments via payroll, which allows them to spread the cost of the ticket instead of paying for more expensive, monthly passes. This scheme is designed to make commuting cheaper and more convenient, as annual tickets are typically less expensive than daily or weekly fares.

Attendance Incentive

As a small token of appreciation, a shout out and a certificate is awarded to staff with 100% attendance every term. Staff with 100% attendance over 2 terms will be credited £15 on their Arbor account to use against hot drinks or food from Global Café or Sky Dining. Staff with 100% attendance over an entire academic year will receive a £100 gift voucher. Just as for the students, all absences from work are included in this calculation, apart from religious observations.

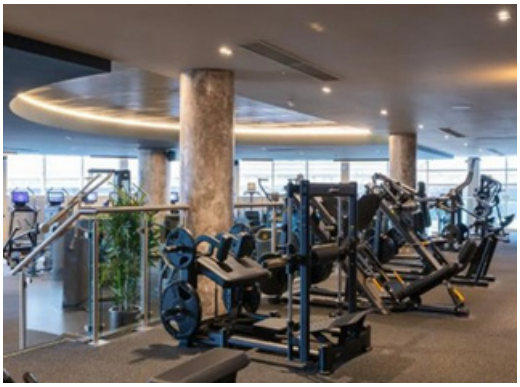
Cyclescheme

We are a registered employer of the Cyclescheme which is the UK’s most popular Cycle to Work employee benefit, providing staff with the opportunity to purchase a bike and accessories of their choice up to the value of £1,000, tax free, saving up to 47%. Bike rental for 6 or 12 months is also available whereby staff save money and spread the cost of commuting on city hire bikes via bike rental membership. The perfect way to cycle alongside other modes of transport.

Staff pay nothing upfront and the payments are taken tax efficiently over 12 equal monthly instalments via payroll. A large selection of cycling brands is available for staff to choose from, at independent bike shops in the local community, big-name stores, online retailers or brand direct.

David Lloyd Access

Staff have free use of the gym and swimming pool at the Notting Hill branch of David Lloyd, located right next door to the Academy at 1 Alfred Rd, London W2 5EU. Access is available once a week, Monday to Friday, by presentation of a staff ID card at reception. Staff also have access to the Clubroom which comprises of a restaurant, soft seating and quiet workspaces. For staff interested in full access to David Lloyd, a discounted membership rate is available.



Employee Assistance Programme

Our Employee Assistance Programme (EAP) is a package of emotional and practical support that provides the following:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations
- Financial, legal and practical support from qualified professionals on a range of personal issues
- Access to online health and wellbeing resources and a specialist information service

This free service is confidential and can be used to support staff with any personal or work-related issues that may be affecting their wellbeing. Staff can also download the Wisdom Health Assured app to log in and track their wellbeing.

Free Eye Tests

Staff who are required to use display screen equipment, usually a Visual Display Unit (VDU), can claim the cost of an annual eye test. The maximum amount that can be claimed is £30.

Free Parking Onsite

Secure and covered, off-street parking is available for bicycles, cars and motorbikes with direct access into the building.

Free Fruit

Staff can help themselves to a piece of fruit, and complimentary tea and coffee in the staffroom every day.

Free Breakfast @ Global Café

Our Global Café is open throughout the academy day from 7.00am - 3.00pm, and accepts contactless payment with a bank card or payment via Arbor with a staff ID card. Free breakfast bagels are available each morning from 7.30am.

A loyalty card scheme also allows staff who use their own cup when purchasing hot drinks to claim a free hot drink on the sixth visit.

Home & Tech

Home & Tech, previously known as the Techscheme, is the smart way to buy and save on home and tech products. Powered by Currys and Ikea, this benefit offers staff a more affordable way to get the latest home and tech for you and your family. Choose from thousands of products including laptops, phones, smart health, white goods, gaming, photography, furniture, kitchenware, tableware, lighting, bathroom products, and outdoor living. Staff can choose a redemption voucher up to the value of £1,000 and spread the cost of their purchase(s) from their salary via salary sacrifice across 12 months and make a National Insurance saving of up to 8%.

Pension Scheme Contributions

The Academy pays the national percentage rate of monthly contributions for Teaching Staff enrolled in the Teachers' Pension Scheme, and for Support Staff enrolled in the Local Government Pension Scheme, of 15.6%.

