Erasmus Darwin Academy

Hard Work | High Aspirations | Limitless Opportunities

Information For Candidates

Version: 2.0

Welcome to Erasmus Darwin Academy

Introduction

Erasmus Darwin Academy is a highly successful, hugely popular, non-selective 11-18 school. We opened in 1970 as Chasetown High School and became an Academy in July 2011, changing our name to Erasmus Darwin Academy in the process. At this point, we were one of the first schools in Staffordshire to become a converter Academy. In September 2021, we became the founder member of the Primitas Learning Partnership and we are now part of a 7 school Multi-Academy Trust.

Where to Find Us

The Academy occupies a quiet and pleasant site on the edge of Cannock Chase and in close proximity to Chasewater. We are situated just off Junction 6 of the M6 Toll Road and a 10-minute drive from Trent Valley railway station. From the Academy, it is only a 10-minute drive to the centre of Lichfield and Birmingham city centre is only a 35-minute car journey away.

Our Site and Facilities

The main buildings were opened in 1970 and have undergone extensive, high-quality programmes of maintenance and improvement ever since. A new Sports Hall was built in 2005, incorporating excellent facilities such as a dance studio, a fully equipped gym, specialist P.E. classrooms with networked computers and a large sports hall. We also increased our car-parking provision to ensure that all Academy staff and 6th Form students now benefit from a guaranteed, on-site parking space.

Owing to the fact that we occupy a large site, our buildings are supplemented by excellent outdoor spaces and facilities including extensive sports fields (incorporating football pitches and rugby pitches) recently refurbished tennis and netball courts and an excellent, full-sized, all-weather pitch. Following building work in 2024, we have recently opened a new block of 2 x classrooms, an Engagement Hub and staff office space

Our Educational Strapline – Hard Work. High Aspirations, Limitless Opportunities

In September 2025, we launched our new Academy strapline which underpins everything we do and stand for at EDA. Whether you are a member of staff or a student, we firmly believe that if you work hard and have the highest aspirations for yourself then you will be presented with limitless opportunities.

Everything that we do at EDA is steered by our Why. These 3 questions are:

1. Will it give our students the Education of the highest quality?
2. Will it give our students the Determination to be the best person they can be?
3. Will it give our students the appreciation of how to be safe, respectful and healthy?

Furthermore, in order to help us maintain a sharp focus on delivering excellence in all areas of the school, we have identified 6 equally important strategic areas of performance, in which we strive for excellence and which provide the parameters for improvement planning at all levels:

Academic Success
Broadening Horizons
Culture and Ethos
Developing Staff
Engaging the Community
Facilitating Learning

With regards to **A**cademic Success, we are firmly established as one of the highest performing schools in the local authority and indeed the region, for both attainment and progress. Furthermore, according to the all-important Progress 8 measure, we have become firmly established in the top 10% of secondary schools nationally. We are also proud of the fact that the performance of all groups of students and all key subject areas typically make progress that is significantly above national averages.

As well as having a sharp focus on academic success, we place great value on **B**roadening the Horizons and Skills Sets of our young people in preparation for their future lives. Consequently, we pride ourselves on have an exciting and extensive range of high quality extra-curricular opportunities on offer, which all students are actively encouraged to participate in. These are delivered by our incredibly dedicated staff who give freely of their time in order to benefit our young people. We are exceptionally proud of our annual production together with our numerous concerts, educational visits (local, national and international) charitable events, clubs, sports teams, student leadership opportunities and careers activities. Details of our exceptional extra-curricular provision

can be found in our Extra-Curricular Directory and on our social media pages.

We also believe that our **C**ulture and Ethos must be conducive to ongoing educational excellence and personal development on a daily basis. This means that we continually work hard to ensure that everyone feels they belong to a school community which is:

-caring and friendly
-calm and orderly
-aspirational and collaborative
-safe

Indeed, we are very proud of that fact that visitors to EDA always comment on our calm, orderly and friendly atmosphere. They also invariably comment on our positive, articulate, well-behaved and well-mannered young people, who are wonderful ambassadors for the Academy and who take real pride in doing things "The EDA Way."

