



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



TEACHER OF DESIGN AND TECHNOLOGY

WITH A SPECIALISM IN FASHION AND TEXTILES

MPS/UPS

Full Time – 0.8FTE Possible For The Right Candidate

Permanent

Required from September 2026



TEACHER OF DESIGN AND TECHNOLOGY (FASHION AND TEXTILES SPECIALISM)

Location: Prince Henry's Grammar School

Contract: Permanent
Full Time - 0.8FTE Possible For The Right Candidate

Closing Date: Tuesday 19th May 2026

Selection Day: Friday 22nd May 2026



TEACHER OF DESIGN AND TECHNOLOGY

Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Administrator at the school:

hrs@princehenrys.co.uk

The closing date for applications is **Tuesday 19th May 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held the same week on **Friday 22nd May 2026**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation (for teaching posts only), a written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with the current KCSiE policy.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

Are you a passionate Fashion and Textiles specialist ready to inspire the next generation of creative thinkers? We are looking for an energetic, enthusiastic and committed classroom practitioner with a genuine love for Fashion and Textiles to join our thriving faculty.

You will become part of an established, supportive and motivated team within our successful Design, Technology and Innovation Faculty. We offer a broad and exciting curriculum, delivering GCSE, Level 3 and A Level qualifications across Food Preparation and Nutrition, Hospitality and Catering, Art & Design Textiles, Design Technology and Product Design.

We are seeking a proactive, positive and flexible teacher who thrives in a busy, creative environment and is eager to contribute to the continued success of our popular faculty. You will play a key role in shaping students' skills, confidence and passion for the subject.

This post is suitable for an Early Career Teacher or an experienced colleague looking for a new challenge.

This is a permanent full-time post available from September 2026, although a 0.8FTE contract may be available for the right candidate.

Design, Technology & Innovation Faculty

We are a successful and vibrant faculty made up of 13 enthusiastic and hardworking staff, including 10 specialist teachers and 3 term-time technicians (one full-time and two part-time). As a team, we set high expectations for our students and create a lively, stimulating environment that consistently leads to high-quality outcomes.

We are a collaborative group of professionals who are committed to developing strong subject pedagogy and staying at the forefront of new technologies. Our teachers are deeply passionate about their subject specialisms and work closely together to share expertise, support one another and drive innovation across the faculty.

Curriculum

The faculty benefits from excellent facilities, including recent investment in new technologies such as laser cutting, sublimation printing and 3D printing. These resources support our commitment to delivering high-quality, future-focused learning experiences.

Our team delivers a wide range of exciting and innovative schemes of work, all designed around the National Curriculum framework. Each scheme encourages students to solve real-life problems through the creative and purposeful application of STEM. Subject specialists teach highly engaging lessons and regularly incorporate new ideas, technologies and pedagogical approaches to enhance teaching and learning.

At KS3, teachers follow their classes through a carousel system, delivering lessons in Food Preparation and Nutrition, Design and Technology and Textiles Technology. Students are assessed and monitored throughout KS3, with progress tracked over three years. This approach enables teachers to evaluate student work across all material areas within the faculty. All KS3 teachers contribute to summative assessments in line with school policy.

At KS4 and KS5, students are assessed and monitored by individual staff according to the relevant examination board specifications, ensuring consistency, rigour and clear progression.

Key Stage 3

All students experience designing and making across the full range of material areas within the faculty in mixed ability groups. ICT is an integral part of all tasks. Students are taught in two half year groups (known as "mini-schools"), and these are divided into smaller groups.

Key Stage 4

The following GCSE specifications are offered through the option system:

- Level 2 Hospitality and Catering - WJEC
- Food Science and Nutrition - AQA
- Design and Technology with a Textiles specialist focus - Pearson
- Design and Technology - Pearson

Key Stage 5

Students are able to study A Level Product Design (AQA), GCE A level in Art and Design – Fashion and Textiles focus (Eduqas) and Level 3 Food Science and Nutrition (WJEC). All courses are challenging but rewarding and have achieved outstanding results.

Accommodation and Resources

The faculty comprises six rooms and an adjacent dedicated ICT room. The rooms within the faculty are as follows:

- Te1 - Food Technology Classroom, selection of CAM equipment including a blast chiller
- Te2 - Food Technology Classroom, selection of CAM equipment including a blast chiller
- Te3 - Fashion and Textiles Classroom including screen printing, sublimation printer, sewing machines including CNC machines and overlockers
- Te4 - Design & Technology Classroom with laser printing facilities
- Te5 - Design & Technology Classroom with specialist metalwork equipment, 3D printing facilities and a CAD/CAM router
- Te6 - Design & Technology Classroom with specialist woodwork equipment, 3D router and 3d printing facilities, vacuum forming, enamelling kiln and pewter casting equipment
- Te8 - ICT suite with internet access

We also have a faculty work area and a technician's room.

