



Haberdashers'  
**ABRAHAM DARBY**

Confident - Calm - Caring

# **Candidate Information Pack**

## **Teacher of English**

**Required from Easter 2022**

**This is a full-time post and suitable for both  
experienced and newly qualified teachers**

**Closing Date: Friday 4<sup>th</sup> February 2022**

We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.  
We are looking to schedule interviews shortly after the closing date.



January 2022

Dear Applicant

Thank you for your interest in the **Teacher of English** post at Haberdashers' Abraham Darby.

Haberdashers' Abraham Darby is a vibrant, 11-18 mixed school which opened in September 2008 as part of the Haberdashers' Adams' Federation Trust; a thriving partnership with Haberdashers' Adams school in Newport. A focus on traditional values and high expectations is resulting in rapidly rising standards and popularity as a school of first choice. We are located within a short distance from the picturesque River Severn and Ironbridge Gorge, not far from Telford and Shrewsbury, with good motorway links to both the M6 and M54. We moved into our new state of the art building in the summer of 2012 and both pupils and staff are benefitting from a 21<sup>st</sup> century ICT rich learning environment and a superb leisure complex.

**We are looking to appoint an inspirational, enthusiastic and committed teacher of English to join us from Easter 2022 to teach across the age range 11-16.** The aptitude to demonstrate a passion for English and possess excellent subject knowledge, whilst consistently delivering inspirational and innovative lessons, is essential. The successful candidate will join a highly committed team dedicated to raising achievement and transforming learning. A commitment to extra-curricular and curriculum enrichment is essential. The post is suitable for both NQT/ECTs and more experienced qualified teachers. A passion and desire to teach A Level would be most welcome, but not essential.

I have included a number of pieces of information in this candidate pack that I hope you will find helpful in making an application. If you require further information about Haberdashers' Abraham Darby this can be gained from our website: [www.haberdashersabrahamdarby.co.uk](http://www.haberdashersabrahamdarby.co.uk)

In making your application, please submit:

1. The completed teaching application form,
2. A brief Curriculum Vitae (optional),
3. A supporting letter/statement describing:
  - a. the skills and experiences you would bring to this post,
  - b. how you would contribute to raising achievement, and
  - c. the contribution you would want to make to the 'wider life' of the Academy.

I look forward to receiving your completed application by **3.30pm on Friday 4<sup>th</sup> February 2022**. Applications should be returned electronically to the HR Manager / PA to the Principal, Debbie Tudor, via email to [deborah.tudor@taw.org.uk](mailto:deborah.tudor@taw.org.uk). We are looking to schedule interviews shortly after the closing date. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

If you wish to contact us for an informal discussion or wish to have a look around, please arrange this by contacting the Head of English via email: [michael.duffield@taw.org.uk](mailto:michael.duffield@taw.org.uk) or by calling the school number above.

Yours faithfully



**Mr L J Hadley**  
**Principal**

## TEACHER OF ENGLISH

Haberdashers' Abraham Darby is fully committed to the delivery of high quality teaching and learning which promotes engagement, enjoyment and achievement for each pupil in every subject. We offer our pupils a variety of pathways to ensure that each pupil has an individualised curriculum with the ability to achieve their potential.

We are seeking to appoint a committed and enthusiastic teacher of English to join us from Easter 2022 to teach across the age range 11-16.

We are looking for someone who is able to enthuse, motivate and inspire children, generating a love for learning. The aptitude to demonstrate excellent subject knowledge and to consistently teach inspirational and innovative lessons is essential. Good teamwork, high standards and a capacity for hard work will be at the core of the successfully appointed person.

### **We are looking to appoint a colleague who will:**

- Provide engaging and creative learning experiences for all pupils
- Contribute to teamwork within the department and the whole Academy
- Have high expectations and commitment to the wider life of the Academy

If you have the drive and vision to work in an Academy which strives to raise aspirations and achievements, as well as set and maintain high standards and expectations, we want to hear from you.

### **THE ENGLISH DEPARTMENT**

The English department consists of a strong team of dedicated and flexible specialists who work closely and collaboratively in all matters concerning the curriculum and school life.