Pursuing Excellence for All obviously applies to **D**eveloping Staff as well as students. We want all of our staff to be the best that they can be, so that they can help every single young person excel, both in and out of the classroom. Therefore, the Academy is committed to investing in staff wellbeing, to ensure that all our staff feel happy, cared for, listened to and professionally equipped to fulfil their role to the highest possible standard. And, as part our wellbeing strategy, we seek to provide high quality continuing professional development for all staff at every stage of their career. To illustrate this, our school day was re-structured in 2019 to facilitate weekly CPD sessions for staff, to help them become the best practitioners possible. In addition, our NQT programme was described as 'exceptional' by a national accrediting body and we are recognised as a leading ITT provider in the Arthur Terry Teaching School Alliance. Furthermore, we also have a successful record of training teachers ourselves through the School Direct route and for growing and developing our own middle and senior leaders (both teaching staff and associate staff.)

Our approach to **E**ngaging with the Community is borne out the realisation that it is not possible for a stand-alone school, working in splendid isolation, to enjoy sustainable success and improvement. Therefore, being proactive and truly collaborative in the way that we work with stakeholders and engage with community partners is vital. We do not just believe that we are in the community, but that the community is in us. Therefore, developing deep and meaningful working relationships with parents, local businesses, local schools, charities, community groups, community leaders and other agencies is integral to what we do.

At the heart of everything we do and aspire to be as an academy is **F**acilitating Learning as effectively as possible. We believe that teaching should never be reduced to or regarded as a pedagogical performance. Rather, it should only ever be regarded as the vehicle for facilitating high quality, intentional learning and progress of all students over time, in accordance with careful curriculum planning. The curriculum for Years 7-13 is based on 50 periods scheduled over a fortnight and is organised into the tradition Key Stages 3, 4 and 5. The Academy aims to provide all students with opportunities to enjoy learning and achieve success in a curriculum which is broad, balanced, ambitious relevant and sensitive to their abilities, aptitudes and interests.

At EDA there is a strong, shared belief that the teaching of every teacher needs to improve; not because they are not good enough but because they can be even better, for the benefit of our young people, who only have one chance at an education.

Recognising our Success

Our sustained journey of significant improvement has helped the Academy achieve a strong and growing reputation both locally and over a wider geographical area and we are now the school of choice for an increasing number of families. This is reflected by our steady and sustained growth in pupil numbers: We are now heavily oversubscribed and have maintained our oversubscription status for the last 4 years. We are very much a community based Academy.

In addition to our popularity amongst a large and growing number of families, there are many other accolades and indicators of our ongoing success, which remind us and reassure us that the Academy is in a very healthy position:

We regularly receive recognition and national awards for academic achievement from reputable educational organisations such as SSAT.

We have gained Category 1 status (the highest grade possible) for 9 years running, as a result of the Local Authority's remote inspection process. This grading is based upon a rounded judgement of our performance, not just exam results.

We are consistently one of the most oversubscribed schools in Staffordshire.

We have worked with a range of Staffordshire schools to support with their improvement.

We have gained recognition for the way in which we work with the DofE Award Scheme and the Outward-Bound Trust so positively.

Our careers provision is second to none and we are currently putting the finishing touches to our preparations for an imminent Careers Quality Mark assessment.

Our retention rate for teaching staff is incredibly high, with staff being proud of belonging to EDA and wanting to progress their careers here. This guarantees ongoing stability and quality in the classroom.
We have been asked to feature in national publications and contribute to national education forums.

Parent survey results show exceptionally high satisfaction rates.

Pupil attendance has risen to be significantly above national benchmarks, showing that our young people really enjoy belonging to and attending the Academy.

Ofsted gave us a glowing report, as summarised within this document, when they last visited us in May 2023.

Since 2023, the Academy has achieved the following status as a result of external validation; Eco Status, Staff Wellbeing Gold Chartered Status, School Games Gold Award, Association for Physical Education Distinction, Healthy School Status, OCR Accredited Computing Ambassador and Ofsted Good (2023). We are currently in the process of applying for The Careers Quality Mark and The Inclusion Quality Mark.

