



MANOR
ACADEMY

CANDIDATE PACK



WELCOME FROM THE HEADTEACHER

Firstly, thank you for your interest in applying for the post at Manor Academy. I am delighted that you wish to find out more about our Academy and I would like to give you a clear sense of our vision and priorities.

The Manor Academy is situated within the heart of the Mansfield Woodhouse community. The academy educates children from the ages of 11 to 18, we are proud to educate 1,245 students. In September 2016 the academy joined The Two Counties Trust.

At the Manor Academy we pride ourselves on developing our people. We want all of our staff to be enabled to thrive in their roles so they can provide excellent support to all of our children. Our core values run throughout our curriculum and make our academy a successful and enjoyable place of education.

Ambition: We maximise our potential through striving for excellence.

Teamwork: We give 100% effort, displaying kindness and humility for the benefit of all.

Honesty: We are respectfully open about our successes and areas for growth

Caring: by treating ourselves, one another and our environment with compassion, we will meet the needs of all individuals of our diverse community.

Aspire: we promote a learning environment in which students are motivated to be curious learners and are excited about the next stage of their learning journey.

Voice: we encourage everyone to share their thoughts and opinions while being sensitive to the opinions of others.

The Manor Academy underwent a full Ofsted Inspection in May 2018 securing a well-deserved "GOOD" rating for overall effectiveness and for all the 4 main categories, including Pupil Outcomes, Teaching & Learning, Behaviour and Leadership of the Academy. All aspects of the sixth form were also judged to be good. We continue to be oversubscribed with waiting lists for most year groups.

Comments noted in the Inspection include: 'the quality of the education has been transformed since the last full inspection'; 'behaviour of pupils is good.' and 'some of the teaching is truly inspiring'.



We currently employ 78 teaching staff and 50 permanent support staff. We have very low turnover of staff and pride ourselves on ensuring all staff have the opportunity professionally develop and to tap into high quality CPD both external and that available in the Trust.

There is a lot to be proud of at Manor Academy, and the Governors along with all staff hold a common aim to work with students to ensure that the quality of provision and outcomes improves even further in the future. At Manor Academy, we are very proud of our reputation for the high standards of teaching, behaviour and academic achievement.

We have high expectations and encourage all students to meet them. All staff support the vision of the Manor Academy which is to ensure that all of our students develop their full range of talents and fulfil their academic potential regardless of their starting points.

The Manor Academy's partnerships with specialist organisations and schools gives our students countless opportunities for unique, life-enhancing experiences. Our partnership with The Royal Ballet School, for example, means that our students get access to workshops and classes led by specially trained ballet teachers.

The facilities at The Manor Academy are second to none; we have our own sports centre, a full-sized all-weather sports pitch, an outstanding cafe offering hot and cold food, a construction centre and an engineering workshop, a hair and beauty training salon and advanced ICT facilities.

The standard of teaching and of support is first class at Manor. Sustaining these standards is my top priority. To develop and improve the academy further we need to recruit the best staff at every opportunity. We are looking for people who are committed to improving the life choices of Manor students and who can fit the caring, professional and ambitious profile of the staff already here.

If you haven't already, I would recommend that you visit the academy and see us in action. We are always happy to meet prospective applicants and to talk openly and honestly about the academy and the post on offer.

Manor Academy is a great place to work. We look forward to receiving your application.

KATRINA KERRY
HEADTEACHER



WHO ARE WE?

The Manor Academy is based in Mansfield Woodhouse and has provision for students from age 11 to 18. Manor has high expectations encourages all students to meet them.

Manor Academy has:



1,245

1,245 students
on roll



128

128 members
of staff



16

has a post 16
study programme



THE FOLLOWING COMMENTS WERE NOTED AT OUR LAST INSPECTION IN 2018:

"The behaviour of pupils is good."

"Parents and carers are increasingly confident about the quality of education provided by the school and they are right to be."

"In the lessons observed, the pupils behaved well and worked hard. Strong relationships between pupils and staff made a good contribution to pupils' learning."

"Very effective safeguarding arrangements mean that pupils are well cared for."