As such, we have worked together to develop a 'mastery'-based curriculum that is broad, balanced, challenging and relevant, and which is constantly reviewed in the light of Local and National needs and statutory requirements. Our curriculum also aims to promote the emotional, social, moral and personal development of each individual student.

Each unit sets out clear aims and includes learning outcomes, teacher's notes, outline teaching approaches, use of ICT and differentiated activities to cater for varied learning styles. A wide range of resources are deployed to enhance teaching, including use of the IWB. All English classrooms are furnished with interactive whiteboards and the department continues its work on developing a bank of resources that are stored electronically.

In Key Stage 3, we use an exciting new programme called 'English Mastery', a fully-resourced, research-led curriculum that we believe will equip our students with the knowledge and skills they

need to make excellent progress throughout their journey here. All pupils in Years 10 and 11 are currently following the AQA specification for English Language and English Literature.

In both Key Stages, there is a structured Assessment for Learning system that involves all pupils. One of the many strengths of the department lies in its organisation and structure. Its success lies in the commitment of the staff to these systems.

At Key Stage 5, we offer the AQA A Level English Literature course.

The English department is committed to raising achievement and has implemented a range of strategies to facilitate this. In addition to our subject-based work, as a department we also make a significant contribution to the extra-curricular life of the school. We arrange a number of theatre trips, workshops, visits, visiting speakers and a Literacy Week festival amongst many other varied activities.

In the English department at Haberdashers' Abraham Darby, every member of staff is expected to work as an active team member, constantly striving to raise expectations and standards, and to implement the curriculum and departmental policies with zeal and commitment.

Our aim in the English department is to continue to raise standards of attainment. We have a number of strategies in place which we hope will have a positive impact on achievement and this will continue to be one of our development projects.

## **RESULTS:**

Over the past few years, the trend in results in English Language and English Literature has been mostly positive and our most recent results showed 74% of our pupils achieved a standard pass or above for English Language and 63% achieved this for English Literature.

## **PERSONAL REQUIREMENTS**

The successful applicant will be extremely well organised, energetic and willing to "go the extra mile". They will be focused on the attainment of all pupils, accepting no excuses for under achievement. A commitment to extra-curricular and curriculum enrichment activities is essential.

We are looking for a person who:

- Has a passion for English
- Can deliver the English curriculum across KS3 and KS4 to all ability levels
- Has a passion and desire to teach to A-level, but not essential
- Can build positive and productive working relationships with staff, pupils and parents.
- Can deliver a creative and innovative approach to teaching and is able to deliver outstanding teaching and learning (or potential to do so).
- Can implement Google Classroom and online learning tools within lessons where necessary to meet the diverse needs of learners.
- Show organisation and the ability to complete necessary assessment documentation and information needed for record keeping.

- Has a proven track record of success as a teacher, as exemplified by good examination results; for ECTs evidence should consist of an outstanding placement reference, particularly about the standard of teaching and learning.
- Is committed to making learning a challenging, exciting and worthwhile activity for our youngsters.
- Enjoys working with young people, has high expectations and can unlock potential.
- Is ambitious and will welcome professional development opportunities.
- Shows commitment, enthusiasm, and flexibility in their approach to the subject.
- Has the ability to stay positive and meet deadlines even when working under pressure.
- Has a good sense of humour.

If you have the drive and vision to work in an Academy which strives to raise aspirations and achievements, as well as set and maintain high standards and expectations, we want to hear from you. The post is suitable for both experienced and newly qualified teachers. We welcome colleagues who relish sharing their skills and ideas, and want to contribute to the development of the English department and the Academy.





## Information on Haberdashers' Abraham Darby

**History of the school:** Abraham Darby Academy opened on 1<sup>st</sup> September 2008 replacing the predecessor Abraham Darby School for the Performing Arts. The Academy was the 'sample project' in Telford & Wrekin's 'Building Schools for the Future' programme. Having been based in the existing school buildings during the construction phase of the project, the Academy moved into its new state of the art, technology rich accommodation in July 2012. It provides 1,100 places, 900 for pupils aged 11-16 (PAN of 180 in each year group) and 200 in the Sixth Form and sits at the centre of the Abraham Darby Learning Community, which also includes Woodlands Primary School and a Leisure Centre. Abraham Darby Academy changed its name to Haberdashers' Abraham Darby in 2017.