Welcome from Phil Walklate, Headteacher

Thank you for expressing an interest in the position and in joining Erasmus Darwin Academy (EDA) and the wider family of the Primitas Learning Partnership (PLP). We are in an exciting stage in our development and I wholeheartedly believe that our students and our community are as good as anyone, anywhere, and this Academy exists to prove it. I firmly believe that is it my responsibility to ensure that all EDA students receive an enjoyable education that create lots of opportunity and transforms lives.

The EDA values are at the core of our being and they define our behaviours. Our mission is to develop respectful, friendly, determined and courageous students who are ready to contribute to a life in modern Britain. At EDA we value hard work, set ourselves aspirational targets, hold ourselves account for our own behaviour, have the highest of expectations and always act with dignity and integrity. I have the unequivocal belief that any student can succeed regardless of their background.

The Academy culture is core to our success at EDA. My belief is that every student has the right to teach and every student has the right to learn. We are an Academy that is built on genuine mutual respect that is demonstrated with every interaction. In addition, our culture is fixed in the understanding that we can always improve and there is no limit to what we can achieve for our students and community. I have the privilege of working with an incredibly diligent and committed staff body who inspire me daily with their relentless drive and enthusiasm. I want any adult who works at this Academy to be motivated and driven by this culture.

The Academy has continued to develop in the last seven years and we have now formally entered the next, exciting phase of our development by becoming the founding member of the Primitas Learning Partnership. All Academies in the Primitas Learning Partnership work collaboratively together in a number of ways which benefits our learning communities. In addition, the Trust also provides well-being opportunities for its members by offering a free gym service and access to a Health Care scheme.

In conclusion, Erasmus Darwin Academy offers an exceptionally friendly and caring environment in which to work and study, where every individual is valued and supported and where everyone works together towards the vision of “Excellence for All” with high expectations of themselves and others.

We welcome applications from well-qualified staff who genuinely love working with young people and who will commit themselves to the ongoing improvement of our fantastic Academy. If you would like to see the Academy during the working day, then please contact Jade Skelding at j.skelding@eda.staffs.sch.uk to arrange a visit.

I look forward to welcoming you to EDA.

Phil Walklate BSc (Hons), PGCE, MA, NPQH, NPQEL
Proud Headteacher of Erasmus Darwin Academy

EDA Culture – Our Beliefs

No unnecessary focus on collecting unnecessary evidence you have done your job. We focus on quality first teaching in all lessons everyday

We continue to develop an open culture whereby staff are encouraged to suggest how we can do things better – we encourage feedback

We strive to ensure that all staff members are consulted ahead of any major changes

We don't believe that arriving first and leaving last is a sign of working hard. We want you to strike the right balance of work and time for yourself, friends and family

We don't grade lesson observations and we don't want to see show case lessons. We focus on the typicality and continually try to improve our teaching practice through a positive, inclusive culture of support and challenge

We operate an email curfew so that staff know they can 'switch off'

We have mental health champions who are there to listen and advise

Access to supportive health care packages and wellbeing initiatives (gym usage, health insurance and think well)

Visible and supportive SLT throughout the school day

SLT run all lunch duties to ensure high standards of behaviour and will always support colleagues

Approachable SLT where all issues can be discussed. We very much operate an open-door culture

Celebrate staff success, birthdays and achievements

No unnecessary meetings - we have one meeting per week which focuses on staff development

Lots of time in departments to collaboratively plan and discuss the curriculum – we openly encourage shared planning to reduce workload

Staff breakfasts at the end of every half term to show our appreciation and thanks to staff

Termly staff social event which includes Christmas party, Easter event and Summer BBQ

Teaching staff are issued with a laptop for teaching purposes

We believe that all staff should be self-motivated to improve their own practice

Our values are lived and not laminated

CPD is bespoke and focuses on both pedagogy and leadership development

Refreshments where after school events take place, before CPD sessions and before Friday briefings

EDA Culture – Staff Workload

No formal lessoning planning proforma is required

We believe in collaborative planning

Data collection points are twice in years 7, 8, 11 and 13 and three times in 9, 10 and 12

Staff are rarely asked to cover lessons in their non-contact time

All Teaching Professionals have gained additional non-contact time

All leaders have been given additional leadership time

We believe in flexible working arrangements and have this in place for both Teaching & Associate Professionals.