All rooms in the faculty are networked with the whole school. We have a wide range of software including 2d Design, Photoshop, 123D Design, and ProDesktop. Students are actively encouraged to use these resources. All students have their own personal iPad or tablet device. A range of text and resource materials are also available within the faculty.

The faculty has well-established industrial links, providing valuable opportunities for visits, employer engagement and specialist support in the development of students' project work. These partnerships help students understand the real-world applications of design and manufacturing and enrich their learning experience.

We also regularly showcase students' achievements through end-of-year exhibitions, delivered in collaboration with the Art department, which forms part of our wider faculty area. These events celebrate creativity across disciplines and strengthen our culture of creative collaboration.

The faculty attracts students from a wide range of abilities and prides itself on maximising progress for learners at all levels.

The faculty offers extra-curricular opportunities ranging from lunchtime support to after-school sessions for KS3, GCSE and A level students. These sessions support the less able, more able and the very keen.



ABOUT COLLABORATIVE LEARNING TRUST

Currently, the Trust comprises of:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswald's Church of England Primary School, Guiseley, Leeds
9. The Whartons Primary School, Otley, Leeds (*expected to join June 2026*)

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance).

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career.

We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits, which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's, John Lewis, or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

Prince Henry's is an over-subscribed comprehensive school with over 1640 students, including around 350 in the Sixth Form. We are proud of our school, students, staff and community and were delighted to have our recent Ofsted report from November 2024 endorse our strengths in judging us 'Outstanding' in all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED Award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website www.princehenrys.co.uk and the school's prospectus documents [here](#).

INFORMATION FROM THE HEADTEACHER

Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. Having recently been judged as 'Outstanding in all areas' from Ofsted (November 2024), our focus is on maintaining the exceptional offer and experience whilst pushing ourselves even further to ambitious levels. This includes the offer of CPL which includes leadership development and bespoke packages, and the opportunity to be outward facing with other schools within the Trust and alliances of which we are a member.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully

Sally Bishop
Headteacher



JOB DESCRIPTION: TEACHER OF DESIGN AND TECHNOLOGY (FASHION AND TEXTILES SPECIALISM)

Name:	
Job Title:	Teacher of Design & Technology (Fashion and Textiles Specialism)
Salary Grade:	MPS/UPS
Contract Type:	Full Time Permanent
Responsible to:	Faculty Leader

PURPOSE OF ROLE

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

Main Duties:

Teaching and Managing Student Learning

1. To teach the lessons assigned
2. To provide effective teaching for whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
3. To use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
4. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships as published in the school's 'Positive Discipline' framework of rewards and sanctions
5. To maintain good order and discipline among the students and take care of their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere
6. To prepare risk assessments as necessary following the school's Health & Safety policy
7. To undertake the role of Personal Tutor where required (see separate Job Description)

8. To take part, as required in the review, development and management of activities relating to the curriculum

Planning and Setting Expectations/Student Achievement

1. To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified by the school's Teaching & Learning & Assessment Policy
2. To set appropriate and demanding expectations for students' learning and motivation and set clear targets for students' learning, building on prior attainment
3. To identify students who have special educational needs and know where to get help in order to give positive and targeted support and implement and keep records on Pupil Centred Passports (PCPs)

Assessment and Evaluation

1. To assess how well learning objectives have been achieved and use this assessment for future teaching
2. To set homework in line with the school's Home Learning policy
3. To mark and monitor students' class and home learning providing constructive oral and written feedback, setting targets for students' progress
4. To understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses as appropriate
5. To provide or contribute to oral and written assessments, records of achievement and references relating to both individuals and groups of students
6. To participate in preparing and presenting students for public examinations

Relationship with Parents/Carers and the Wider Community

1. To prepare and present informative reports to parents/carers and attend Parents' Evenings/meetings
2. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognizing that learning takes place outside the school context
3. To liaise with agencies responsible for students' welfare

Manage Own Performance and Development

1. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
2. To participate in arrangements made in accordance with the Performance Appraisal Cycle
3. To participate in arrangements for further training and professional development as a teacher
4. To follow school policy by attending and participating in meetings
5. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
6. To share corporate responsibility for the implementation of school policies and practices
7. To set a good example to all students in their presentation and their personal conduct
8. To evaluate teaching critically by reviewing teaching methods and programmes of study and use this to improve professional effectiveness

Managing and Developing Staff and Other Adults

1. To establish and maintain effective working relationships with all colleagues
2. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Managing Resources

1. To select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met

To undertake any other reasonable duties as commensurate with the post as determined by the head teacher.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed

Date.....