**Federation Trust:** Haberdashers' Abraham Darby is sponsored by the Worshipful Company of Haberdashers' and is a member of the Haberdashers' Adams' Federation Trust, which is a federation with Haberdashers' Adams (a converter Academy). There is one Board, chaired by the Chair of Governors, with several committees covering both academies and all governors are governors of both academies. Each school, however, has a separate local governing body.

**Ethos:** The ethos and culture of the Academy is rooted in values, standards, positive relationships and aspirations. The result is a warm, welcoming and generous environment where pupils who are increasingly ambitious for themselves, enjoy being challenged to improve upon their previous best and recognise their responsibilities as role models as they progress through the year groups. There is a shared purpose in our journey to become outstanding.

**Pastoral:** Our House system is the lifeblood of the Academy. It fosters competition, participation, belonging and student leadership. Each member of staff also belongs to a House. Throughout the year we enjoy all school inter-house competitions in rugby, netball, cross country, swimming and the Arts.

**Extra-Curricular:** The Abraham Darby music department has a very successful music tradition, which goes back well over 40 years and has ensured that the Academy has become one of the country's leading education establishments for musical opportunity for its students. It has a high reputation within the youth music world. Both the Academy's Showband and Jazz Band have performed in the Schools Music for Youth Proms at the Royal Albert Hall in 2016 and 2017 and the Showband is the highest ranked school wind band in the UK. We also place considerable emphasis on Sport: we are one of the few state schools in the country that has an extensive rugby and netball Saturday fixtures list. From September 2022 onwards, we will be offering Sporting Aptitude places for New Year 7 pupils. This is in addition to the Musical Aptitude places already on offer each year.



The education of the 'whole' child is a priority and has resulted in the development of an extensive informal curriculum. There is a substantial range of curriculum enrichment and extra-curricular experiences with which pupils are actively encouraged to engage. It is an expectation that all members of staff contribute to this programme.

## Job Description - Subject Teacher

The post holder will undertake professional duties in accordance with the Teachers' Pay and Conditions document, Contract of Employment, the DfE National Teaching Standards, the Academy's learning and teaching priorities document and as directed by the Principal with the content of the Job Description below. All teachers will be expected to meet the appropriate Teacher Standards/Post Threshold Standards as a minimum requirement (relevant to experience).

Haberdashers' Abraham Darby is fully committed to the delivery of high-quality teaching and learning which promotes engagement, enjoyment and achievement for each pupil in every subject. We offer our pupils a variety of pathways to ensure that each pupil has an individualised curriculum with the ability to achieve their potential.

### Core Purpose:

To meet and set high professional standards in respect of:

- Relationships with young people
- Communicating and working with others
- Dress, conduct, attendance and punctuality
- Knowledge and understanding
- Skills to achieve consistent high quality learning and teaching across the Academy which inspire, motivate and challenge pupils.

### Reporting to:

You are responsible in the first instance to the Head of your Department/Curriculum Leader and ultimately to the Principal.

### Expectations of a Subject Teacher – Teaching and Learning Expectations (Non-Negotiables):

*In pursuit of excellence, we can accept no less*

- Set high expectations which inspire, motivate and challenge pupils.
- To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all pupils make at least good progress.
- Promote good progress and outcomes by the pupils. Be accountable for the attainment, progress and outcomes of all pupils who are taught by the postholder.
- Plan and teach well-structured lessons, ensuring all lessons are effectively planned to provide challenge and are differentiated to meet the strengths and needs of each child in your groups.
- Demonstrate good subject and curriculum knowledge.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Specific and deliberate focus upon disadvantaged pupils EVERY lesson: strategically seated (an annotated seating plan shows the rationale); questioned/visited first; academic conversations had with under-achievers; teacher revisits to check progress during lesson.
- Use the Academy agreed lesson context sheet and present this, along with an annotated seating plan to known in advance classroom visitors i.e. OFSTED, observers &/or AOTs.
- Register recorded on SIMS within first 15 minutes of the lesson. Any problems or issues should be reported and emailed to the Attendance team.
- Share lesson aims and success criteria visually in the departmental version of the academy agreed format with pupils. Signpost curriculum intent using Academy icons.
- Actively differentiate activities (in a manageable way) to ensure everyone is challenged and supported by considering starting points and individual needs.