We don't have subject written reports

We have centralised detentions

We have sensible and manageable feedback policy

All policy reviews are considered from a workload perspective

We never staff to the 1265 directed time

We are embracing the idea that remote events can work just as well as face to face events

Middle leaders are consulted half termly on whether the workload ahead is manageable

Summary of OFSTED Findings (May 2023)

A summary of our latest Ofsted visit can be seen below:

Positive Judgements

"Pupils are happy and achieve very well at Erasmus Darwin Academy."

"Leaders and teachers have carefully designed an ambitious curriculum."

"Parents and carers are highly supportive of the school."

"Pupils have responded very well to the school's high expectations for their conduct."

"Students behave respectfully to each other, to their teacher and to visitors."

"The school is a harmonious and well-ordered community, where warm and respectful relationships characterise life and where inclusion and equality are demonstrated by all.

"Pupils are attentive in lessons and say they can focus on their learning"

"Leaders across the school have high expectations for pupils' academic achievement.

"Teachers have good subject knowledge, and support pupils well to learn the curriculum "

"Leaders have placed personal development at the heart of their curriculum"

"Pupils are prepared for life in modern Britain."

“Leaders have ensured the curriculum retains breadth and rigour for all pupils, including students with special educational needs”

“Leaders are clear about what they want pupils with SEND to achieve.”

“Low level disruption is very rare, and pupils understand leaders’ expectations.”

“Leaders have taken action to ensure that all pupils can read well.”

“Leaders have a clear and precise understanding of the provision and priorities for development.”

“Leaders promote an honest and transparent relationship with all staff.”

“Staff workload and well-being constitute a high priority.”

“Staff know then pupils well and work in their best interests.”

“Staff take proactive action to ensure that all pupils are kept safe

“Staff are tenacious in following up concerns.”

“Pupils know who to speak to if they have any concerns about themselves or their peers.”

“Students are taught to stay safe through a well-designed curriculum for pupils’ personal development”

Areas For Development

Occasionally, teachers do not check well enough if pupils’ learning is secure. As a result, any gaps in pupils’ learning persist and pupils struggle to complete more challenging work. Leaders should ensure that all teachers precisely identify and then address any misconceptions and gaps in pupils’ learning, giving them secure foundations to move to more challenging work with success.

Leaders are yet to implement systems to support pupils with weak reading skills. This means that pupils struggle to fully engage with the curriculum. Leaders need to ensure that all pupils who are weaker readers are supported effectively to enable them to become fluent readers

Latest Educational Outcomes (2024-2025)

A-Level Results

We are delighted to announce an excellent set of A-Level results for 2024-25. The proportion of A*-B grades was 39% and 69% of grades were A*-C. A Level outcomes are continually improving. We are also pleased to report an increase in Value Added score. Student destinations are also very good. The vast majority of students secured their first-choice destination. Therefore, our improvement in this area demonstrates the Academy's determination to help maximise the choices and opportunities available to our young people at this crucially important point in their lives.

Our GCSE results were fantastic with EDA outperforming the national standard in almost all key performance attainment indictors. These results can be seen below.

GCSE Results

4-9 GCSE Results

	EDA 2025	National Standard
Food Technology	61%	68.4%
Business Studies	62%	65.9%
Computing	70%	69.2%
Science	57%	57.6%
Physical Education	73%	72.8%
Geography	68%	65.1%
History	63%	64.2%
Religious Education	52%	72.6%
German	100%	79.1%
Art	78%	76.9%
Music	92%	75.7%
Maths	76%	71.9%
French	100%	72.5%
Photography	83%	76.9%
Biology	93%	90.4%
Chemistry	93%	91.9%
Physics	87%	91.2%

5-9 GCSE Results

	EDA 2025	National Standard
Science	41%	37.0%
Computing	56%	57.7%
Business Studies	43%	51.7%
Physical Education	60%	58.6%
Geography	56%	52.6%
History	53%	52.9%
German	90%	64.4%
Biology	77%	81.3%
Chemistry	90%	81.9%
Physics	73%	82.5%
Food Technology	39%	53.4%
Product Design	29%	53.1%
Music	85%	64.2%
Art	67%	59.7%
Photography	50%	59.7%