JOB DESCRIPTION

Job Title	Second in Charge (2iC)
Salary Grade	WA Main / Upper Pay Scale + Extra Responsibility Allowance (ERA) of £6,240
Responsible to	Director of Learning (DoL)
Job Overview	Work with the Director of Learning for a subject area to deliver high-quality teaching and learning that inspires, challenges, and supports all students to achieve their full potential. The postholder will support the operational leadership of the academy by providing effective management for standards of achievement of all students within the curriculum area group or key stage, in addition to the duties of a teacher to plan and deliver engaging lessons aligned with the national curriculum and the academy's vision for excellence. They will foster a positive, inclusive, and stimulating classroom environment, promoting high standards of behaviour, progress, and achievement. Through effective assessment, feedback, and differentiation, the teacher will ensure that every student is supported and stretched according to their needs. The role also involves contributing to the wider life of the academy, including enrichment activities, pastoral support, and professional collaboration to continually enhance teaching practice and student outcomes. This job description is aligned to the National Teachers' Standards (DfE).

This Job Description is generic to all subject areas. Duties and responsibilities specific to your subject area will apply and will be agreed by the Director of Learning and SLT.

Key Responsibilities and Duties:

With the Director of Learning, the post holder will:

- Assist with policy and significantly contribute to the overall planning and development of maximum student success.
- Secure excellent learning outcomes for students as a consequence of consistently high standards of teaching.
- Ensure that every child is able to enjoy a positive educational experience irrespective of their background or barriers to achievement.
- Realise the ethos of an IB learning organisation with high expectations of students and staff, and a positive approach to internationalism, entrepreneurialism and innovation.

Students' Learning

- Work with the Director of Learning to identify appropriate attainment and achievement targets in line with Westminster Academy's Assessment Policy
- Work with the Director of Learning to ensure that relevant attainment/achievement targets are met by all teachers and students in the area of responsibility.
- Monitor student standards and achievement targets against Academy targets
- Monitor and evaluate planning, interventions, curriculum coverage and learning outcomes and appropriately adjust.
- Monitor and evaluate standards of behaviour and attitude and make adjustments appropriately.
- To celebrate the success of former and existing students in the area of responsibility.
- Ensuring students' attitudes to learning are of the highest standards within the curriculum area.

Staff Management and Support

- To encourage staff to foster a professional culture and to take an active part in the safeguarding of students, particularly by ensuring it is given the highest priority and is firmly embedded within the academy's practices.
- To foster high standards, inclusion, motivation and achievement in learning through supporting the academy area you are responsible for.
- Act as a role model and practitioner of good classroom practice for other teachers, modelling effective strategies with them. Maintain personal expertise and share this with other teachers.
- To improve the impact of teaching on students' learning where needs are identified.
- Work closely with the Inclusion Team to ensure that appropriate interventions are used effectively within the area of responsibility.
- Work with the Director of Learning to plan, manage and monitor the departmental curriculum within the agreed budget.

Community Development

- Engage effectively with parents and all aspects of the WA Community in a variety of students learning activities which include resolving complaints and developing constructive relationships that support the academy in realising its aims and objectives.
- To contribute to Westminster Academy's PR and the organisation of events, including the creative use of the website, VLE, messaging and appropriate applications of future technologies.
- To assist with coordinating student information and contribute to the organisation of Progress Review Days, Parents' Evenings, termly reports and Curriculum Evenings.
- To be aware of and comply with academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person (and any other points in the latest KCSIE DfE document).
- To contribute to the academy ethos, aims, self-evaluation and development/improvement plan.
- To establish constructive relationships and communicate with other agencies/professionals to support the achievement and progress of students in line with academy policy.

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curricular knowledge

- Have a secure knowledge of relevant subject(s) and curriculum areas taught, first and maintain pupils' interest in the subject, and address misunderstandings.

- Demonstrate a critical understanding of developments in the subject and curriculum areas.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.

Plan and teach well-structured lessons

- Impart knowledge and development understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework (and house this on the VLE) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Incorporate the use of IPads and other relevant technology in lessons where appropriate.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with:
  - special educational needs;
  - those of high ability;
  - those with English as an additional language;
  - those with disabilities;
  - those that are children looked after (CLA);
  - those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

Make accurate and productive use of assessment

- Know and understand how to assess relevant subject and curriculum areas you teach, including statutory assessment requirements.
- Make use of formative and summative assessments to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, giving dedicated improvement times in lessons.

