

teacher

Candidate Information Pack



Version: April 2021

**What’s included within this pack?**

Within this pack, you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

* Welcome from the Headteacher
* About Holbrook School for Autism
* About the Hub
* About Esteem Multi-Academy Trust
* Job advertisement
* Job description and person specification
* Safeguarding and checks
* Application process and timeline
* Appendix A – application form

**Welcome from the Headteacher**

Dear teacher applicant,

Thank you for your interest in the post of teacher at Holbrook School for Autism. I am very pleased that you are considering applying to work in a successful, fun and innovative special school.

Every autistic child and young person at Holbrook has individual needs and abilities. As a staff team, we are passionate about working with students with autism, enabling our students to overcome challenges and make the most of life’s opportunities by preparing and supporting each one of them to be active citizens in the wider community.

As Headteacher, I am committed to promoting emotional wellbeing and positive mental health, we embed a culture which values the happiness and emotional welfare of all our students, staff, parents and stakeholders. We were awarded the Wellbeing Award for Schools which recognised the fantastic work we do as a school.

We are keen to employ an outstanding teacher within our exciting individualised curriculum provision. You should have a strong track record of innovation and creativity. You will be a team player working closely with other teachers, SLT, support staff and the residential care team. You should have a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

As well as making a positive contribution to the lives of our students, we can offer you:

* a supportive, collaborative and friendly staff environment in a rural school setting where you will have the chance to make a real and positive impact on the lives of Holbrook School for Autism’s students

• professional and continuous training programmes and a supportive career progression

• generous pension schemes (Teachers' Pension Scheme)

• A range of health and wellbeing services through Westfield Health

• Free, on-site car parking

• School social events

• A commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience and strength of character to fulfil the challenges of the role. The closing date for applications is 9.00 am on 17th May 2021.

Interviews for this post will be held the w/c 24th May 2021.

I wish you well in your application.

Yours faithfully,



Sam Bayliss

Headteacher

**About Holbrook School for Autism**

Holbrook School for Autism provides specialist education and care for students with a diagnosis of autism aged 4-19, split over two sites in Holbrook and Belper; there are currently 130 students on roll. We also have a residential facility based at the Holbrook site that provides accommodation for up to 28 students a week, 7 per night, Monday to Thursday term time only.

The main cohort of our students have autism with profound learning difficulties and can present extremely challenging behaviour. The academy practices ‘Team Teach’, a holistic approach to behaviour support and interventions.

In addition to the main school, we also have a provision known as ‘The Hub’, which supports primary aged students with autism who can be working at age-related expectations. These students are currently unable to access mainstream school due to complex needs and behaviours and may have additional mental health needs.

Based in a rural area, Holbrook site has expansive grounds housing specialist climbing equipment for the younger students, trampolines and outdoor gym equipment. It also has access to a wooded area enabling us to provide Forest Schools.

The Belper site accommodates four classes of students aged 14-19. The town location allows for community cohesion, work experience opportunities and has good access links enabling students to participate in travel training.

We provide a personalised curriculum, designed to address the holistic needs of our students. Students have identified differentiation as part of their ‘My Plan’ and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy and all the national curriculum subjects.

Situated in Derbyshire, most of our students live within the county including a significant number from Derby City. We also accept a small number from
Staffordshire and Nottinghamshire.

Further information about our academy can be found on the website at [www.holbrookautism.derbyshire.sch.uk](http://www.holbrookautism.derbyshire.sch.uk)

**The Hub**

An aim of the Primary Hub is to ensure all students are given the skills to transition successfully into their next stage of education.

Students that attend the Hub provision are of a primary school age with a diagnosis of Autism. The students we support have usually attended mainstream schools but due to behavioural and self-regulation difficulties they have not been able to thrive.

We recognise the need for personalised outcomes for all of the students in the Hub. Students in our setting have the potential to access age appropriate learning standards from the national curriculum, when given the tools to be able to deal with other social and emotional issues that act as a barrier to learning.

**About Esteem Multi-Academy Trust**

Esteem Multi-Academy Trust currently comprises of 11 academies throughout Derbyshire and east Staffordshire.