6-9 GCSE Results

	EDA 2025	National Standard
Science	23%	19.4%
English Language	28%	35.7%
English Literature	34%	38.7%
Food Technology	28%	36.3%
Business	36%	35.2%
Computing	30%	44.3%
Art	33%	40.9%
Photography	42%	40.9%
French	60%	36.9%
Music	62%	49.7%
Physical Education	23%	41.5%
Geography	38%	39.0%
History	41%	40.0%

7-9 GCSE Results

	EDA 2025	National Standard
Science	13%	9.1%
English Lang	10%	19.5%
English Lit	17%	20.1%
Food Technology	6%	21.1%
Art	22%	23.8%
History	27%	26.2%
Music	54%	32.9%
Physical Education	10%	23.5%
Geography	20%	24.8%

Key Performance Indicator Comparison

	EDA 2025	National Standard
English and Maths (5-9)	45%	43%
English and Maths (4-9)	70%	66%
English (Best English)		
4-9 Standard Pass	80%	70.6%
5-9 Strong Pass	59%	58.1%
6-9	38%	35.7%
7-9	21%	19.5%
Mathematics		
4-9 Standard Pass	76%	71.9%
5-9 Strong Pass	52%	52.8%
6-9	26%	33.2%
7-9	15%	21.5%

What do the staff say about working at EDA?

‘Staff and students are genuinely kind and caring and this is because of the culture that is fostered here at EDA. It also means I’m always in a supportive environment where I can grow as a practitioner.’

‘Joining EDA is probably the best decision you will make...’

‘There is an open culture where everyone listens to suggestions, staff are encouraged to be honest to make our school even better’

‘EDA is a school that understands positive staff well-being is at the heart of student success’

‘I have only been here for 2 weeks and the staff are helpful and welcoming in all departments, students are so polite and helpful too’

‘Innovators and creative thinkers will fit in perfectly here!’

‘It is a pleasure to work here and be a part of such a kind, friendly and welcoming environment. I felt completely comfortable here within a week of starting!’

‘Excellence is at the forefront of what we do, as professionals we work really hard in school (students too), but colleagues in leadership put systems in place to support us to ‘work smart’ and this enables me for the first time in years to have a better work life balance and peace of mind when I go home. So if you love teaching and want to be immersed in a school where students love learning then join our community at EDA.’

‘I enjoy every minute of my job, being surrounded by like-minded, positive colleagues is inspiring and pushes me to be the best I can be’

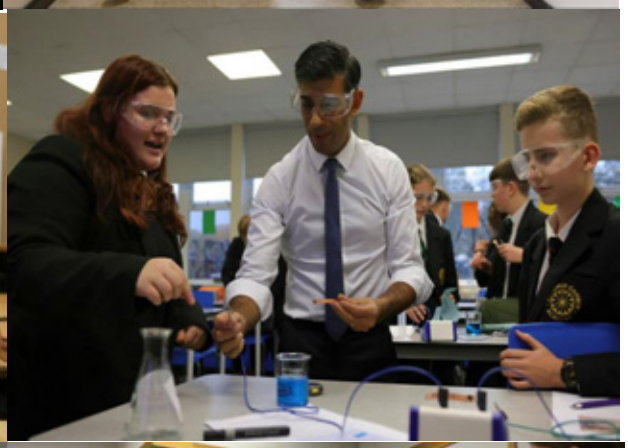
‘The support we receive from senior leadership is second to none. I feel completely comfortable approaching my line manager with issues and staff here feel listened to, understood and respected. At EDA, staff well-being is of massive importance and we are always encouraged to maintain a healthy work-life balance’

‘The students at EDA are a pleasure to work with, our culture and ethos here means both staff and students act with care, politeness and everyone is friendly and approachable’

‘The Leadership Team are approachable and supportive. There is a real Team feel about the Academy’

EDA in the Media

On Monday 21st November 2022 we hosted the first official school visit by the Prime Minister, Rishi Sunak. Erasmus Darwin Academy was shortlisted as a result of our student outcomes profile and also for our student destinations as both are significantly above the national average. Following a number of visits, emails and phone calls from the Prime Minister's team, Erasmus Darwin Academy was selected to host the visit. The Prime Minister met the Senior Leadership Team and met the Head Girl and Head Boy. The visit included lesson visits to Design and Technology and Science. The feedback we received from the Prime Minister's Team was this was the best school visit they had been part of. It was indeed an honour and a privilege to host such an important visit and we are glad that our students can state the Prime Minister visited their school. In 2025, the Academy received further media coverage as a result of former EDA student Hannah Hampton being selected to represent the England Lionesses in the 2025 European Championships. This resulted in the Academy receiving media attention from local radio, the BBC and ITV's This Morning.