Manage behaviour effectively to ensure and good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Academy Behaviour Policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with the Academy expectations.

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy.
- Develop effective professional relationships with colleagues, knowing how and theme to draw on advice and specialist support: being prepared to adapt practice where necessary.
- Deploy support staff effectively where appropriate.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being.

Other Duties and Responsibilities

- Undertake personal development through training and other learning activities including performance management as linked with the academy's whole school priorities.
- Along with the Director of Learning be responsible for standards across the aspect of learning.
- Attendance at all meetings as directed, to implement the agreed actions within the required deadline, and follow the academy's line management procedures.
- Recognise your own strengths and areas of expertise and use these to advise and support others. Furthermore, seek appropriate professional development where required.
- To work with suppliers and agencies in a collaborative R&D context, to pursue research and case study opportunities, enabling us to become a leading academy, offering services and advice to other institutions, locally, nationally, and internationally where appropriate.
- To be a positive role model for students regarding the academy dress code and conduct policy.
- The post holder will also be expected to undertake any other tasks as reasonably required by the Principal to ensure the efficient and effective operation of the academy.

Scope of the Job Description

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out, and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post, and therefore, you may be required to perform other duties as requested by your Line Manager. The duties may need to be varied to meet the changing demands of the academy at the reasonable discretion of the Principal and School Business Director. This job description does not form part of the employment contract. It describes the way the postholder is expected and required to perform and complete the particular duties.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority, and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils. We expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns they may have. All staff must be able to identify any children who are at risk of harm and know the characteristics of abuse or neglect. If you suspect or confirm harm, it is essential that you know what actions to take.

PERSON SPECIFICATION

The person specification outlines the experience, skills, and abilities we expect the successful candidate to possess.

	Essential	Desirable
Experience	• Significant experience as a classroom teacher in a mainstream secondary school • An excellent classroom practitioner • Demonstrable experience in improving student outcomes • Excellent understanding of the assessment processes at KS3, KS4 and KS5 and how to use these to support planning and raise student achievement • Excellent knowledge of a wide range of pedagogic approaches to cater to different learning styles and ensure that all students are engaged • Experience in leadership roles within a team, including designing and developing resources to support learning • Working with other teachers and support professionals to extend their understanding of educational issues • Robust self-evaluation and development planning linked to this • Coaching other staff to develop classroom practice	• Middle Leadership role(s) • Conducting classroom observations and feedback • Coaching, mentoring and leading CPD • Knowledge of software for use with interactive technologies and the application of these to engage and interest students • Working in an IB School
Education &Qualifications	• Degree • Qualified teacher status (QTS or equivalent) • Evidence of relevant professional development	• Evidence of substantial award-bearing CPD • Preparedness to study at Masters level
Leadership & Management	• Experience in leading and managing staff within a department, faculty, or year team • In-depth knowledge and understanding of current educational priorities • An understanding of the Ofsted framework and the workings of the SEF • Understanding of SEN / behaviour / attendance legislation and guidance • An understanding of Performance Management • Experience in working successfully with parents	• Experience in working with Governors • Experience in leading a high-performing team in any subject discipline • Working in partnership with other schools or providers • Working with associate/ support staff teams • Experience in working with children in challenging circumstances
Skills	• Outstanding leadership skills • Excellent classroom practitioner • Effective interpretation, analysis, & use of data • Well-developed interpersonal and communication skills (including written, oral and presentation) • Ability to manage students effectively • Excellent organisational skills	• Well-developed coaching and mentoring skills • Experience in managing a department or team • Experience in managing change, leading innovations and meeting challenges successfully
Attributes	• Shared academy vision • Passionate about securing the very best outcomes for the whole community • Outward facing leader • Energetic, resilient, empathetic • Able to develop and maintain good relationships with staff, parents, students, governors and the community • Able to work sensitively and resolve conflicts	• Strong entrepreneurial leader • Ability to manage a whole school responsibility in a calm but assertive manner • Calm, unflappable with a sense of humour

SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS

Employee Assistance Programme

Westminster Academy is committed to safeguarding and promoting the welfare of children and young people, and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- an application form - please visit our Vacancies page.

