

**Recruitment Information Pack**

**Teacher of English/Humanities**

**(Maternity Cover)**

**September 2025**

**Contents**

**Letter from Charlotte Nock, Head Teacher 2**

**Teacher Job Description 3**

**Teacher Person Specification 9**

**Application process 10**

**Application form guidance notes 11**

**Application form 15**

**Recruitment monitoring 23**

**Recruitment and Vetting checks 25**

**GDPR Private Notice – Applicants for new post 27**

Dear Applicant

Thank you for your interest in this post. We are seeking an individual who has a real commitment to the progress of all learners and to personal and professional development.

Braidwood is the only secondary school for the Deaf in the region and we have a long and proud history that means that we have a great responsibility to make sure that this school and the education we deliver is the best.

Our values of Honesty, Respect and Effort are woven through everything we do as a school and as individuals. Our learners are energetic, imaginative and eager to learn young people. We need to make sure that our staff meet those attributes with enthusiasm and vigour, with a dedication to improvement through personal and professional development.

The last few years have been full of change and development. Our school is now at the forefront of developing the use of iPad technology in the classroom and every learner and member of staff are equipped with their own iPads. We cannot yet claim that the introduction of iPads has directly raised attainment, but what is clear is the real growth in appetite for learning through the clever and thoughtful use of mobile and personal learning technology in the classroom.

You may not yet be able to use British Sign Language; we are ready to support you in developing your skills. If you are not yet a qualified Teacher of the Deaf, we will support you to gain that qualification.

Our school is a wonderful place to be and if you are ready to bring your professional expertise and personal commitment to preparing young people for their future lives, we will welcome your application.

I would draw your attention to the job description and person specification and highlight that in order to help us to decide whether to call you for interview, it is essential that you provide us with sufficient details of any experience and skills which demonstrate how you meet the requirements of this job, as set out in the person specification. Please return your completed application form to the address indicated on the application form by no later than Friday 19th September 2025 at 12 noon. Interviews will be held during week commencing 29th September 2025. If you have not heard from us by 26th September 2025 you can assume you have not been shortlisted.

Yours sincerely

Charlotte Nock

Head Teacher

**Job Description: Teacher of English/Humanities**

**Responsible to: Head Teacher**

At Braidwood we take a dynamic approach to protecting and promoting physical and emotional wellbeing and mental health that is inclusive of learners, parents, carers and staff.

We encourage an open and honest approach so that everyone can feel understood, nurtured and supported.

All staff should be aware of Keeping Children Safe in Education and comply with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Staff have responsibility for promoting the welfare of young people and for reporting all concerns to an appropriate person and where applicable, using appropriate reporting systems, e.g. CPOMS, Every.

**Teachers** are effective professionals who are thorough in their curricular knowledge, teach and assess effectively, take responsibility for their professional development and have learners who achieve well. Please consult Appendix A Teachers Standards for which you are accountable.

|  |
| --- |
| **As a teacher you will:**   1. Adapt teaching to respond to the strengths and needs of all pupils 2. Make accurate and productive use of assessment 3. Manage behaviour effectively to ensure a good and safe learning environment 4. Make a positive contribution to the wider life and ethos of the school 5. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 6. Deploy support staff effectively 7. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 8. Communicate effectively with parents with regard to pupils’ achievements and well-being. |
| **Teaching and learning**   * To plan activities and experiences appropriate to the age, ability and needs of learners related to the National Curriculum and examination criteria, so as to ensure learners receive a broad and balanced curriculum * To follow the policies and schemes of work of the school, having regard for the materials and methods recommended * To assess and record learners progress and attainments in accordance with school policy * To set, mark, record and return work for learners in accordance with the school’s policy * To provide written reports to: a) other agencies in accordance with school procedures and the Code of Practice; b) parents in accordance with statutory requirements * To consult with the SENCO in developing IEPs/ISPs for learners * To create and maintain a stimulating, challenging environment within the classroom, and in the public areas, which encourages learning * To organise classroom resources to motivate children towards independence and self-reliance * To promote the academic progress and well-being of individual learners through personal guidance, parental involvement and professional consultations as may be necessary, having regard for the needs and abilities of each child |
| **PERSONAL AND PROFESSIONAL CONDUCT**  All teaching staff are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * Treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * Having regard for the need to safeguard learners’ well-being, in accordance with statutory provisions * Showing tolerance of and respect for the rights of others * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * Ensuring that personal beliefs are not expressed in ways which exploit learners’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. (see Appendix A) * For Performance Management and CPD purposes direct line manager will be either the Deputy or Assistant Head Teacher |
| **Conditions of employment**  The above responsibilities are in accordance with the requirements of the Teachers’ Pay and Conditions Act 1987 and subsequent Orders in the terms of duties and working time, also any local agreements, LA Circulars and guidelines giving interpretations of teachers’ conditions of service.  **Review and amendment**  This job description is subject to annual review by the Governing Body.  It may be amended at the request of the Headteacher, or the post holder, but only after full consultation with the post holder.  It will be signed if agreement is reached.  **Complaints**  If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes. |