Guidance Notes for Applicants

Primitas Learning Partnership
Guidance Notes for Applicants

Please read the important information in these guidance notes prior to completing and submitting your application

You must complete the application form to apply for this vacancy.

There is opportunity within the application to provide evidence of your experiences, skills and qualifications as related to the person specification. You may provide further details on additional sheets if required.

Please ensure all gaps in employment and education history are fully explained on your application form. We may wish to verify this information during the recruitment process.

Please complete the Equality & Diversity Monitoring Form. We are keen to ensure that our jobs are accessible to all members of the community and use this data to monitor our progress in doing this.

Make sure you return your application form by the closing date.

No applications will be accepted once the closing date has passed.

After the closing date the applications will be shortlisted. Please keep free any interview date given; it is not normally possible to re-arrange this date.

If we haven't contacted you within 14 days of the closing date you can assume that your application has been unsuccessful.

We welcome applications from all sections of the community and will be pleased to help meet any requirements arising as part of the recruitment process.

You will be asked to sign a copy of your electronically submitted application form at interview.

References

To help us get a quick response, please ensure that you provide us with referees who are contactable and available. If possible, please provide e-mail addresses for your referees and advise them that they will be asked to provide a reference for you if you are shortlisted for the post. When providing details please ensure that one relates, if applicable, to your present job, or most recent employer and where possible, you must provide one referee who can comment on your previous work with children. If you have recently left full-time education, please ensure you include a Head Teacher/College/University Principal (or their representative) as one of your references.

Please state in what capacity the two referees are acting, e.g. current employer. **It is the Trust's policy to direct reference requests via the Headteacher/Principals, so please include this information should a school referee be detailed.**

Please note that references from relatives or friends are not acceptable.

Online Checks

In addition, as part of the shortlisting process we will carry out an online search on the preferred candidate(s). This search will be carried out by a member of staff who has received Safer Recruitment training and will not be involved in the recruitment process. A consistent approach will be taken and the results will be recorded on an Online Search Report. The purpose of the online search is to help identify any incidents or issues relevant to the suitability to work with children, that have happened and are publicly available online, which we may want to explore with you prior to appointment.

Equal Opportunities

We recognise the importance of promoting equality of opportunity across all service provision as well as in the employment of our staff. We aim to promote equality of opportunity for all with the right mix of talent, skills and potential and we welcome applications from a diverse range of candidates.

Data Protection Act

The Data Protection Act 2018 places responsibilities on us to process personal data that we hold in a fair and proper way. The Act came into force on 25th May 2018 and regulates the use of personal data, including any data you supply on this application form. The information you give us will be kept confidential and will only be used for the purpose of personnel management.

We may contact other organisations (such as the Disclosure and Barring Service (Formerly Criminal Records Bureau), Job Centre Plus, previous employer(s), education establishments, etc) to check the factual information you have given on the application form. The information will be stored securely, both manually and electronically and destroyed after 6 months if your application is unsuccessful.

If we offer you the position, we will use some of the information you give us on the application form in your contract of employment. The information you give on the recruitment monitoring form will only be used to monitor the application of our Equality & Diversity Monitoring Form and the effectiveness of our recruitment and advertising strategies.

Audit Commission Fair Processing Protocol

The Trust is under a duty to protect funds it administers, and to this end may use the information you have provided as part of the recruitment process for the prevention and detection of fraud. It may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

Employment Terms & Conditions

Annual Leave

Arrangements for Teachers preclude the necessity for annual leave entitlements. Provisions regarding the working time of various categories of teaching staff are contained in their relevant conditions of employment set out in the School Teachers Pay and Conditions Document.

Teaching Assistants are not required to work during school closure periods, which is deemed to be annual leave.