"The school's work to promote pupils' personal development and welfare is good."

"Leaders ensure that the small proportion of pupils who continue to receive some of their education elsewhere are kept safe and achieve well."

THE FOLLOWING COMMENTS WERE MADE BY OUR TEAM IN OUR LATEST ANNUAL WELLBEING SURVEY:

"A welcoming and inclusive feel created around school as a result of positive relationships between staff and students."

"Staff are well supported at the school and the department has a supportive and collaborative culture."

MANOR ACADEMY IS PROUD TO BE A MEMBER OF THE TWO COUNTIES TRUST

WHO ARE WE?

We are a medium sized Trust based in the Nottinghamshire and Derbyshire area.



10,500

We are the Trust of choice for over 10,500 students



1,300

The employer of choice for 1,300 employees.



WHY DO WE EXIST?

To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

HOW WILL WE SUCCEED

By creating a healthy organisation, free from politics and confusion through clarity following the empowered to lead operating model.

By crafting and implementing a high-value curriculum which is knowledge rich to allow meaningful application of skills.

By building a compelling school culture built on strong professional relationships where all can achieve.

By putting people first through high impact professional development and instructional coaching.

HOW DO WE BEHAVE



AMBITION

We maximise our potential through striving for excellence.



TEAMWORK

We give 100% effort, displaying kindness and humility for the benefit of all.



HONESTY

We are respectfully open about our successes and areas for growth.

WE ARE DETERMINED TO:

Ensure all our schools are at least good within three years of joining the Trust, and most schools to be judged outstanding.

Ensure priority students make at least the same progress as all students nationally.

Be consistently in the top 20 highest performing MATs nationally for student outcomes.

Be the Trust of choice for students, families and staff.

WHY YOU SHOULD JOIN MANOR ACADEMY, A MEMBER OF THE TWO COUNTIES TRUST

Alongside the chance to make a difference to our schools and therefore students' life choices, there are many great reasons to choose Manor Academy, a member of The Two Counties Trust, as a great place to continue your career.

We recognise the importance of a happy, healthy, rewarded, and motivated workforce and as such we have developed our HR strategy to invest in our employees.

We aim to support your career and personal development through a range of routes and offer extensive CPD for all employees. We are an organisation where you can make a difference, we live and breathe our values and work together for the benefit of our students, colleagues and the community.

We take the wellbeing and mental health of our employees seriously, that's why we have signed up to the Education Staff Wellbeing Charter. We recognise that balancing everyday life and work can sometimes create pressures and in order to support all employees we provide everyone with access to an enhanced Employee Assistance Programme from day 1 of employment. This scheme helps you and your family manage events and issues, providing access to confidential advice on health, family, money matters, work and much more.

There are also an extensive range of benefits that are accessible to you as an employee of The Two Counties Trust.

For your health and welfare we offer discounted gym membership to over 3,400 health clubs whilst Dental and Health Care plans offer you a range of benefits including worldwide dental cover, optical care, diagnostic consultation, and therapy plus a voluntary Private Medical Insurance scheme.

Our retail benefit scheme is designed to ensure that your pay goes that bit further. We offer great personal car leasing deals through our affinity scheme with Arnold Clark and extensive savings can be made through our Salary Extras scheme. This scheme saves you money on every day essentials, travel, gifts, fashion, going out and electronics providing you with access to a range of offers and discounts which are not available on the high street.

These benefits run alongside other elements of our total reward package including access to the Teachers' Pension Scheme or Local Government Pension Scheme (depending on your role), enhanced family friendly leave and pay arrangements, free car parking, a cycle to work scheme, the opportunity to request flexible working and most importantly a friendly, professional working environment.



TEACHER OF DESIGN AND TECHNOLOGY AND HEAD OF YEAR

Grade and Salary	Main Scale / Upper Pay Scale + TLR 2B (£5,003 per annum)
Working pattern	Full time
Contract term	Permanent

The School:

The Manor Academy has an excellent reputation for its high standards of teaching, student behaviour and academic achievement. Ofsted recognised the journey we have been on when grading us as a “good” school, citing that the quality of education has been transformed since the previous inspection.