Formed by a group of like-minded school leaders in August 2018, the MAT is responsible for the education and care of approximately 1200 students and employs around 750 staff.

Esteem Multi-Academy Trust has grown from seven to 11 academies within the first 18 months and now includes 1 mainstream academy (with an enhanced resource provision), 7 special and 3 alternative provision academies. We wish to grow further to fulfil our vision to become a centre of excellence for special educational needs and disabilities (SEND) and alternative provision. We have a well-defined set of values and a clear vision for the MAT to become a hub for expertise in SEND and inclusion. We share a collaborative ethos, believing that our collective efforts will achieve a better outcome than we can as individual schools. Our academies focus on the holistic needs of the young person, due to students’ vulnerabilities. So ‘joined-up thinking’, between our academies and different agencies, is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

* Work collaboratively and strategically to secure high-quality education for all young people in our academies;
* Deliver a skills-based curriculum that is tailored to individual needs and the specific requirements of students attending our academies;
* Create economies of scale through commissioning services and purchasing resources;
* Share expertise, best practice and resources to ensure high standards and value for money;
* Exploit fully opportunities for collaborative, continual professional development.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully ‘joined-up’ way.

**The advertisement**

**Teacher – Holbrook School for Autism**

**Salary Scale MPS/UPS + 1 SEN**

**Location: Holbrook School for Autism, Portway, Holbrook, Belper, DE56 0TE**

**Start date – Autumn 2021**

Holbrook School for Autism is a successful school for children and young people with autism and learning difficulties, aged 4–19. Our students, may at times, display challenging behaviour related to their communication, social interaction and/or sensory processing difficulties. Therefore, the successful candidate will have a positive approach to behaviour support.

We are looking for an outstanding specialist classroom teacher, teaching 4-19-year-olds with autism and learning disabilities.

Within a safe, structured and predictable environment, we deliver a personalised curriculum. We teach the full range of national curriculum subjects and support students to develop independence, confidence and life skills. We strive to enable our students to participate fully in experiences both in school and the wider community, to help them make informed life choices.

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

For more information, please contact Sam Bayliss on 01332 880208.

**Closing date for applications: 9:00 am on Monday 17th May 2021**

**Interview day: w/c 24thMay 2021 at Holbrook School for Autism.**

Please only use the application form enclosed within the Pack; CVs will not be accepted. Please submit your forms with a covering letter directly to
Holbrook School for Autism to t.richards@holbrookautism.derbyshire.sch.uk before the closing date.

Holbrook School for Autism and Esteem Multi-Academy Trust are committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

**Job description and person specification**

**Job Description: Hub Class Teacher**

**Holbrook School for Autism, Esteem Multi-Academy Trust**

This job description may be amended at any time following discussion between the headteacher and member of staff, and will be reviewed annually.

**Purpose of the post**

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school’s policy statements to fulfil the general aims and objectives of the school’s improvement plan.

To make a major contribution to the successful teaching and learning opportunities offered at The Holbrook School for Autism.

**AREAS OF RESPONSIBILITY AND KEY TASKS**

**Main responsibilities**

**Relationships with children and young people**

* Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
* Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

**Frameworks**

* Maintain up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
* To have up-to-date knowledge about how the National Curriculum is delivered in a mainstream primary school.

**Communicating and working with others**

* Communicate effectively with children, young people and colleagues.
* Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
* Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
* Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
* Commit to collaboration and co-operative working where appropriate

**Personal and professional development**

* Evaluate their performance and be committed to improving their practice through appropriate professional development.
* Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
* Act upon advice and feedback and be open to coaching and mentoring.

**Professional knowledge and understanding**

**Teaching and learning**

* Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
* To be able to differentiate National Curriculum targets to meet the learning needs of students with behavioural and emotional difficulties. Helping to build their self esteem and improve their learning experience.

**Assessment and monitoring**

* Know a range of approaches to assessment, including the importance of formative assessment.
* Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
* Know how to use reports and other sources of external information related to assessment to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

**Subjects and curriculum**

* Have a secure knowledge and understanding of the curriculum areas and related pedagogy.
* Know and understand the relevant statutory and non-statutory curricula and frameworks.