Other Associate Staff are subject to NJC terms and conditions of employment. Under these terms you will be entitled to a minimum of 24 days annual leave (excluding bank holidays). The amount of annual leave increases over time and is based on the level of your post and is pro rata for part time employees. Our annual leave year runs from 1st April to 31st March. In calculating your actual annual leave entitlement we take account of the length of continuous local government service you have as well as your basic salary.

New entrants to the service are entitled to annual leave proportionate to the completed months of service during the leave year of entry.

NJC Terms & Conditions

SALARY	0 - 4 yrs	5 - 14 yrs	15 – 24 yrs	25 yrs & over
Up to SCP 28	25	30	31	32
SCP 29 – 40	27	31	32	33
SCP 41 & over	28	32	33	34

Term-time workers are entitled to annual leave and public holidays proportional to a whole year employee's entitlement.

Associate staff are expected to take any annual leave entitlement during school closure periods.

Public/Extra Statutory and Local Leave

As well as annual leave, our offices are closed on the following 8 days, and paid leave is granted to staff:
Good Friday and Bank Holiday Monday
May Day (first Monday in May)
Late Spring Bank Holiday
August Bank Holiday
Christmas and Boxing Day
New Year's Day

Other Leave

Special leave arrangements also exist which cover bereavement, carer leave, adoption, maternity leave, work break, paternity leave and parental leave.

Working Hours

The standard working week for full-time staff in schools is 37 or 32.5 hours dependant on your terms and conditions. Hours of work and shift patterns are usually indicated in the advertisement and application pack. Where posts are part-time the benefits of a full-time post, will be a pro rata entitlement to salary and annual leave, sick pay, maternity leave and pension rights.

Relationship to Members or Employees/Canvassing

You must tell us in writing if, to your knowledge, you are related to a member of staff or Governor of the school or anyone elected to or employed by Primitas Learning Partnership. There is an opportunity to do this on your application form. We also expect you to state if you are related to a student at the school.

We will not appoint you if you canvass any of the above directly or indirectly – this means asking for help to get a job using their position in the school.

Proof of Qualification

You will have to provide proof of relevant qualifications during the selection process.

Right To Work in the UK

We must take copies of evidence that you are able to legally work within the UK. Only the successful candidate's right to work in the UK copies of evidence will be retained on file. All unsuccessful candidate copies will be confidentially destroyed following the recruitment process. The following list details the acceptable documents/combinations of documents which we must see and copy:

When carrying out a manual right to work check, original documents from either List A or B are acceptable.

List A:

A United Kingdom Passport (current or expired)

A passport or passport card (current or expired) showing that the holder is an Irish citizen.

A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man, which has been verified as valid by the Home Office Employer Checking Service, showing that the holder has been granted unlimited leave to enter or remain under Appendix EU to the Jersey Immigration Rules, Appendix EU to the Immigration (Bailiwick of Guernsey) Rules 2008 or Appendix EU to the Isle of Man Immigration Rules.

A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right to live in the UK or has no time limit on their stay in the UK.

A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency.

A birth or adoption certificate issued in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency.

A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland together with an official document giving the person's permanent National Insurance number and their name issued by a government agency.

A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

List B:

A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.

A current immigration status document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a government agency or a previous employer.

A document issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules on or before 30 June 2021 together with a Positive Verification Notice from the Home Office Employer Checking Service.

A Certificate of Application (digital or non-digital) issued by the Home Office showing that the holder has made an application for leave to enter or remain under Appendix EU to the immigration rules (known as the EU Settlement Scheme), on or after 1 July 2021, together with a Positive Verification Notice from the Home Office Employer Checking Service.

A document issued by the Bailiwick of Jersey, the Bailiwick of Guernsey or the Isle of Man showing that the holder has made an application for leave to enter or remain under Appendix EU (J) to the Jersey Immigration Rules or Appendix EU to the immigration Rules (Bailiwick of Guernsey) Rules 2008, or Appendix EU to the Isle of Man Immigration Rules together with a Positive Verification Notice from the Home Office Employer Checking Service.

An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service.

A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question.

All document/s you provide must be an original and must be provided when requested during the recruitment process.