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- An enhanced DBS check is required for all successful applicants
- Prohibition and overseas checks will also be completed if necessary

HOW TO APPLY

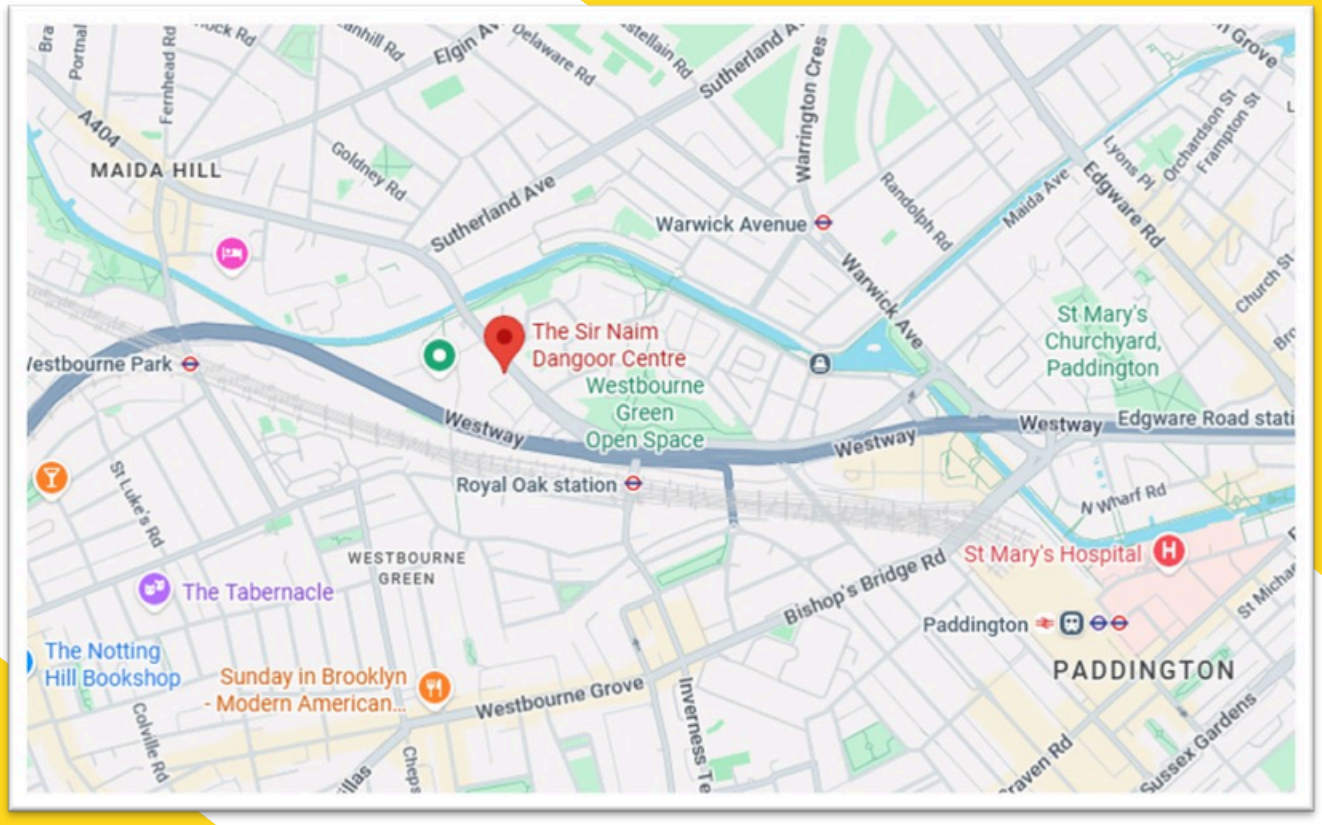
The closing date for applications is **9am** on **Monday 2nd November 2026**. Interviews will be held in the week commencing 2nd November 2026.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification. Further information about the role and an application form can be found on our Vacancies page.

For more information about this position, or to have a confidential discussion about the role, please contact hrteam@westminsteracademy.org.uk.

We look forward to hearing from you.

HOW TO FIND US



Westminster Academy

Sir Naim Dangoor Centre
255 Harrow Road
London
W2 5EZ

Get directions

HR Team

hrteam@westminsteracademy.org.uk

020 7121 0600

Visit our website

Watch our video!