**Appendix A Teachers’ Standards**

**Teachers’ Standards**

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

▪ establish a safe and stimulating environment for pupils, rooted in mutual respect

▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

▪ be accountable for pupils’ attainment, progress and outcomes

▪ be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

▪ guide pupils to reflect on the progress they have made and their emerging needs

▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

▪ encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

▪ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

▪ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

▪ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons**

▪ impart knowledge and develop understanding through effective use of lesson time

▪ promote a love of learning and children’s intellectual curiosity

▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

▪ reflect systematically on the effectiveness of lessons and approaches to teaching

▪ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

▪ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

▪ have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

▪ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

▪ make use of formative and summative assessment to secure pupils’ progress

▪ use relevant data to monitor progress, set targets, and plan subsequent lessons

▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

▪ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

▪ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

▪ manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

▪ make a positive contribution to the wider life and ethos of the school

▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

▪ deploy support staff effectively

▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

▪ communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

▪ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

o showing tolerance of and respect for the rights of others

o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

o ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

▪ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

▪ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers’ Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

**Person Specification:** Teacher of English/Humanities

**Method of Assessment (MOA):**

**AF = Application form, R = Reference, I = Interview, O = Observation**

*USE THIS PERSON SPECIFICATION TO STRUCTURE YOUR RESPONSE TO SECTION 11 OF THE APPLICATION FORM*

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential** | **MOA** |
| Qualifications | Qualified teacher status  Passed any statutory induction period | A |
| BSL Level 2 minimum (consideration will be given to applicants who currently do not sign but are willing to learn if identified as a strong candidate) | A / I / O |
| Qualified Teacher of the Deaf (preferable but not essential) – if not a qualified Teacher of the Deaf there is a mandatory requirement to start this qualification within 3 years and to successfully complete it. |  |
| Teaching Experience | Excellent classroom practitioner with evidence of impacting positively on student progress | A / I / O |
| Appropriate Subject/Key Stage knowledge of the English/Humanities curriculum and the range of pathways for learners to achieve | A |
| Recent and relevant experience/professional development | A |
| Successful experience of planning for improvement, with a clear commitment to review and monitoring, including self-evaluation strategies | A / I |
| Knowledge and skills | Knowledge of effective teaching and its impact on learning | A / I / O |
| Ability to analyse and interpret data effectively and act upon information | I |
| Knowledge of how to implement personalised learning across the curriculum | A / I |
| Recent and relevant personal professional development | A / R |
| Confident user of ICT and software for use in the classroom and to carry out administrative tasks, i.e. assessment, reports, school data. | A / O |
| Personal attributes | Commitment to and belief in equal opportunities and equal values for all students | A / I / O |
| Significant evidence of professional evidence and integrity | A / I / O |
| Ability to inspire people and build confidence and trust | A / I / O |
| Commitment to academic and personal excellence | A / I |
| Highly effective communicator | I / O |

All staff are expected to be committed to the School’s Equal Opportunities & Safeguarding Policies

**Application Process**

Please complete the application form in this pack (pages 15 to 23) ensuring that you complete all sections and email it to [vacancies@braidwood.bham.sch.uk](mailto:vacancies@braidwood.bham.sch.uk).

Please also complete:

* The Recruitment Monitoring form (pages 24-25), and
* the GDPR declaration on page 32 and email them with your application to [vacancies@braidwood.bham.sch.uk](mailto:vacancies@braidwood.bham.sch.uk)

Queries

If you have any queries on any aspect of the application process or would like an informal discussion about the post, please contact Steve Moore [s.moore@braidwood.bham.sch.uk](mailto:s.moore@braidwood.bham.sch.uk)

Closing Date

Friday 19th September 2025 at 12 noon. Interviews will be held during week commencing 29th September 2025. If you have not heard from us by 26th September 2025 you can assume you have not been shortlisted.



**GUIDANCE NOTES**

**TEACHING APPLICATION**

THE APPLICATION FORM

Completing the application form is the first step in the recruitment process which may lead to an interview and the possible offer of a job. It is therefore, most important that you complete **ALL** sections of the application form which are relevant to you as clearly and fully as possible. Please do not include a Curriculum Vitae with your application, but try to include all relevant information on the form itself using additional sheets if necessary. If you have a disability and would prefer to submit your application on tape – you may do so. Your recording should follow the format of the application form. The following notes will explain the application form and give some useful advice on how to complete it. Please use black ink or type since it will be necessary to photocopy your form.