The Rehabilitation of Offenders Act 1974

The Rehabilitation of Offenders Act was introduced to make sure that you are not discriminated against when applying for jobs, if you have been convicted of a criminal offence and you have not re-offended for a period of time since the date of your conviction.

The Act allows certain types of convictions to be treated as "spent" after a certain (variable) period of time. You are no longer legally required to disclose to us convictions that have become "spent", unless the post you are applying for is exempted. In the case of more serious crimes, such as where the sentence is more than 5 years imprisonment, the conviction can never become "spent" and must always be taken into account.

Exceptions Orders exist to protect vulnerable client groups such as children, young people, and the elderly, sick or disabled. In such cases, we are legally entitled to ask you for details of all convictions, even if they are "spent" or "unspent" under the Rehabilitation of Offenders Act. All details of convictions will be disclosed by the Disclosure and Barring Service for the preferred candidate.

Cautions, reprimands and final warnings are not criminal convictions and are not covered by the Rehabilitation of Offenders Act. They become "spent" immediately and we may only consider them when appointing to exempted posts.

All applicants who are offered employment to a post subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed will have to provide details of cautions, reprimands or final warnings, as well as convictions.

Having an “unspent” conviction will not necessarily bar you from employment. This will depend on the circumstances and background to your offence(s).

For all other criminal convictions, you will only need to disclose any convictions that are not 'spent'. A conviction is regarded as spent if you have served a 'rehabilitation period'. These periods vary according to the sentence received as follows: -

	Rehabilitation Periods (spent after)	
Sentence	Age 18 or over when convicted	Under 18 when convicted
Prison and Young Offender Institution - sentence of 6 months or less	7 years	3 years
Prison and Young Offender Institution - sentence of more than 6 months – 2 years	10 years	5 years
Fines, compensation order, probation (for people convicted on or after 3 Feb 1995), community service, combination order, action plan, curfew order, drug treatment, reparation order	5 years	2 years
Borstal (abolished 1983)	7 years	7 years
Detention centres (abolished 1988)	3 years	3 years
Absolute discharge	6 months	6 months

Sentences for which the rehabilitation period varies:

Probation order (for people convicted prior to 3 Feb 1995), conditional discharge, bind over, supervision order, care order	Until the order expires (minimum period of 1 year)
Attendance centre orders	Length of the order plus 1 year
Hospital order	2 years after the order expires (with a Minimum of 5 years from the date of conviction)
Suspended sentences are treated the same as for the full sentence	
Consecutive and Concurrent sentences An offender may be sentenced at one time for several offences. If the court decides that imprisonment is the right penalty for more than one offence, it can order this to run concurrently or consecutively. If	

a person is sentenced to two terms of imprisonment of six months each, to run concurrently, the person will be subject to a rehabilitation period of 7 years. If they were ordered to run consecutively, they would be subject to a rehabilitation period of ten years.
Extension of Rehabilitation periods Rehabilitation periods may be extended if a person receives further convictions while an original rehabilitation period is still running. If the second conviction is for a summary offence, i.e. an offence that can be tried only in a magistrates' court, then the first rehabilitation period is not affected and both rehabilitation periods will run their separate course. If however, the second conviction is more serious and could be tried in crown court, then neither conviction will become spent until the longer rehabilitation period has expired. Where the original sentence resulted in a disqualification, prohibition or other penalty, the rehabilitation period will not be affected if the person is convicted of a further offence.

Safer Recruitment Checks

We are required to ensure that the confidentiality and safety of our service users is protected and we therefore undertake the most stringent vetting of all our staff. This includes Disclosure and Barring Service check, referencing, scrutiny of previous employment history, online checks and checks against our employee records along with the Childcare Disqualification Declaration (where applicable). For Teachers, a Prohibition Check will be completed. For staff appointed to a management position in the Trust a Section 128 check will also be carried out. A trace against these does not mean that applicants are unsuitable for employment. It does, however, allow us to explore and address any potential conflicts of interest and also assesses suitability for employment. Signing your application form indicates your consent for such checks to be undertaken.

A copy of the schools Safeguarding Policy can be found on the school website and Primitas Learning Partnership Recruitment Policy can be found on www.primitas.co.uk.

All our documents are available in large print, Braille or another language on request.