**Subject Coordination, (no TLR)**

* be responsible for the coordination of a subject as determined by the headteacher
* work with the relevant curriculum leader (who carries responsibility and accountability for the curriculum and who monitors attainment, achievement and with others evaluates the quality of teaching).
* maintain materials and resources for the subject, making them accessible to others.

**Literacy, numeracy and ICT**

* Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
* Use literacy, numeracy and ICT skills to deliver exciting learning opportunities to your class.

**Achievement and Diversity**

* Understand how anxiety, PDA, ADHD and ASD can lead to a breakdown in emotional regulation which should be addressed without judgement.
* Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
* Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
* Understand the roles of colleagues with specific expertise
* Know when to draw on the expertise of colleagues.

**Health and well-being**

* Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
* Know the local arrangements concerning the safeguarding of children and young people.
* Know how to identify potential child abuse or neglect and follow safeguarding procedures.
* Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

**Professional skills**

**Planning**

* To take an active part in whole-school development planning.
* Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning.
* To plan for sessions that satisfy academic learning objectives from the national curriculum and long term learning goals from EHCPs.

**Teaching**

* To have responsibility for a class group (unless otherwise directed by the Headteacher).
* To be responsible for delivering the appropriate Holbrook School for Autism curriculum.
* To organise the classroom, its resources, student groupings and displays to provide a stimulating learning environment.
* Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you:
* Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
* Build on the prior knowledge and attainment of those they teach so that learners meet learning objectives and make sustained progress
* Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
* Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
* Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
* Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
* Follow and implement the remote learning policy.

**Assessing, monitoring and giving feedback**

* To become acquainted with the planning and record keeping systems in operation in the school; to keep records efficiently and submit them for inspection regularly upon request.
* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
* Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

**Reviewing teaching and learning**

* To attend meetings when required, mainly during school hours, but sometimes out of school hours.
* Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
* Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

**Learning environment**

* To direct and coordinate the work of support staff in their class team.
* Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and the school.
* Follow the school’s safeguarding policy and procedures
* Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
* Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
* Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners.
* Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

**Team Working and Collaboration**

* To promote good communications with parents via home/school diaries, telephone calls and meetings.
* To liaise with other professionals and support teachers to develop learning programmes for individual students and /or groups of students.
* Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
* Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**Personal responsibilities**

* To co-operate with the school’s Performance Management Procedures.
* To support the Headteacher in the implementation of all school policies and procedures.
* To carry out the duties and responsibilities of the post, following the school’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* To take responsibility for safeguarding and promoting the welfare of children.
* To undertake training and professional development as appropriate.
* To undertake other duties appropriate to the post that may reasonably be required from time to time.

**Performance standards**

* To manage class and curriculum budgets (as appropriate) according to school policy and practice.
* To keep up-to-date with developments in educational thinking.
* To ensure that all services within the areas of responsibility are provided per the school’s commitment to high-quality service provision to the customer.
* At all times to carry out the responsibilities of the post with due regard to the school’s Equal Opportunities policy.

**Person Specification: Teacher**

**Holbrook School for Autism, Esteem Multi-Academy Trust**

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| **QUALIFICATIONS AND EXPERIENCE** |
| **Essential** |  | * Qualified teacher status
* Evidence of relevant training within the past five years
* A commitment to undertake further relevant training
* Recent experience of working as a class teacher
* Ability to use a range of different teaching styles and strategies appropriately
* Experience of working with young people with complex needs, including ADHD, SLD, SEMH.
* Experience of appropriate behaviour management techniques for children and young people with SEN, communication difficulties and challenging behaviours
 |
| **Desirable** |  | * Previous work in a multi-disciplinary team
* Previous experience of leading a subject throughout school
* Previous experience working with students on the Autism Spectrum
* Training or experience with behaviourally challenging students
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| **KNOWLEDGE AND ABILITIES** |
| **Essential** |  | * A demonstrable, passionate commitment to improving the lives and opportunities of children and young people with special educational needs and challenging behaviours
* Knowledge of the teachers’ standards
* Evidence of a sound knowledge of the current curriculum Initiatives to promote good to outstanding teaching, learning and behaviour.
* Safeguarding and Child Protection awareness
* Awareness of the needs of students with autism
* Knowledge of different communication strategies
* Provide direct support for students with a range of complex special needs
* Communicate professionally and confidently with colleagues, other professionals and families
* Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies.
* Organise time and resources effectively
* Ability to promote a positive image of the School together with high standards of education, care and behaviour.
* Ability to contribute effectively to school self-review
* Ability to remain calm and reflective when working in a challenging environment.
* Good IT skills to support the organisation and management of their own work as well as a teaching tool.
* Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines
* Able to demonstrate knowledge and understanding of Equal Opportunities and the Equalities Act 2010.
 |
| **Desirable** |  | * Good problem-solving strategies
* Sensitivity and Tenacity
* Experience of teaching in a primary school
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**Safeguarding and checks**