SECTION 1: Vacancy details

This section may have already been completed, but please check that all the details are complete and correct. If they are not included please refer to the job advertisement to fill in this section.

SECTION 2: Personal details

Please enter your personal details fully and clearly so that we may contact you about your application.

**Right to work in the UK**: If you are shortlisted for interview at a school, your original identification documents verifying your right to work in the UK will be requested, checked and a photocopy will be taken. If your application is successful and you commence employment, the copy of your identification documents will be retained on file under regulations governed by the Immigration, Asylum and Nationality Act.

**Teacher reference number**: This should be completed as it will be used to verify Qualified Teacher Status (QTS) and ensure you are not barred from teaching or subject to an interim prohibition order.

**Qualifications:** You will be required to produce original certificates with proof of QTS at interview.

**National Insurance number:** If you do not currently have a National Insurance number, please leave this blank.

If you are related to a Birmingham Councillor, Birmingham School Governor or an employee of the City Council we ask you to tell us so that we can make sure all applications are treated fairly. Canvassing any Councillor, Governor or employee of the City Council (i.e. seeking to gain an unfair advantage through personal contacts) will disqualify your application.

SECTION 3: Retirement / Dismissal

You should refer to the Teachers’ Pensions website to find out about returning to work after receiving pension benefits. Please go to [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk). This will guide you in relation to any action you need to take following a new period of teaching employment. You should also advise your former employer of your re-employment if you are in receipt of compensation following premature retirement. You will also re-enter the pension scheme unless you choose to opt out of scheme membership. Opt out election is available from the Teachers’ Pensions website.

SECTION 4: Statutory Induction

If you are a Newly Qualified Teacher (NQT) and you have served a period of induction you need to confirm where the inductions were served and when. If you have not completed the full period of induction you are asked to provide copies of your induction report/s for the period of induction served and these should be included with your application.

SECTION 5 & 6: Education/qualifications

Please enter details starting with the most recent. We are interested in **ANY** form of education you have followed, including any courses which did not lead to an examination or qualification. We will take full note of any education or qualifications gained overseas or as part of an employment training scheme. Successful candidates will be required to provide proof of qualifications.

SECTIONS 7: Previous career and other

**It is ESSENTIAL that you give full details in chronological order, starting with the most recent, of all employment and other experience since leaving secondary education. This should include any breaks or unpaid activities such as voluntary work, child rearing, travel abroad, etc. Please ensure there are no gaps in your completed service history before returning your form as this could result in your form being rejected.**

We require information on all past or present employment. If you have recently left university, college, or a training programme and have not yet had a full-time or permanent job, please give details of any other employment that you may have had such as work experience, part-time, holiday work or voluntary work. Please include your current job title and where applicable school and Local Authority. If you have passed through threshold and you are successful in your application, you will be required to produce a copy of your letter of confirmation to Schools HR Services.

SECTION 8: Training

Starting with most recent first, please include any training gained through work or other activities, which you feel is relevant to the job for which you are applying.

SECTION 9: Written references

**Please give the name, email and addresses of two referees. If you have been or are employed, the first referee should be your current or most recent employer. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee, please expect to be questioned about the reason for this prior to interview.**

If you are not currently working with children, but have done so previously, one of your referees should be from your most recent employer, where you were employed to work with children.

**Head Teacher Positions:** Head teacher applicants from maintained schools should provide the name of a senior officer designated to respond on behalf of the maintaining authority of their current or most recent school. Head teacher applicants from academies or other independent schools should provide the name of an appropriate person responding on behalf of the Academy Trust or other employer. The second referee would normally be the Chair of Governors at that school.

**Newly Qualified Teachers:** NQTs should name a tutor as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee.

Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is ‘time expired’. They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

If you have been unemployed for some time, you should instead, name somebody who knows you well and wherever possible someone able to comment on you in relation to the job for which you have applied. References will not be accepted from relatives or from people writing solely in the capacity of friends.

In line with ‘Keeping children safe in education’ procedures, written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview.

SECTION 10: Arrangements for interview

If you have a disability, please complete this section so that suitable arrangements can be made if you are called for an interview and/or a work based exercise.

SECTION 11: Other relevant information in support of your application

Pick out those aspects of your experience or skills that are **RELEVANT** to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification (where provided). Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application. Please provide no more than 3 sides of A4 in total.

SECTION 12: Consent, disclosure and confirmation

When completed, read through your application form carefully, checking for errors and omissions. Ensure that you have signed and dated the relevant areas of your application form to confirm that your details are correct and complete. Providing false information is an offence and could result in the application being rejected, or summary dismissal if appointed, and possible referral to the police.

Rehabilitation of Offenders Act 1974 (exceptions) Order 1975

IMPORTANT NOTE FOR ALL PERSONS APPLYING FOR POSITIONS IN SCHOOLS AND COLLEGES, AND OTHERS WHO WILL WORK WITH YOUNG PERSONS UNDER AGE 18

Amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are ‘protected’ and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of cautions and convictions can be found at the Disclosure and Barring Service Website – [www.gov.uk](https://www.gov.uk/government/news/dbs-filter-certain-old-and-minor-cautions-and-convictions-reprimands-and-warnings-from-criminal-record-certificates)

If you do have any convictions, cautions, reprimands or warnings; before signing this section of the application form, you must check the filtering rules to determine if you should declare them or if they are now ‘protected’ and no longer require disclosure.

Failure to disclose any previous convictions, cautions, warnings, reprimands or bind-overs that are not protected could result in dismissal should it be subsequently discovered. Any information given, either when returning the application form or at interview, will be entirely confidential and will be considered only in relation to this application.

A copy of the DBS Code of Practice is available at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) or NACRO can offer advice on disclosing convictions and can be contacted on 020 7582 6500.

Recruitment monitoring

You are asked to complete this section to enable us to monitor the effectiveness of our Equal Opportunities in Employment policy.

Please help us by ticking or completing the appropriate boxes in this section. Any information gathered will not identify individuals, but will only be used to measure how we are progressing. This information will not be used by those in the selection process and is for statistical purposes only.

*We look forward to receiving your application.*







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

It is committed to equal opportunities in employment and positively welcomes your application.

Successful applicants will be required to undertake an enhanced DBS check.

Please note that it is an offence to apply for this role if you are barred from engaging in regulated activity with children.

**Please complete all sections on the form. If any section does not apply to you, enter not applicable (n/a). Please complete in black font/ink.**

**It is important that you refer to the Guidance Notes before completing this form. Electronic versions of this form are available at** [**www.birmingham.gov.uk/jobs**](http://www.birmingham.gov.uk/jobs) This form is also available in large print, Braille or on audio tape on request.

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

1. **VACANCY DETAILS**

**Position Applied For:**           

**School/Establishment:**

**Please enter phase/s you wish to teach**

Nursery:☐ Reception:☐ KS1:☐ KS2:☐ KS3:☐ KS4:☐ Special: ☐

**Main Subject (where appropriate):**

**Subsidiary Subject:**

**Other Subject Interests, e.g. Sport, Music, Drama, Community Language.** *(Please give details below.)*

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**2. PERSONAL DETAILS**

**First Name(s):****Last Name:**

**Any Previous Name/s:**

**Daytime Tel:****Evening Tel:**

**Mobile Tel No:****Email Address:**

**Address:****Postcode:**

**Do you have the right to work in the UK?** Yes:☐ No:☐

Please note: [Original identification documents verifying your right to work in the UK](https://www.gov.uk/government/publications/right-to-work-checklist) will be requested, checked and a photocopy will be taken. If your application is successful and you commence employment, the copy of your identification documents will be retained on file under regulations governed by the Immigration, Asylum and Nationality Act.

We are unable to employ anyone who does not have the right to work in the UK legally. Please explain the basis upon which you believe you will be able to live and work in the UK legally on the commencement date of your role:

**Teacher Reference Number:**

**National Insurance Number, if you have one:**

**Do you have QTS, including skills test if qualified post 2004?** Yes:☐ No:☐

**Are you a post threshold teacher?** Yes:☐No:☐ **Date of successful application September:**

**Are you related to or do you have a close relationship**

**with: A Birmingham Councillor; Birmingham School Governor;**

**an employee of the school to which you are applying,**

**or an employee of Birmingham City Council?** Yes:☐ :No:☐

**If yes, please provide details:**

**Name:****Relationship:**

**Position:****Department:**

**Do you wish to job share the position you are applying for?** Yes:☐ No:☐

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

1. **RETIREMENT/DISMISSAL**

**Are you in receipt of a Teachers’ Pension?** Yes:☐ No:☐

**If yes, state date effective from and the type of pension you are receiving?** *i.e. Actuarially Reduced Benefits, Age, Phased, Premature or Ill Health retirement***:**

**Have you ever been dismissed from a school for misconduct?** Yes:☐ No:☐

**If yes, date:**

**Name of school and LA:**

Please attach full details of the reason for the dismissal in a sealed envelope marked ‘Private and Confidential’ and return with you application.

**Have you ever been dismissed for misconduct from a Birmingham City**

**Council Department?** Yes:☐ No:☐

**If yes, date:**

**Name of Department:**

Please attach full details of the reason for the dismissal in a sealed envelope marked ‘Private and Confidential’ and return with you application.

*(Please be assured that providing this information will not necessarily bar you from employment)*

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**4. STATUTORY INDUCTION**

**Did you gain QTS after May 1999? If yes, where was the induction served:**

**Between what dates did you serve your induction:****to**

**Did you pass the induction?** Yes:☐ No:☐

**Do you have any period left to serve on your induction?**  Yes:☐ No:☐

**If yes, how much longer have you got to serve:**

*If not complete, please attach copies of your induction reports for the period served.*

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**5. EDUCATION/QUALIFICATIONS IN FURTHER/HIGHER EDUCATION (MOST RECENT FIRST)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| From | | To | | Cert, Diploma, Degree, Higher Degree, etc. | Awarding body | Grade/  class  obtained | Date gained/expected |
| Mth | Yr | Mth | Yr |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**6. EDUCATION/QUALIFICATIONS IN SECONDARY (MOST RECENT FIRST)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| From | | To | | School or college | Subjects | Type of exam | Awarding body | Grade | Date gained |
| Mth | Yr | Mth | Yr |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**7. EXPERIENCE – PREVIOUS CAREER AND OTHER (MOST RECENT FIRST)**

Please complete the following, in full chronological order, starting with your current employment and include all employment including non-teaching. For safeguarding purposes, it is essential that all gaps in your employment history are fully accounted for. Any employment with Teacher Supply Agencies must show the Agency as the employer and not the school where the work was carried out. Please also include any breaks in employment history together with the reason for the break. This information may form part of your salary assessment, so please complete the following accurately and include all experience since the age of 18, including any part time or voluntary work. Failure to provide the correct and accurate information may result in an incorrect salary assessment. If you have passed threshold you will need to supply a copy of your letter of confirmation with this form.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| From | | To | | Employer | Job Title  (Also include here your current / most recent salary) | Reason for chnge |
| Mth | Yr | Mth | Yr |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**8. RELEVANT IN SERVICE TRAINING/PROFESSIONAL DEVELOPMENT**

**(MOST RECENT FIRST)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Organising body | Course title | Length of course |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**9. WRITTEN REFERENCES**

Please give the name of two referees, one of whom should be your current or most recent employer. If this employment has been within a school, this would normally be your head teacher, unless in exceptional circumstances. If you are not currently working with children, but have previously done so, one referee must be the most recent employer who employed you to work with children.

Head teacher applicants from maintained schools should provide the name of a senior officer designated to respond on behalf of the maintaining authority of their current or most recent school. Head teacher applicants from academies or other independent schools should provide the name of an appropriate person responding on behalf of the Academy Trust or other employer. The second referee would normally be the Chair of Governors at that school.

Written references will not be accepted from relatives or people writing solely in the capacity of friends.

To comply with [**Keeping Children Safe in Education**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)**,** we will seek and scrutinise references prior to interviews. Referees will be contacted to provide further clarification if needed. All information provided by referees will be compared for consistency against the information disclosed in your application form, and you will be asked about any discrepancies at interview.

Please advise if you do not want us to take up references at this stage and provide reasons.

Please include an email address and you should contact your referees to let them know they may be required to provide a reference.

**Name:**

**Address:****Postcode:**

**Telephone Number:**

**Email:**

**Relationship to You:**



**Name:**

**Address:****Postcode:**

**Telephone Number:**

**Email:**

**Relationship to You:**

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**10. ARRANGEMENTS FOR INTERVIEW**

If you have disability, are there any arrangements which we can make for you if you are called for an interview

and or/work based exercise? Yes: ☐ No: ☐

If yes, please specify, (e.g. ground floor venue, sign language, interpreter, audioloop, etc):

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**11. OTHER RELEVANT INFORMATION IN SUPPORT OF YOUR APPLICATION** *(Here, you should detail how your knowledge, skills and abilities match those set out in the job description and person specification. No more than 3 sides of A4 paper in total)*

**–––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––**

**12. CONSENT, DISCLOSURE AND CONFIRMATION**

The information collected on this form and other information which constitutes your personnel record will be used in compliance with the Data Protection Act 2018. The information is being collected for the purpose of administering the employment and training of employees.

The information may be disclosed, as appropriate, within the City Council, to governors of schools, to Occupational Health and to other relevant public and statutory bodies. You should also note that because we have a duty to protect the public funds we handle, we might need to use the information you have provided on this form to prevent and detect fraud. We may also share this information for the same purposes with other organisations, which handle public funds.

I consent to my employer recording and processing the information detailed in this application form. I understand that this information may be used by my employer in pursuance of its business purposes and my consent is conditional upon my employer complying with their obligations under the Data Protection Act 2018.

Application forms of unsuccessful candidates will be destroyed after six months following an appointment to the job.

**Disclosure**

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Do you have any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not ‘protected’ as defined by the [Ministry of Justice](https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974)?

If you do have any convictions or cautions; you must check the [filtering rules](https://www.gov.uk/government/publications/filtering-rules-for-criminal-record-check-certificates/new-filtering-rules-for-dbs-certificates-from-28-november-2020-onwards) to determine if you should declare them or if they are now ‘protected’ and no longer require disclosure.

**Failure to disclose any previous convictions or cautions that are not protected could result in dismissal should it be subsequently discovered.**

Having a criminal conviction will not necessarily bar you from employment.

If you are short-listed for this position you will be required to disclose this information on a self-declaration form.

**Confirmation**

I hereby certify that all the information given on this form is correct and that all questions related to me have been accurately and fully answered, and that I am in possession of the certificates I claim to hold. I understand that should the information given in this application be incorrect it may result in my application being rejected, or if selected for the position, summary dismissal, and possible referral to the police.

If you are making your application in Braille or on audio tape you must declare that you have read and understood this section and that the information you have given is true and correct at the time of completion. You may also be required to sign a declaration to this effect at a later date.

**Signature:**

**Date:**

**Print Name:**



**13. RETURN ADDRESS**

**Please return to:** [**vacancies@braidwood.bham.sch.uk**](mailto:vacancies@braidwood.bham.sch.uk)

**For School Use Only:**

Please ensure that completed applications for successful candidates are returned via the new starter form on the

Schools HR Portal

**––––––––––––––––––––––––––––––––––––––––––––––––––––––––––––RECRUITMENT MONITORING**

I am: Female☐ Male ☐

Date of Birth:

*To help us monitor our Equal Opportunities in Employment Policy please tick or complete the following boxes as appropriate:*

**ETHNIC ORIGIN**

Choose one section from (A) to (E) then tick the appropriate box to indicate your cultural background. These are based on the 2011 Census with additional categories included.

**A White**

British☐ Irish☐ Gypsy or Irish Traveller☐ Albanian ☐

Any other White background, please indicate:

**B Mixed**

White/Black – Caribbean☐ White/Asian☐ White/Black – Africa☐ Black/Asian ☐

Any other mixed background please indicate:

**C Asian or Asian British**

Indian☐ Kashmiri☐ Pakistani☐ Bangladeshi☐ Chinese ☐

Any other Asian background, please indicate:

**D Black or Black British**

Caribbean☐ African ☐

Any other Black background, please indicate:

**E Other ethnic group**

Arab☐ Kurdish☐ Vietnamese ☐

Any other please indicate:

**Not disclosed☐**

**DISABILITY**

The Equality Act 2010 defines a person as having a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Do you have a disability as defined above? Yes:☐ No:☐

If all of the above does not apply to you, however, you consider yourself to have a disability, please tick here ☐

**EMPLOYMENT STATUS**

Are you currently employed by Birmingham City Council? Yes:☐ No:☐

If yes please state if you are employed on a temporary, casual or permanent basis: Yes:☐ No:☐

Are you currently employed by a school in Birmingham? Yes:☐ No:☐

If yes please state if you are employed on a temporary, casual or permanent basis:

Are you currently unemployed? Yes:☐ No:☐

**WHAT IS YOUR SEXUAL ORIENTATION?**

Bisexual☐ Lesbian or Gay☐ Heterosexual☐ Not Disclosed ☐

**RELIGION**

Christian – (including Catholic, C of E, Protestant and all other Christian denominations) ☐

Buddhist☐ Hindu☐ Jewish☐ Muslim☐ Sikh ☐

No religion☐ Not disclosed☐ Other - please specify: ☐

**JOB ADVERTISEMENT**

How did you first find out about this job? Please specify the source or publication.

Birmingham City Council Website☐ TES on-line☐ School website ☐

Indeed☐ WMJobs.co.uk ☐ BATOD☐

Facebook☐ Twitter☐

Other (please specify):



*Turning potential into success*

**Recruitment and Vetting Checks**

As directed by the DfE, Braidwood Trust School for the Deaf keeps a Single Central record of all staff which provides confirmation that the following checks have been undertaken:

* Verification of identity (Name/ Date of Birth/ Address)
* Qualifications (those required to do the job)
* List 99/P0CA
* Enhanced DBS Disclosure
* Right to work in the UK (Asylum & Immigration Check)
* Overseas Criminal Record Checks (this applies to any employee who has spent a period of time abroad)

This record is completed for all staff in the school and will be made available for inspection if required by Ofsted and HMI Inspectors.

**Rehabilitation of Offenders Disclosure**

Under the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975 you must disclose all cautions and convictions even if they are spent, unless they are protected cautions and convictions.

Protected cautions and convictions are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of cautions and convictions can be found at the Disclosure and Barring Service website – <https://www.gov.uk/government/collections/dbs-filtering-guidance>

If you do have any convictions, cautions, reprimands or warnings; before signing this section of the application form, you must check the filtering rules to determine if you should declare them or if they are now ‘protected’ and no longer require disclosure.

**Failure to disclose any previous convictions, cautions, warnings, reprimands or bind-overs that are not protected could result in dismissal should it be subsequently discovered.**

Having a criminal conviction will not necessarily bar you from employment. Any information given, either when returning this application form or at interview will be entirely confidential and will be considered only in relation to this application.

**Verification of Applicant’s Identity**

It is vital that the School knows who their employees are and have evidence to prove this. The ID check can then go onto their personal file and be logged on the School’s Single Central Record.

**Verification of Qualifications**

Any essential qualifications legally required to perform a particular job, such as QTS, as stated in the person specification, need to be evidenced by the potential employee. A copy of the original certificates should be taken and placed on their personal file and logged on the Single Central Record. This should ideally be confirmed at the interview stage.

**List 99 / PoCA**

This is a list of people who are barred from working with children, compiled by the DfE. This check is done as part of the DBS application process and can also be accessed separately on the teacher’s pensions website.

**Enhanced DBS Disclosure**

This shows the School any previous convictions held on file for a potential employee. Having a conviction will not necessarily bar you from working in a job with children or vulnerable adults.

The severity, nature, circumstances and timing of the conviction will need to be taken into consideration. Applicants will need to be given the opportunity at the application stage to declare any unspent or spent convictions they may have. Any declaration they make will be compared with the returned criminal record disclosure.

**Right to Work in the UK**

You are required to evidence your right to work in the UK and a copy of documents provided to the school will be placed on personal file and logged on the Single Central Record.

**References**

The School must request and have returned two reference for every potential employee. One of these references must be from the current or most recent employer. If the post involves working with children, it is important to have a reference, if available, from an employer or voluntary agency demonstrating the applicant’s previous work experience, paid or unpaid, of working with children.

All documents provided as part of the application process will be kept securely and destroyed after six months if the applicant is not appointed.



*Turning potential into success*

**GDPR privacy notice:**

**Applicants for new post**

**Prospective employees**

**Who processes your information?**

As part of the school’s recruitment process, certain information needs to be collected so your application can be considered. The following privacy notice informs you how the school intends to collect, use, process and store your data.

The school is the data controller, and we are responsible for any personal data that is provided to the school. This means that we determine the purposes for, and the manner in which, any personal data relating to any prospective staff member is to be processed.

A representative of the school, **Steve Moore**, can be contacted on **0121 464 5558** or **s.moore@braidwood.bham.sch.uk**.

The role of data protection officer (DPO) is fulfilled through the school agreement with SIPS through their representative Sue Courtney Donovan. Their role is to oversee and monitor the school’s data processing practices. This individual can be contacted on **0121 296 3000** or [**enquiries@sipseducation.co.uk**](mailto:enquiries@sipseducation.co.uk) If you have any queries pertaining to how the school processes data please feel free to contact the school in the first instance.

Where necessary, third parties may be responsible for processing personal information. Where this is required, the school places data protection requirements on third party processors in line with their own data protection requirements, to ensure data is processed in line with prospective staff members’ privacy rights.

**Why do we need your information?**

Braidwood Trust School for the Deaf has the legal right and a legitimate interest to collect and process personal data relating to its prospective employees to ensure the school’s safeguarding and safer recruitment protocols are upheld. We process personal data to meet the requirements set out in UK employment and childcare law, including those in relation to the following:

* School Staffing (England) Regulations 2009 (as amended)
* Safeguarding Vulnerable Groups Act 2006
* The Childcare (Disqualification) Regulations 2009
* Keeping Children Safe in Education 2016
* Working Together to Safeguard Children 2015

Individuals who are recruited will have their personal data processed to assist in the running of the school, and to enable individuals to be paid.

If prospective members of staff fail to provide their personal data, there may be significant consequences. These include the following:

**Employment checks:**

* Failure to provide the school with ample proof of a right to work in the UK will prevent employment at Braidwood Trust School for the Deaf.
* Employees found to be working illegally could face prosecution by law enforcement officers.

**Salary requirements:**

* Failure to provide accurate tax codes and/or national insurance numbers could lead to issues of delayed payments or an employee paying too much tax.

**For which purposes are your personal data processed?**

In accordance with the above, personal data pertaining to prospective members of staff is used for the following reasons:

* Contractual requirements
* Employment checks, e.g. right to work in the UK
* Salary requirements

**Which data is collected?**

The personal data the school will collect from the prospective members of staff includes the following:

* Name
* Phone number
* Address
* Work history for example, previous employers and positions
* Compensation for example, basic salary or benefits
* Education and work history including professional qualifications and skills
* References, including regulated references where necessary
* Nationality, visa, proof of right to work permit information including passport, driving licence, National Insurance numbers
* Photographs and images from recorded assessments
* Results of Pre-employment screening checks for example, credit history, criminal records checks where permitted under local law)
* Characteristics such as ethnic group
* Remuneration details
* Qualifications

The collection of personal information will benefit both the DfE and LA by:

* Improving the management of workforce data across the sector.
* Enabling the development of a comprehensive picture of the workforce and how it is deployed.
* Informing the development of recruitment and retention policies.
* Allowing better financial modelling and planning.
* Enabling ethnicity and disability monitoring.
* Supporting the work of the school teachers’ review body.

**Will your personal data be sought from third parties?**

Personal data is only sought from the data subject. No third parties will be contacted to obtain personal data pertaining to prospective members of staff without the data subject’s consent.

Prospective staff members’ personal data may be obtained and processed from third parties where the law requires the school to do so, e.g. medical records from a GP.

**How is your information shared?**

Braidwood Trust School for the Deaf will not share your personal information with any third parties without your consent, unless the law allows us to do so.

We are required, by law, to pass on some personal information to our LA and the DfE. This information is used so that relevant pre-employment checks can be made. This information can be found on certain documentation for example your passport. Documents required to perform pre-employment checks are:

* Your passport, or
* Your birth certificate together with an official document to confirm permanent NI Number
* [For non-EU persons only] A biometric residence permit
* Your most recent bank statement or other official document confirming home address

**How long is your data retained for?**

Personal data is retained in line with Braidwood Trust School’s Records Management Policy.

Personal information may be retained for varying periods of time depending on the nature of the information; you will be informed on how long your data will be retained by the school. Data will only be retained for as long as is necessary to fulfil the purposes for which it was processed, and will not be retained indefinitely if there is no such reason for it to be.

Once your data has served its purpose it will be disposed of in line with the procedure outlined in Braidwood Trust School’s Records Management Policy

If you require further information regarding retention of data, and the periods for which your personal data is held for, please download our Records Management Policy from the school website or contact our DPO for a copy.

**What are your rights?**

As the data subject, you have specific rights to the processing of your data.

You have a legal right to:

* Request access to the personal data that Braidwood Trust School for the Deaf holds.
* Request that your personal data is amended.
* Request that your personal data is erased.
* Request that the processing of your data is restricted.
* Request to obtain and reuse your personal data for your own purposes across different services.
* Object to your consent being obtained.
* Request that your personal data is collected using automated processing.

Where the processing of your data is based on your explicit consent, you have the right to withdraw this consent at any time. This will not affect any personal data that has been processed prior to withdrawing consent. You can withdraw consent by submitting in writing to Ashley Richards (School Business Manager) a request detailing the consent you wish to withdraw. **You do not have to state the reasons for your decision.**

You also have the right to lodge a complaint with the ICO in relation to how Braidwood Trust School for the Deaf processes your personal data. If you wish to make a complaint to the ICO, you can do so on the ICO’s website or call their helpline on 0303 123 1113.

**How can you find out more information?**

If you require further information about how we store and use your personal data, please visit our website, www.braidwood.bham.sch.uk, the Gov.UK website, or download our GDPR Data Protection Policy and Records Management Policy, also available on the school website

---------------------------------------------------------------------------------------------------------------------------

**Declaration of prospective employee**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, declare that I understand:

* Braidwood Trust School for the Deaf has a legal and legitimate interest to collect and process my personal data in order to meet statutory and contractual requirements.
* There may be significant consequences if I fail to provide the personal data the school requires.
* The school may share my data with the DfE if I am successful in my application, and subsequently the LA.
* If I am successful in my application, then I understand that I will receive a separate workforce privacy notice from the school.
* Braidwood Trust School for the Deaf will not share my data with any other third parties without my consent, unless the law requires the school to do so.
* The nature and personal categories of this data, and where the personal data originates from and where my data is obtained from third parties.
* My data is retained in line with the school’s Records Management Policy.
* My rights to the processing of my personal data.

**Name of prospective staff member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of prospective staff member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**