The role:

We are looking to appoint a full-time Teacher of Design and Technology and Head of Year who will be responsible for the development, welfare and behaviour of a large year group and tutor team. Head of Years ensure that high standards of conduct and uniform are maintained while supporting the academic, personal, social and emotional development of students.

Central to the role is the implementation of fair and consistent expectations and values. The post holder will have an unrelenting focus on ensuring high standards of individual student behaviour, attendance and pastoral care.

The person:

The successful candidate will be enthusiastic, resourceful and keen to ensure that the highest possible standards of pupil achievement, personal development and well-being are achieved. They will demonstrate the ability to engage positively with staff, parents and students and to promote ambition, respectful behaviour and good citizenship.

Why join us?

This Trust has a forward-thinking HR strategy with all the professional benefits that this brings for staff. We are easily reached by public transport, and for those who drive, there is a large free staff carpark. We have some excellent facilities for staff and our students really want to learn and achieve.

We offer:

- Highly competitive pay and pay progression opportunities.
- An array of employee benefits and lifestyle options including discounted healthcare, gym membership and extensive high street retail discounts.
- Entry to a career average pension scheme.
- A full induction and a strong commitment to your professional development and career.
- Opportunities to experience and share practice in our partner schools across the Trust.
- A stimulating, supportive and rewarding working environment with a dedicated team of like-minded professionals.
- Excellent opportunities to develop your skills and experience and to progress your career.

- We take the wellbeing and health of employees seriously. We have a range of support mechanisms and benefits available to employees and the Trust has signed up to the Education Staff Wellbeing Charter.

The closing date for applications is: Sunday 27 November 2022 at 23.59

It is an offence to apply for this role if you are barred from engaging in Regulated Activity relevant to children.

We are committed to safeguarding and promoting the welfare of children and young people. An offer of employment will be subject to the receipt of a satisfactory enhanced level DBS disclosure with a children's barred list check, two satisfactory references and successful completion of vetting procedures.

In accordance with the statutory guidance Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates.

We are committed to recruiting and retaining a diverse workforce and candidates with a disability who meet the essential job criteria will be given an opportunity to demonstrate their abilities at interview.



JOB PROFILE

Job title	Teacher of Design and Technology & Head of Year
Reporting to	Head of Design and Technology / Assistant Headteacher (Pastoral)
Salary / Grade:	Main Pay Scale/Upper Pay Scale + TLR 2B £5,003
Core purpose:	<p>To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.</p> <p>To work towards and promote the vision and the aims outlined in the School/ Academy Improvement Plan.</p>

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To uphold our commitment to safeguarding and to promote the wellbeing of children.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Responsibilities of a Head of Year:

The post holder will have the overview of all students in the given year group which includes being accountable for:

- Monitoring and tracking of individual student academic progress.
- Monitoring and tracking of individual student behaviour.
- Monitoring and tracking of attendance.

The main responsibilities of the Head of Year can be categorised as:

- Strategic direction and development of pastoral care across the school.
- Leading, managing and improving student development across the curriculum.
- Leading, developing and enhancing the teaching and learning of others.
- Leading and managing the work of the tutor team.
- Creating a positive learning ethos for students.
- Efficient and effective deployment of staff and resources.

Strategic direction and development of pastoral care across the school.

- Be familiar with the strategic plan and steer pastoral work to reflect its priorities.
- Write and evaluate an annual year group evaluation summary.
- Keep up-to-date with new curriculum and syllabus developments to ensure the Information Advice and Guidance (IAG) for students and parents is up-to-date and reflecting national initiatives.
- Set agenda and chair timetabled year group meetings, ensuring a good balance between maintenance and developmental needs.
- Attend team meetings on a regular basis.
- Set agenda for pastoral inset days and support whole school inset days with pastoral initiatives.

Leading, managing and improving student development across the curriculum.