- Use the common entrance (planner and equipment check) and exit (pupils stood silently and dismissed in small groups) strategies.
- Connect the lesson by reviewing prior learning (Knowledge Recall). Include a period of silent working and thinking time. Check individual progress of pupils using AFL strategies and questioning for learning.
- Plan and set challenging classwork and homework, including activities requiring pupils to 'Think Hard'.
- Mark for literacy (numeracy in Maths), applying academy-wide codes and in line with academy policy.
- Pupil response to high quality verbal & written feedback ('red stamp' EBI Questions & orange box drafting/editing) should clearly show the closure of learning gaps.
- High expectations for ALL; reward and praise.
- Manage behaviour effectively to ensure a good and safe learning environment. Challenge and ensure that unacceptable behaviour is dealt according to Academy's policies and discuss strategies to deal with repeat offenders with your Curriculum Leader/Head of Department.
- Make accurate and productive use of assessment. Monitor the progress of pupils in your group to check that they are achieving the standards expected. Record findings on SIMS as required and incorporate results into your planning to secure further progress. Be fully aware of all pupils in your groups/sub groups and performance progression.
- Contribute to departmental reviews of progress. Highlight any concerns with pupils, parents and your Curriculum Leader. Contribute to intervention programmes to address underperformance.
- Fulfil wider professional responsibilities. Make a positive contribution to the wider life and ethos of the Academy.

**To meet the admin requirements of a Teacher by:**

- Working to published timescales for: entering grades into SIMS, writing reports, marking pupils' work and attending department meetings, parents' evenings, publications and events.
- Carrying out procedures to satisfy and comply with the Academy's policies and practices.
- Be aware of and conform to the data protection regulations (GDPR) to protect the personal data of pupils.
- Carrying out weekly duties as defined on the duty rota.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

**To manage one's own performance and enhance the working atmosphere and ethos in the Academy by:**

- Applying Academy policies and practices consistently.
- Working as a team member, identifying opportunities for working with colleagues and sharing development of good practice.
- Setting an example to pupils in work ethic, conduct, dress, punctuality and attendance.
- Taking responsibility for one's own professional development, setting objectives for improvement and keeping up to date in subject expertise and teaching skills.
- Participate fully with the Performance Appraisal Process
- Developing and maintaining professional and effective working relationships with all colleagues.
- Having high expectations and commitment to the wider life of the Academy.

**To be an effective Mentor to a group of pupils by:**

- Taking the Register and recording in SIMS and following up any unexplained absences or lates.
- Checking uniform and ensuring pupils have planners and basic equipment.
- Mentoring them according to the Academy scheduled programme of activities.
- Giving out important messages daily and act upon any requests from staff.
- Collecting any notes, letters, reply slips from parents and distributing or acting on them.
- Checking and signing the pupils' planners every week.
- Inputting information into SIMS about each of your pupils at reporting times.
- To be the first point of contact for parents/carers in the assigned mentor group.

**Upper Pay Scale Teachers – Teachers at UPS 1, 2 or 3 will:**

- Demonstrate contributions that are highly competent, substantial and sustained.
- Provide a model of high quality professional practice.
- Make a distinctive contribution to the department compared to MPS teachers.

- Consistently provide at least a good quality of teaching and learning for students with potential to develop outstanding practice.
- Make a significant contribution to the improvement of work of the academy.

### **General Expectations of all staff**

- Be aware of and comply with all the Academy and Trust's policies and procedures especially relating to staff code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Haberdashers' Abraham Darby is a designated no smoking workplace. It is expected that staff maintain a professional dress code and that staff ID badges will be worn and on show at all times. It is a requirement that all staff sign in on arrival via the signing in app system and sign out on departure.
- To attend regular statutory training as and when required.
- Be aware of and support to ensure equal opportunities for all.
- Develop and maintain professional and effective working relationships with all colleagues.
- Recognise own strengths and areas of expertise and use these to advise and support others. Participate in training, meetings and other learning activities to keep up to date with developments relating to your area.
- Undertake personal and professional development and commitment in conjunction with the Academy's Performance Appraisal Review process.
- Support and contribute to the overall ethos, work, aims and vision of the Academy and Federation Trust.
- To undertake, after consultations, other duties as determined by the Principal and Governors that are commensurate with the designation and grading of the post and within the evolving policies of the Federation.