Holbrook School for Autism and Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Holbrook School for Autism’s Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE ‘Keeping Children Safe in Education
September 2020’ guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant’s health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

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.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether a disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered “not applicable”, where appropriate, if your work has not brought you in to contact with children or young people.

**Application process and timeline**

An application form is available in **Appendix A** should you wish to apply for the role. An editable Word version of the form is available on the schools website at [www.holbrookautism.derbyshire.sch.uk](http://www.holbrookautism.derbyshire.sch.uk); click on the job role for which you are applying.

All candidates invited to the interview day must bring the following documents; original documents only, copies will not be accepted:

* Documentary evidence for your right to work in the UK
* Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
* Documentary proof of current name and address i.e. utility bill, financial statement etc.
* Where appropriate, documentation evidencing a name change
* Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations
(GDPR May 2018) guidelines.

References will be sought for shortlisted candidates and we may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: 9:00 am on Monday 17th May 2021

Interviews: during w/c 24th May 2021 at Holbrook School for Autism.

Completed application forms can be returned electronically to Sam Bayliss,
Headteacher, via email to t.richards@holbrookautism.derbyshire.sch.uk

If you wish to submit your application form by post, please return it to the following address:

**Private & Confidential**

**Sam Bayliss**

**Headteacher**

**Holbrook School for Autism**

**Holbrook**

**Belper**

**DE56 0TE**

**APPENDIX A**

**APPLICATION FORM**

**TEACHER APPLICATION FORM**

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| **Please note – this post involves working with children so the appointment will be subject to a Disclosure and Barring Service check. See supporting information for further details.****Please complete in BLACK ink or TYPE. Please complete every section.** |
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| **JOB DETAILS** |
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| Job title |       |

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|  | Closing date |       |

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| **PERSONAL DETAILS** |
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| Title |       | Surname |       |  | First names |       |  |
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| Previous names(if any) |       |  | Preferred first name |       |  |
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| Date of birth |       |  | Current annual salary or full time equivalent |       |  |
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| National Ins No |   |   |   |   |   |   |   |   |   |  | Home telephone |       |  |
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| AddressPostcode |       |  | Daytime telephone |       |  |
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|  | Mobile telephone |       |  |
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|       |  | Do you have a disability? \* | Yes [ ]  No [ ]  |  |
|  |  |  |  |  |  |
| Email address |       |  |
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*\* The Disability Discrimination Act defines disability as ‘a physical or mental impairment which has a substantial and long-term effect on your ability to carry out normal day-to-day activities’*

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| **TEACHING INFORMATION** |
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| DCSF reference number |   |   | - |   |   |   |   |   |  | Date qualified as a teacher |       |  |
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| Type of teacher training undertaken | Secondary |       |  Primary (nursery, infant, junior) |       |  |
|  |  |  |  |  |  |
| Subjects qualified to teach |       |  |
|  |  |  |  |  |  |
| Do you have Qualified Teacher Status?Have you successfully completed:  | Yes [ ]  No [ ]  |  |
|  | Your probationary/induction year?Skill tests in literacy, numeracy and ICT? | Yes [ ]  No [ ] Yes [ ]  No [ ]  |
| Are you registered with the General Teaching Council? | Yes [ ]  No [ ]  |
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**POST 18 EDUCATION AND TRAINING**

Please give details about all the education and qualifications you have including degrees with class and division and teaching certificates. If you are shortlisted, evidence of all qualifications should be brought to interview. Please continue on a separate sheet if necessary.