JOB DESCRIPTION: PERSONAL TUTOR

Name:	
Job Title:	Personal tutor
Responsible to:	Key Stage Director

The job description does not qualify the Personal Tutor's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

As with all Job Descriptions, the role of the Personal Tutor is discussed between the post-holder and the Line Manager. The details below represent the expected areas of work.

Job Purpose:

The purpose of the role of Personal Tutor is to seek to know all the students in his/her form as well as possible and to become accepted as a person to whom they can turn for guidance. He/she should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of their tutees.

The role of the Personal Tutor includes the following activities.

Education Process

1. To carry out a rolling programme of academic monitoring of the students in the form with guidance from Key Stage Director and Assistant Headteachers
2. To attend year group meetings
3. To be involved with the production of IEP's working with Key Stage Director and SENCO
4. To provide the Assistant Headteacher with relevant information for the preparation of references and internal reports
5. To deliver the tutorial programme under the guidance of the PSHE/Citizenship Co-ordinator
6. To implement the school's Positive Discipline system within the Tutor Group and to maintain high standards of behaviour and achievement

Human Resources

1. To build good relationships with the Key Stage Director and other members of the year team

2. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially

Students' Welfare

1. To encourage students to develop the highest expectations of themselves
2. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
3. To work with the Key Stage Director to provide counselling for students as appropriate
4. To assess and monitor students' progress

General Responsibilities – many to be undertaken during registration time

1. To register students according to instructions, at the beginning of each session or as otherwise required (e.g. fire drill), to keep information about students up to date; to check on absences, punctuality and absence notes, reporting problems and maintaining a close working relationship with the Key Stage Director
2. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, in accordance with the school's published Positive Discipline framework
3. To issue letters to parents via students
4. To check Student Planners weekly
5. To supervise students to, during and from assemblies and to prepare form assemblies when required
6. To check uniform to ensure high standards are maintained and to report any problems regarding incorrect uniform
7. To ensure students receive information regarding school issues/activities
8. To appoint two year council representatives and oversee the collection of agenda items for school council
9. To work with Year Manager regarding obtaining subject material for absent students

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

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In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed

Date.....

PERSON SPECIFICATION – TEACHER OF DESIGN AND TECHNOLOGY (FASHION AND TEXTILES SPECIALISM)

Title of Post	Teacher of Design and Technology (Fashion and Textiles Specialism)		
Specification Prepared By	HR Assistant		
Date	May 2026		
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in a relevant subject specialism	E	Application and Selection process
2.	Secondary QTS, or moving towards	E	
3.	Evidence of recent relevant training	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Successful teaching and ITT record or successful and productive teaching practice	E	Application and Selection process
Knowledge		Essential/ Desirable (E/D)	How identified
1.	National Curriculum at KS3 in Design & Technology covering Food, DT and Textiles	E	Application and Selection process
2.	Requirements of GCSE and A level specifications in Fashion and Textiles	E	
3.	Appropriate teaching and learning methodologies	E	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 Design & Technology covering Food, DT and Textiles	E	Application and Selection process
2.	Ability to teach KS4 Design & Technology - Fashion and Textiles	E	
3.	Ability to teach KS5 Design & Technology - Fashion and Textiles	E	

4.	A passion for Textiles and enthusiasm to inspire students in the subject	E	
5.	Ability to develop and sustain good working relationships with colleagues	E	
6.	Good organisational skills	E	
7.	Excellence as a practitioner in Design & Technology	E	
8.	Excellent classroom management skills	E	
9.	Ability to enthuse and motivate students	E	
10.	Good ICT skills and ability to use ICT packages to support the teaching of Design & Technology	E	
11.	Ability to use iPads to enhance teaching and learning	D	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area and a positive can-do attitude	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to continued professional development	E	
6.	A personable nature to build effective relationships with parents and members of the school community.	E	
7.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers	E	
8.	Commitment to upholding the school's and the Trust's ethos, values, policies and procedures	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process

2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the school	D	

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks

GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



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