### **Safeguarding Statement**

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All teachers and support staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

An Enhanced DBS check will be carried out prior to employment and this will be renewed every 5 years, and all staff are expected to sign an annual Disqualification Safeguarding Declaration Form. We hold regular statutory Child Protection training which all staff are required to attend.

### **Positive Mental Health and Well-being – Whole School Approach**

*Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is a fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. The Academy's Mental Health and Well-being policy is available via the website.*

The duties outlined in this job description are in addition to those covered by the latest 'Teaching Standards' and 'School Teachers' Pay and Conditions' documents. This job description describes the way the post holder is expected and required to perform and complete particular duties as set out in the foregoing paragraphs.

This job description may be subjected to modification or amendment at any time by the Principal.

## Person Specification and Responsibilities - Subject Teacher

The successful applicant will be well organised, energetic and willing to 'go the extra mile'. They will be focused on the attainment of all students, accepting no excuses for under achievement. A commitment to extra-curricular and curriculum enrichment activities is essential.

### Qualifications

- Qualified teacher status
- Good degree in relevant subject/s or a related discipline
- Good grades at both GCSE and A level in relevant subject/s or a related discipline
- Evidence of appropriate continued personal and professional development

### Experience and Attributes

- An outstanding teacher (or potential to become one)
- A proven track record of success as a teacher to all ability levels, as exemplified by good examination results; for NQT's evidence should consist of an outstanding placement reference particularly about the standard of teaching and learning.
- Can build positive and productive working relationships with staff, pupils and parents
- Can deliver a creative and innovative approach to teaching, and is able to deliver outstanding learning
- Is committed to making learning a challenging, exciting and worthwhile activity for our youngsters
- Enjoys working with young people, has high expectations and can unlock potential
- A proven track record in improving results and ensuring students make ambitious levels of progress
- Ability to co-ordinate and support the work of others
- An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards

### Personal Qualities

- Energy, drive and enthusiasm
- Excellent interpersonal and communication skills
- Ability to support a team culture
- A sense of humour, cheerful demeanour and positive, 'can-do' attitude
- Is ambitious and will welcome professional development opportunities
- Ability to help develop and to support a visit of high quality education based on the moral integrity of the school's core values

**Note:** Haberdashers' Abraham Darby is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code, sign in each day and that staff ID badges will be worn at all times.



# **TEACHING STAFF APPLICATION**

## **GUIDANCE NOTES AND INFORMATION FOR COMPLETING THE APPLICATION FORM**

**Please read these notes carefully and keep for future reference.** They are designed to help you in completing your application form. We want to try and make sure that everyone applying for a job with the Haberdashers' Adams' Federation Trust and Haberdashers' Abraham Darby has a fair chance. Completing this application form is the first stage in the recruitment process which may lead to an interview and the possible offer of a job.

- It is important that you complete all sections of the application form as clearly and fully as possible.
- Please ensure that you have given your personal details accurately so that we are able to contact you.
- We are interested in your experience and any skills or training which shows that you meet the requirements of the job for which you are applying. Include non-work activities which are relevant.
- You are asked in Section 5 of the application form to provide a supporting statement.
- We do not ask for many personal details. This is because we do not take into account such things as gender, race and marital status.
- By completing and signing the application form, you are consenting to the named referees to release a written and/or verbal reference to ourselves.
- If you attach additional sheets to your application form make sure you put your surname, initials and the post title at the top of each page.
- We ask everyone to complete an application form (as well as sending a brief C.V. if they wish)

Remember we can only decide whom we should interview based on what is written on your application form.

### **JOBS WORKING WITH CHILDREN, YOUNG PEOPLE AND/OR VULNERABLE ADULTS**

The job for which you are applying involves substantial opportunity for access to children, young people and/or vulnerable adults and your application will be subject to rigorous pre-employment checks. This is in order to ensure the safety of children and vulnerable adults. These checks will include a check by the Disclosure and Barring Service (DBS) on Police Records for **all** criminal convictions, cautions and any impending cases. A more detailed explanation is included in this application form.

### **THE GENERAL DATA PROTECTION ACT 2018**

The information or data which you have supplied on the application form will be processed and held on computer and also on your personal records if you are appointed.

The data may be processed by the Haberdashers' Adams' Federation Trust and Haberdashers' Abraham Darby for the purposes of equality monitoring, compiling statistics and for the keeping of other employment records.

**By signing and returning this application form you will be deemed to be giving your explicit consent to processing of data contained or referred to on it, including any information which may be considered to be sensitive personal data.**

# EQUAL OPPORTUNITIES POLICY

## COMMITMENT TO EQUAL OPPORTUNITIES

The Haberdashers' Adams' Federation Trust and Haberdashers' Abraham Darby are committed to equality of opportunity in all aspects of their activities. We recognise that people suffer discrimination, disadvantage and exclusion, both in employment and in the delivery of services, for many reasons including:

- race
- sex
- sexual orientation
- gender re-assignment
- religion or belief
- disability
- pregnancy or maternity

We are committed to combating inequality and striving to ensure that all people in all parts of the community are treated fairly. Age, marriage and civil partnership are not protected characteristics for the schools' provision but do apply to staff.

## EQUALITY IN EMPLOYMENT

**It is the Federation and Academy's policy that all of its employees, and those who apply for employment, will be treated with equal fairness, respect and dignity.**

**We will:**

- Publicise, by this charter, our commitment to equality to all of our employees and within the community at large.
- Encourage job applications from all sections of the community and ensure that only relevant and justifiable factors are taken into account in making appointments
- Make available appropriate training for employees so that they can both understand and actively promote equal opportunities policies and, recommend that everyone who takes part in the recruitment and selection process will first receive the necessary training.
- Ensure that existing and future HR policies and conditions of service are applied fairly to all employees and are such that they can both promote equality of opportunity and seek to remove obstacles to its achievement.
- Recommend that applicants with disabilities who meet the essential requirements of the post are interviewed, and do everything reasonably practical to adapt jobs and premises to meet the needs of people with disabilities.
- Measure the effectiveness of our policies by regular monitoring of both existing employees and of job applicants.

## EQUAL OPPORTUNITY MONITORING

So that we can measure the effectiveness of this charter, we need to collect information about our job applicants. **Therefore please fully complete and return the Monitoring Form attached to this application form.**

- When your application is received the Monitoring Form will be removed before the form goes to those involved in shortlisting for interviews.
- Those involved in shortlisting and interview will not know what information is on the Monitoring Form.

## Positive Mental Health – Whole School Approach

Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is a fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.

# ESSENTIAL ADDITIONAL INFORMATION

## FOR POSTS WHICH INVOLVE WORKING WITH CHILDREN, YOUNG PEOPLE AND/OR VULNERABLE ADULTS

The post for which you are applying will involve working with children, young people and/or vulnerable adults. In order to ensure the safety of children and vulnerable adults, your application will be subject to rigorous pre-employment checks.

**Please read this information carefully.**

1. The references you have offered will be taken up prior to interview without seeking further permission from you. We also reserve the right to contact any other previous employer for a reference.
2. We will also take into consideration relevant information received from **any** source. This may include information held by Telford & Wrekin Council, for example in Social Care or Education, and information received from other external authorities or bodies.
3. You will be required to provide proof of any educational qualifications or memberships of professional bodies that are stated in your application form.
4. You will be asked to submit original proof of identification, including photo ID, such as a birth certificate, National Insurance number, passport or driving licence. You will also be asked to submit all marriage certificates in cases where you have changed your name, and previous address details.
5. You will have to complete a medical questionnaire and may be required to meet with our Occupational Health physician if required.
6. You may be subject to a probationary period. Failure to successfully complete a probationary period may lead to a further probationary period or dismissal.

### References

In order to comply with legal and regulatory requirements, your named referees, from whom we collect personal data such as name, role, commencement and termination dates of employment and general indication of your performance, will be used to:

- Assess your skills, qualifications and suitability for the role
- Carry out background and reference checks, where applicable
- Comply with legal or regulatory requirements

In line with our GDPR duties and responsibilities, we have put in place appropriate security measures to prevent your personal information from being accidentally lost, used or accessed in an authorised way, altered or disclosed. In addition, we limit access to your personal information to those employees and other third parties who have a business need to know. They will only process your personal information on our instructions and they are subject to a duty of confidentiality. We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

By completing and signing the application form, you are consenting to the named referees to release a written and/or verbal reference to ourselves.

For further information, we refer you to our Recruitment Privacy Policy, which is available from our website.

### Disclosure and Barring Service (DBS)

1. This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986 and the Criminal Justice and Court Services Act 2000. It is also covered by the Protection of Children Act 1999.
2. A caution or conviction will not necessarily debar you from applying for the post. We will consider any previous offences in accordance with our Equal Opportunities Policy. There are, however, certain offences which will debar you from working with children under the regulations made under the Children's Act, including Schedule 1 offences such as sexual and violent offences. If you require a confidential discussion concerning previous offences before apply for a post you can contact the Principal or the HR Manager at the Academy.

3. At interview, or in a separate discussion, we will ensure that an open and measured discussion takes place 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.
4. If an offer of employment is made, you will be required to complete a **Disclosure and Barring Service On-line Application**. On this application you will need to declare **ALL CAUTIONS, BIND OVER ORDERS & CONVICTIONS**. This includes offences which are considered spent for other purposes or that you may believe have been removed from your record. You will need to provide original, valid and in date identification documentation, ideally passport, driving licence and one other proof of ID such as your birth certificate. At least one of these documents must show your current home address.

**All information given will be treated as strictly confidential.**

The DBS will search Police Force, Department of Health, and Department for Education & Skills records for relevant information. The DBS will send you the original DBS certificate and inform Haberdashers' Abraham Darby of the result of their search. This information will enable the Principal to make his decision on possible employment. You are required to show us, your employer, the original DBS certificate prior to your employment start date. This information is stored on our Single Central Register (SCR).

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

If you require further information you can contact the DBS direct by email or telephone, or visit their website: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email: [customerservices@dbs.gov.uk](mailto:customerservices@dbs.gov.uk)

Telephone: DBS Helpline - 03000 200 190

If you do take up employment it is necessary for you to inform the Principal and HR Manager of any cautions, bind overs or convictions you sustain during the subsequent course of your employment. **Failure to do so will lead to dismissal.**

For all employees of Haberdashers' Abraham Darby, DBS checks will be renewed every 5 years and all staff are expected to sign an annual Disqualification Safeguarding Declaration Form.

**IMPORTANT**

**WE WILL REPORT ALL PERSONS TO THE RELEVANT AUTHORITIES WHO ATTEMPT TO OBTAIN EMPLOYMENT WHILST THEY ARE DISQUALIFIED FROM WORKING WITH CHILDREN, YOUNG PEOPLE AND/OR VULNERABLE ADULTS.**

# THE RECRUITMENT PROCESS

## WHAT WILL HAPPEN NEXT?

If you are successfully shortlisted for interview, we will contact you on or just after the closing date with details of the interview process and the date of interview.

If you are not shortlisted for interview, we endeavour to always reply individually to every applicant within 28 days of the closing date regardless of the number of applications received.

As a candidate applying for employment with Haberdashers' Adams' Federation Trust and Haberdashers' Abraham Darby you can expect to be dealt with courteously, efficiently and fairly. If, at any stage of the recruitment process, you are unhappy with the way you are treated, or if you have any suggestions as to how we can do better, please do not hesitate to contact the HR Manager/PA to the Principal or the Principal direct.

If you require any help or have any questions about the recruitment process or the position you are applying for, please contact either the HR Manager/PA to the Principal, who will be more than happy to assist you.

If you would like to visit the Academy before the closing date or have an informal discussion with the Principal, please arrange this via the HR Manager/PA to the Principal via email ([deborah.tudor@taw.org.uk](mailto:deborah.tudor@taw.org.uk)) or telephone (01952 386002)

**Whatever the outcome of your application, thank you for the interest you have shown in working for Haberdashers' Adams' Federation Trust and Haberdashers' Abraham Darby.**

**Good luck with your application!**

Confident - Calm - Caring

Haberdashers' Abraham Darby Ironbridge Road Madeley Telford Shropshire TF7 5HX