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| **UNIVERSITY DEGREE** |
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|  | Establishment | Full-timeor part-time | Qualifications(indicate class and division) | Dates attended | Date of final exam |  |
| from | to |
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| **TEACHING QUALIFICATION** |
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|  | Establishment | Full-timeor part-time | Qualifications(indicate class and division) | Dates attended | Date of final exam |  |
| from | to |
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| **OTHER QUALIFICATIONS, FULL OR PART-TIME STUDY *(include NPQH for Headships)*** |
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|  | Establishment | Full-timeor part-time | Qualifications(indicate class and division) | Dates attended | Date of final exam |  |
| from | to |
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| **OTHER COURSES AND INSET IN WHICH YOU HAVE BEEN INVOLVED DURING THE PAST THREE YEARS AND WHICH YOU CONSIDER RELEVANT TO THIS POST. PLEASE INDICATE WHO PROVIDED IT AND START/FINISH DATES.** |
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**EMPLOYMENT RECORD**

Please give details of **all** previous jobs including temporary or voluntary work in chronological order ending with your present post. This section is split into teaching and non-teaching. Please include periods when you were not working under the non-teaching section as **all time must be accounted for and may be checked**. Continue on separate sheet if necessary.

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| **TEACHING** |
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|  | Local authority or employer | Name and type of school or establishment | Student age range | Approx number on roll | Post held and salary grade | Full-timeor part-time | Dates | Reason for leaving |  |
| from | to |
|  |       |       |       |       |       |       |       |       |       |  |
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| **NON-TEACHING** |
|  |  |  |  |  |  |  |  |  |
|  | ***Please give details of all paid and non paid time outside teaching including family responsibilities since leaving full-time education*** |  |
|  | Employer (if appropriate) | Post title(if appropriate) | Brief description of activity/responsibility or duties | Full-timeor part-time | Dates | Reason for leaving |  |
| from | to |
|  |       |       |       |       |       |       |       |  |

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| **SUITABILITY FOR JOB** |
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|  | This section is for other relevant information to support your application. Please give examples where appropriate. |  |
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| **REFERENCES** |
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|  | Please nominate **two** referees (unless stated otherwise in the details of the post). If you are working at the moment, one referee must be your present employer. If you are not working with children at the moment but have done so in the past, please indicate the name of that last employer as one of your referees. Referees will be asked for information on disciplinary issues, sickness absence, etc. References will not be accepted from relatives or from people writing solely in the capacity of a friend. |  |
|  | Name of your first referee |  | Name of your second referee |  |
|  |       |  |       |  |
|  | Their job title |  | Their job title |  |
|  |       |  |       |  |
|  | Their relationship to you e.g. headteacher |  | Their relationship to you e.g. headteacher |  |
|  |       |  |       |  |
|  | Organisation and address |  | Organisation and address |  |
|  |       |  |       |  |
|  | Postcode       |  | Postcode       |  |
|  | Email       |  | Email       |  |
|  | Telephone |  | Telephone |  |
|  |       |  |       |  |
|  | Please note – Esteem Multi-Academy Trust Ltd and where appropriate the school’s governing body reserve the right to contact previous employers to verify experience or qualifications. |  |
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| **ASSOCIATION WITH A MEMBER, A TRUSTEE OR EMPLOYEE OF ESTEEM MULTI-ACADEMY TRUST** |
|  |  |  |  |  |  |  |  |  |
|  | Do you have a close association with a Member, Trustee or employee of Yes [ ]  No [ ] the trust including any schools within the trust?*If yes, please give details* |  |
|  | Their name | Their job | Department/school | Your relationship |  |
|  |       |       |       |       |  |
|  | **Please note**Any applicant who directly or indirectly seeks the support of any Member/Trustee or officer for any appointment with Esteem Multi-Academy Trust will be disqualified. |  |
| **DISCLOSURE OF CRIMINAL RECORDS/SANCTIONS** |
|  |
|  | For teaching and lecturing posts you have to disclose any conviction, warning, reprimand, caution or other order including “spent convictions”, that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013. Details of any such disclosure should be placed in a sealed envelope marked “Confidential” and brought to interview. Any information disclosed will be treated in the strictest confidence. Any offer of appointment will be subject to satisfactory Disclosure & Barring Service clearance. |  |
|  | You must disclose details of any current sanctions imposed by a regulatory body e.g. the General Teaching Council. If you have any such sanctions, please tick here. [ ]  |  |
| Have you lived or worked abroad in any one country for 6 months or longer at any time since the age of 18? Yes [ ]  No [ ] If Yes, please give dates and countries       |