- Oversee the pastoral welfare and discipline of all students in each cohort.
- Monitor the progress made by students towards achieving targets and identify under-achieving students.
- Plan, manage and evaluate the use of the Catch-up Premium.
- Monitor the attendance patterns of individual students and tutor groups taking necessary action in order to improve the attendance statistics for the year group.
- Carry out annual examination/progress review using national data to inform the year group strategic plan.
- Work with Heads of Department to set appropriate and challenging targets for students and cohorts.
- Implement appropriate mentoring and intervention programmes for students as required.
- Ensure the IAG for students, parents and other teachers on all matters relating to a child's progress in an academic year are in place and liaise with other staff on these matters.
- Where appropriate assist in advising and counselling students on choices made at 13+ and 16+.
- Have an overview of key stage transitions (as appropriate) and facilitate in the production and collection of relevant information for students.
- Liaise with Special Educational Needs (SEN)/Inclusion to ensure Special Education Needs and Disability (SEND) students are tracked, supported and provided with interventions where required.
- Liaise with parents and outside agencies to ensure information is shared and student's wellbeing is at the heart of interventions.
- Liaise with the Child Protection Officer (CPO) in all aspects for child protection and sensitive issues.

Teaching and Learning

- Be responsible for the establishment of tutor groups and liaise with Heads of Department with regards to the formation of teaching groups.
- Be responsible for ensuring appropriate use of tutor time in order to create a purposeful learning environment with which to start the day.
- Manage, monitor and coach the work of tutors.
- Coach and monitor the consultation process to ensure that all team members are aware of their professional commitment to this aspect of our work and that feedback to parents is professional, helpful, clear and in line with all school policies.
- Take a lead in school self-evaluation processes.
- Play a leading role in initiating and monitoring the implementation of whole school policies as they affect students (e.g. rewards and sanctions, behaviour management, sex and relationship education, homework etc).
- Ensure suitable schemes of work are in place for all years reflecting national examination and assessment requirements.
- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly.
- Coordinate regular tutor observations as part of the whole school quality assurance programme, reporting outcomes to the Leadership Group and line managers.
- Ensure sanctions for poor students' discipline are in place, linked into whole school procedures.
- Ensure suitable national data is being used by subject staff to set challenging targets for the students.
- Use effective data to monitor student progress and where necessary implement suitable intervention strategies (e.g. immersion days, revision classes, booster sessions, one-to-one tuition and parental contact).
- Monitor staff use of data to check student progress, ensuring that the progress of groups such as more able, Special Educational Needs and Disability, Looked after Children, and disadvantaged, is addressed.

Leading and managing the work of the tutor team.

- Lead a team of tutors in ensuring that each cohort develops a positive ethos which reflects the school's vision statement.
- Lead and manage the team of tutors to high standards of performance, including challenging aspects of underperformance in line with the school's disciplinary procedures for staff.
- Ensure that the tutor team is aware of and works towards inculcating the school's core values as an integral part of the school's motivation/reward system.
- Ensure that the team is aware of and works towards meeting national and school targets for improvement.
- Establish clear expectations and constructive working relationships among all staff, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability.

- Support the Leadership Group in carrying out the vision for the school.
- Lead, organise and line manage the Pastoral Support Assistants ensuring they have clear job descriptions, and are carrying out the role effectively.
- To participate in the school's performance appraisal cycle as a line manager.
- Be responsible for staff development within the year team.
- Keep year group staff up to date with calendar issues and general notices.
- Support and promote whole school/cross curricular initiatives.

Creating a positive learning ethos for students.

- Encourage high standards of work, behaviour and dress in students.
- Be responsible for leading and organising year assemblies which reflect and promote the aims and ethos of the school/year group and the core values of the school.
- Enhance school life by encouraging staff/students to participate in a variety of enrichment activities related to learning and development.
- Commend students for excellent work or effort.
- Promote an effective rewards system for students within each cohort.
- Ensure that student opinions expressed through school councils and student questionnaires are valued and responded to timely and positively.
- Develop and maintain an appreciation and pride amongst the year group and generate a culture of achievement and success.
- Be responsible for the promoting of a sense of identity/belonging and community in order to fulfil our core values which includes celebrating success at all levels.
- Implement whole school behaviour management and intervention procedures to ensure a positive learning environment for all.

Efficient and effective deployment of staff and resources.

- Be responsible for the management of year group including the provision of student enrichment and services.
- Oversee routine administration such as holiday forms, lateness, truancy and appointments to leave the premises.
- Have an oversight of the selection, appointment, coaching and monitoring of year representatives/officials (e.g. senior students, year council).
- Be responsible for the promotion of the year team (e.g. open evenings, school website).
- Attend meetings as appropriate.
- Liaise with the site manager to ensure that there is a safe working and learning environment in which risks are properly addressed.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the pastoral curriculum.
- Liaise frequently with the Leadership Team.

Expectations of all teachers:

Teachers within the Two Counties Trust ensure that the education of students is their first concern and are accountable for maintaining high standards of professional conduct.

Our teachers are expected to:

- Set high expectations which inspire, motivate and challenge students to fulfil their potential.
- Demonstrate consistently high standards of personal and professional conduct.
- Ensure that students are offered engaging and high quality learning opportunities.
- Facilitate, support and monitor the progress and development of students.
- Demonstrate good, current subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Treat students with dignity, building relationships which are rooted in mutual respect, observing proper boundaries as appropriate to their professional role.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for others.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Manage behaviour effectively in order to maintain a good and safe learning environment.
- Actively engage with performance improvement and undertake professional development activities to enhance self and job performance.

Teaching & Learning responsibilities:

Our teachers are expected to:

- Plan, teach and evaluate lessons, ensuring that the learning experience for all students is well matched to their educational needs.
- Create a stimulating environment for teaching and learning using a variety of methods which are appropriate to students' learning styles and the varying demands of curriculum.
- Deliver a high quality learning experience that meets internal and external quality standards.
- Assess, record and report on the attendance, progress, development and attainment of students.
- Provide set targets for students and provide feedback, ensuring students know how best to improve, maintaining accurate and relevant records as required.
- Maintain a positive, conducive and safe learning environment, being aware of and responding to any health and safety issues.

- Encourage high standards in punctuality and presentation of work.
- Set high expectations for students' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the behaviour policy.
- Use ICT appropriately and creatively to support effective learning.
- Consistently apply and support the development of policies which enable effective learning and inclusion.

Working with others:

Our teachers are expected to:

- Form professional and co-operative working relationships with colleagues.
- Share knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the relevant curriculum area(s).
- Support colleagues in the formulation of appropriate methods of assessment and recording for their curriculum area.
- Trial materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
- Work with parents and carers as partners in order to raise standards and achievement.

Other Duties relevant to the role:

Our teachers are expected to:

- Support and adhere to all quality assurance procedures.
- Maintain accurate records which identify and monitor the progress of all students.
- Communicate effectively with parents of students and with persons or bodies who are concerned with the welfare of students, after consultation with appropriate staff.
- Contribute to the personal, social, health, citizenship and enterprise education of students according to the agreed policy.
- Carry out a share of supervisory duties in accordance with published rosters.
- Participate in appropriate meetings with staff and parents as defined by the annual calendar.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have regular contact with children and as such a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS) with a Children's Barred List Check is required as a condition of employment.

In accordance with the statutory guidance Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates to identify incidents or issues that may have happened, and which are publicly available online, which we may need to explore with shortlisted candidates.

It is an offence to apply for this role if you are barred from engaging in Regulated Activity relevant to children.

Those engaged in management positions will also require a Section 128 check. Those employed to work in the Nursery will require a satisfactory childcare disqualification check.

Our Mission:

Why do we exist? To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

Our values:

How do we behave? **Ambition:** we maximise our potential through striving for excellence.

Teamwork: we give 100% effort, displaying kindness and humility for the benefit of all.

Honesty: we are respectfully open about our successes and areas for growth

Our strategic anchors:

- Create a healthy organisation, free from politics and confusion through clarity following the empowered to lead operating model.
- Build a compelling school culture built on strong professional relationship where all can achieve.
- Craft and implement a high-value curriculum which is knowledge rich to allow meaningful application of skills.
- Put people first through high impact professional development and instructional coaching.

PERSON SPECIFICATION

Role: Teacher		E/D	A	I
Qualifications and Training				
1	Qualified Teacher Status or completion of training programme.	E	✓	
2	Degree in a relevant subject.	D	✓	
3	Evidence of continuing professional development .	E	✓	
Experience				
4	Relevant and effective teaching in secondary education.	E	✓	✓
5	Experience of developing and delivering engaging and motivating lessons.	E	✓	✓
6	Experience of using data to inform planning, target setting and securing improvement.	E	✓	✓
7	Experience of implementing successful teaching and learning strategies.	E	✓	✓
Knowledge and understanding				
8	Excellent up to date knowledge and passion for the curriculum area.	E	✓	✓
9	An understanding of safeguarding issues and promoting the welfare of children.	E		✓
10	Up to date knowledge of the National Curriculum including performance measures.	E	✓	✓
11	Knowledge of effective assessment strategies.	E	✓	✓
12	Clear understanding of successful strategies for raising achievement.	E	✓	✓
13	Full understanding of the Teacher Standards.	E	✓	✓
14	Good knowledge of pedagogy, how students learn and teaching styles.	E	✓	✓
15	Understanding and commitment to inclusive education.	E	✓	✓
16	An understanding of the mission and values of the Trust.	E	✓	✓
Skills and abilities				
17	Ability to form and maintain appropriate professional boundaries with children.	E	✓	✓
18	Ability to reflect on and improve practice to increase student achievement.	E	✓	✓
19	Ability to communicate effectively with students' and parents.	E		✓
20	Flexible and imaginative with the ability to solve problems creatively.	E		✓
21	Good IT skills with the confidence to exploit new technology.	E	✓	✓
22	Ability to deploy effective and systematic approaches to behaviour management.	E	✓	✓
23	Ability to create the right climate for learning which inspires students to achieve.	E		✓
Personal attributes				
24	Demonstrate resilience, motivation and commitment to raising standards.	E		✓
25	A strong and supportive team player.	E		✓
26	Personal presence and confidence.	E		✓
27	Passion and belief in the potential of every student.	E		✓
28	Sensitive to the needs of young people with high levels of emotional intelligence.	E		✓
29	Able to work on own initiative and well organised.	E		✓
Other				
30	A commitment to uphold and promote equality of opportunity.	E	✓	✓

KEY

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Essential
Desirable

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Assessed by Application Form
Assessed by Interview

HOW TO APPLY

TES is our recruitment platform so please go to www.tes.com/jobs to apply for this role online.

If you do not wish to apply online you can download an application form from this link and then email your application to HR-Team@ttct.co.uk

Please ensure that you set out in your application why your experience and ambition is a good fit for the role of Teacher of Design and Technology and Head of Year within Manor Academy.

In order to comply with Safeguarding requirements, you must complete either an application form or apply online via TES. We cannot accept a Curriculum Vitae as an application for this post.

Please note that we receive a large number of applications and so unfortunately cannot provide feedback to everyone. If you have not been contacted within four weeks of the closing date you should assume that your application has not been successful on this occasion.

Applications must arrive by Sunday 27 November 2022 at 23.59.



TOP TIPS FOR A SUCCESSFUL APPLICATION

Here are our top tips to help your application stand out and give you the best chance of getting shortlisted for an interview.

1. Always read the job profile.

The job profile includes details of the responsibilities of the role and the essential and desirable criteria we are looking for in the person specification. This list of criteria is what we will use to put together our shortlist, the more essential and desirable criteria you meet, the more likely you are to be invited for an interview. Make sure to read what we are looking for, and then highlight which points you meet when completing your application.

2. Complete as much detail as possible.

We get many applications where some of the information is missing. We understand applications can be a lengthy process, but poorly completed applications give the impression that little effort has been made by the applicant. There also may be vital information missing that we need when making our selection decision. It is important to make sure your details are accurate, up to date and your employment dates are correct. When going over your work history, make sure you mention any relevant experience you gained from those roles and do not leave gaps in your employment history. Where there are genuine gaps, you must address these.

3. Make sure your supporting statement is well constructed.

Your supporting statement is your chance to show how you meet our person specification, so make sure you have the job profile document available to refer back to. This section is where you can really sell yourself and tell us anything that is relevant to the role you are applying for, and to highlight anything that will make your application stand out. Please ensure your supporting statement is focussed and should normally not extend beyond two sides of A4.

4. Proofread your application before submission.

Once your application is complete and ready to submit, do one final read over to check for any mistakes and to make sure you are happy with all the information you have provided. Perhaps do one more check over the person specification and make sure you have demonstrated how you meet the criteria including examples where appropriate.

5. Be truthful!

While you want to highlight all the experience you do have, be careful not to exaggerate your work history. This may get you an interview, but may not get you any further than that. Also be honest about what grades you received from your education history, as we will ask to see proof of qualifications.

6. References.

We ask all applicants to provide the details of two people who will act for you as a referee. Please ensure one of them is your current/most recent employer and the other is from your most recent employment prior to this. If you do not have two employment referees, for example if you have just left school or university, you should use the course leader as your referee.

Your employment referee should not be a colleague but, the name of the most senior person who can provide a reference on behalf of the organisation. If you are currently working at a school the Headteacher must be cited as your referee. Make sure to provide all the relevant information; name of the person, what role they hold, in what capacity they know you and their email address. There is a tick box for you to let us know if you are happy for us to contact that referee before interview. We will never contact someone you do not give us permission to contact before interview. Once you have been offered a role, we will still wait for you to give us permission to contact that referee. Please note that any job offer is conditional upon receipt of two satisfactory references.

Equal Opportunities Monitoring

The Trust is committed to providing equality of opportunity to all candidates. As part of our application process we ask you to complete a separate equal opportunities monitoring form.

This form is never shared with hiring managers and it will in no way affect your application. This information is collected for the Human Resources department to review statistics on who is applying for our jobs, and what we can do to attract a more diverse workforce.

We also want to identify anyone who may need adjustments to enable them to have a fair chance at the interview stage.

The Two Counties Trust is a Disability Confident Employer, amongst other things, this means that if you declare you have a disability and you meet all of our essential criteria (available in the person specification document) you should be offered an interview.

Please note that the Trust is committed to promoting and protecting the physical and mental health of all our employees.



PRIVACY NOTICE

1. Introduction

- 1.1 When applying for a position in The Two Counties Trust, as an organisation we are the Data Controller. That means we have a statutory responsibility to explain how we collect, manage, use and store information about applicants.
- 1.2 You have a right to be informed how our Trust uses any personal data that we collect about you. This privacy notice, and our Data Protection Policy, explains our data usage when you apply for a job with us.

2. What information do we collect?

- 2.1 Personal data that we may collect, use, store and share (when appropriate) about you includes, but is not restricted to:
 - Name, address and contact details, including email address and telephone number
 - Copies of right to work documentation
 - References
 - Evidence of qualifications
 - Information about your current role, level of remuneration, including benefit entitlements
 - Employment records, including work history, job titles, training records and professional memberships
- 2.2 We may also request and collect, use, store and share (when appropriate) information about you that falls into “special categories” of more sensitive personal data. This includes, but is not restricted to:
 - Information about race, ethnicity, religious beliefs, sexual orientation and political opinions
 - Whether or not you have a disability for which we need to make reasonable adjustments during the recruitment process
 - Photographs and CCTV images captured in school
- 2.3 We may also collect, use, store and share (when appropriate) information about criminal convictions and offences.
- 2.4 We may also hold data about you that we have received from other organisations, including other schools and social services, and the Disclosure and Barring Service in respect of criminal offence data.
- 2.5 We also have statutory obligations that are set out in ‘Keeping Children Safe in Education’ and other guidance and regulations.

3. Why we use this data

- 3.1 The Trust needs to process data to take steps prior to entering into a contract with you.
- 3.2 The Trust needs to process data to ensure that it is complying with its legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.
- 3.3 The Trust has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the Trust to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The Trust may also need to process data from job applicants to respond to and defend against legal claims.
- 3.4 The Trust may process information about whether or not applicants are disabled to make reasonable adjustments for candidates who have a disability. This is to carry out our obligations and exercise specific rights in relation to employment.
- 3.5 Where the Trust processes other special categories of data, such as information about ethnic origin, sexual orientation, disability or religion or belief, this is for equal opportunities monitoring purposes.
- 3.6 The Trust is obliged to seek information about criminal convictions and offences. Where the Trust seeks this information, it does so because it is necessary for it to carry out its obligations and exercise specific rights in relation to employment.
- 3.7 The Trust will not use your application data for any purpose other than the recruitment exercise for which you have applied.

4. How use the data

- 4.1 Your information may be shared within the Trust for the purposes of the recruitment exercise. This includes members of HR, shortlisting and interview panel members involved in the recruitment process (this may include external panel members). This also includes IT staff if access to the data is necessary for the performance of their roles.
- 4.2 The Trust will not share your data with third parties, unless your application for employment is successful and we make you an offer of employment. As well as circulating your application and related materials to the appropriate staff at our schools, we will share your personal information for the above purposes as relevant and necessary with:
 - Your referees.
 - The Disclosure & Barring Service (DBS) in order to administer relevant recruitment checks and procedures.
 - UK Visas & Immigration (UKVI) in order to administer relevant recruitment checks and procedures.
 - Where relevant and as required for some posts, the Teacher Regulation Authority
- 4.3 Where you have provided us with consent to use your data, you may withdraw this consent at any time. We will make this clear when requesting your consent and explain how you would go about withdrawing consent if you wish to do so.

5. Automated Decision Making and Profiling

- 5.1 We do not currently process any personal data through automated decision making or profiling. If this changes in the future, we will amend any relevant privacy notices in order to explain the processing to you, including your right to object to it.

6. Collecting data

- 6.1 As a Trust, we have a legal obligation to safeguard and protect our pupils, staff, volunteers and visitors. We collect the data for specific purposes.

7. What if you do not provide personal data?

- 7.1 You are under no statutory or contractual obligation to provide data to the Trust during the recruitment process. However, if you do not provide the information, the Trust may not be able to process your application properly, or at all.
- 7.2 Whenever we seek to collect information from you, we make it clear whether you must provide this information for us to process your application (and if so, what the possible consequences are of not complying), or whether you have a choice.
- 7.3 Most of the data we hold about you will come from you, but we may also hold data about you from:
- Local authorities
 - Government departments or agencies
 - Police forces, courts, tribunals

8. How we store data

- 8.1 The Trust takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties.
- 8.2 We will dispose of your personal data securely when we no longer need it. We keep applicant data for a period of up to 6 months if an applicant is not successful.
- 8.3 Successful applicants who secure a position then come within the employee / workforce provisions.

9. Transferring data internationally

- 9.1 We do not share personal information internationally.

10. Your rights

- 10.1 You have a right to access and obtain a copy of your data on request;
- You can:
- Require us to change incorrect or incomplete data;
 - Require us to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing; and
 - Object to the processing of your data where the Trust is relying on its legitimate interests as the legal grounds for processing.
- 10.2 If you would like to exercise any of these rights, please contact the Trust. If you believe that the Trust has not complied with your data protection rights, you can complain to the Information Commissioner.

11. Complaints

- 11.1 We take any complaints about our collection and use of personal information seriously.
- 11.2 Our complaints policy deals with the different stages of any complaint, and how this is managed within the Trust.
- 11.3 You can also contact our Data Protection Officer or contact the Information Commissioner's Office:
- Report a concern online at www.ico.org.uk/make-a-complaint/
Call **0303 123 1113**
Or write to: **Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF**

12. Contact us

- 12.1 If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our Data Protection Officer. Our Data Protection Officer is: John Walker of J.A.Walker, Solicitor – info@jawalker.co.uk
- 12.2 However, our data protection lead has day-to-day responsibility for data protection issues in each of our academies.
- 12.3 If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact us via www.ttct.co.uk/contact/



MANOR
ACADEMY

CONTACT US

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