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| **DECLARATION** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | I declare that the information on this form is true and accurate.I understand that providing misleading or false information will disqualify me from appointment or may lead to me being dismissed if appointed to the job.My name has not been placed on any list which disqualifies me from working with children.I confirm that I have read the above statements in respect of “Disclosure of Criminal Records/Sanctions” and understand the requirements of this position.Privacy Notice I consent to the information contained in this form, and any other information received by or on behalf of the trust relating to my application, being processed by the trust in administering the recruitment process and to assist with the prevention and detection of fraud. |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Signature |  | Date |       |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | *If you submit this form electronically, you will be required to sign this declaration if invited to interview.*Please advise us of any other information relevant to the recruitment process so we can ensure every attempt is made to meet your needs. This could include dates when you are not available for interview or any special requirements you may have such as necessary equipment and/or resources to enable you to attend an interview. |  |
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**EQUAL OPPORTUNITIES MONITORING FORM**

The trust is committed to its equality and diversity policy. We want to do all we can to prevent discrimination in any form and you can help us in this by completing the information below. The information given on this sheet will **not** be used to make decisions about who is recruited. The form will **not** be seen by the shortlisting/interview panel. It will be used to improve equality in recruitment and overall service delivery. Your help filling in this form is greatly appreciated. Thank you.

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| --- | --- |
|  |  |
| **DATE OF BIRTH** | **DD** |    | **MM** |    | **YYYY** |      |  |
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| **RACIAL OR ETHNIC ORIGINS** |
|  |
|  | White BritishWhite IrishWhite otherWhite & Black CaribbeanWhite & Black AfricanWhite & Asian | [ ]  *WB*[ ]  *WI*[ ]  *WO*[ ]  *MC*[ ]  *MB*[ ]  *MA* | Other mixed backgroundIndianPakistaniBangladeshiOther Asian backgroundArab  | [ ]  *MO*[ ]  *AI*[ ]  AP[ ]  *AB*[ ]  *OA*[ ]  *AR* | Black CaribbeanBlack AfricanOther black backgroundChineseGypsy or Irish TravellerAny other | [ ]  *BC*[ ]  *BA*[ ]  *BO*[ ]  O*C*[ ]  O*G*[ ]  OT |  |
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| **DISABILITY** |
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|  | Are you disabled? | Yes [ ]  No [ ]  |  |
|  | Esteem multi-Academy Trust welcomes applications from disabled people and undertakes to offer every appropriate support to enable them to gain and retain employment. |  |
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| **GENDER** |
|  |
|  | Male | [ ]  | Female | [ ]  |  |
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| **RELIGION / BELIEF – please tick only one box** |
|  |
|  | BuddhistChristian (all denominations)Hindu | [ ] [ ] [ ]  | JewishMuslimSikh | [ ] [ ] [ ]  | NoneOther religion or beliefPrefer not to say | [ ] [ ] [ ]  |  |
|  |  |

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| **SEXUAL ORIENTATION – please tick only one box** |
|  |
|  | BisexualHeterosexual | [ ] [ ]  | Lesbian or gay womanOther | [ ] [ ]  | Gay manPrefer not to say | [ ] [ ]  |  |
|  |  |

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| **HOW DID YOU FIND OUT ABOUT THIS JOB?** |
|  |
|  | e.g. website, newspaper (please tell us which), Job Centre etc. |  |
|  |       |  |

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| **EMPLOYMENT** |
|  |
|  | Do you work for the Esteem Multi-Academy Trust at the moment? | Yes [ ]  No [ ]  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |