



# **Brigshaw High School**

Teacher of History  
February 2023

Applicant Brief

## Welcome from Aidan Sadgrove, CEO

Dear Applicant,

Thank you for your interest in the post of **Class Teacher**. It's an exciting time to join us on our journey to raise standards of education in the communities we serve.

We serve over 3000 children from the ages of 2 all the way through to 18. All of our schools are located within a few minutes' drive of each other, and have worked closely together for many years. This context gives us a unique opportunity to shape a child's journey from infancy all the way through to university or a high quality alternative. This is a huge privilege and a responsibility we take very seriously in our seven schools, who share a common commitment to improving outcomes and raising aspirations for all students.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative. This means that we aim for life changing personal and academic outcomes, with no child left behind.

To achieve this, we know that students, staff and our schools themselves must strive for continual improvement, and to be 'better, every day'. Our people are our greatest resource and we will only be able to deliver on our promise of 'success and respect for all' by attracting and developing the very best.

Our work is underpinned by our core values of Equality, Integrity and Resilience. In our schools, teachers spend time ensuring that each child is known and cared for. We aim to create environments where our children are happy, inspired and eager to attend each day. We firmly believe in the value of scholarship, and aim for every child, no matter what their background, to be given the ambition, and the practical tools, to succeed academically, giving them the basis from which any career or academic goal is achievable.

I hope this pack gives you a flavour of the BLP MAT. I very much look forward to meeting you and working with you to ensure that we provide a transformational education for the young people in our care.

Please do get in touch to arrange a visit or to have an informal conversation about the role.

Aidan Sadgrove  
Chief Education Officer

## The Brigshaw Learning Partnership - Background

We serve communities in Outer East Leeds and have for over a decade collaborated to ensure all children can enjoy lives of choice and opportunity. In 2010, the schools formed a Co-operative Trust, committing themselves to working with and for each other, underpinned by co-operative values. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

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*Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative.*

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We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio economic status, background or any barriers they may face.

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*We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.*

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### Our Values

- **Equality:** we are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio economic status. We work with each other and for each other.
- **Resilience:** We give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.
- **Integrity:** we are open about our successes and areas for growth and take responsibility to become better, every day.

### Our strategic anchors

- **Aspirational Culture:** love, structure and high expectations for all
- **Building great teachers:** high impact school improvement, CPD and instructional coaching
- **Powerful cradle to career curriculum:** knowledge rich, raises aspirations and builds cultural capital
- **Highly effective support systems:** allow school leaders to focus on improving the quality of education and culture in their schools

## **Our schools:**

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3000 children and young people. Approximately 1600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary students attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle to career journey for our children and communities. Our schools are:

**Allerton Bywater** – 433 pupils serving the village of Allerton Bywater

**Brigshaw High School** – 1400 pupils

**Kippax Ash Tree** – 341 pupils serving the central part of the village of Kippax

**Kippax Greenfield** – 164 pupils serving the western side of Kippax

**Kippax North** – 244 pupils serving the northern side of Kippax

**Methley** – 427 pupils serving the village of Methley

**Swillington** – 178 pupils serving Swillington village

Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.

All trusts will say they face an 'exciting' future, but in the case of the BLP it has never been clearer.

## Brigshaw High School – Current Context

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1393 pupils on roll, including 203 in the Sixth Form. Our planned admission limit is 240 per year and we are once again oversubscribed in Year 7 for 2020; enrolling 272. On September 1<sup>st</sup> 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are still good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2020 30% of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to supporting students to “Be the Best you can Be”; because you matter. Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (June 2019) judged us as a good school. Ofsted noted:

“There’s something really special here” HMI Ofsted

- Highly effective leadership... all highly ambitious for staff and pupils
- Resolutely committed and determined to embed a ‘**culture of excellence**’ across the school.

- Pupils are “proud... of their school and ... appreciate the recent changes”.
- Pupils’ attitudes to learning are strong... they actively participate in and support their peers with their learning.
- Governors and trustees know the school well... they are realistic and reflective...they are extremely effective in their roles.
- Parents and carers are supportive.
- Sixth-form leadership is a strength of the school and, consequently, the sixth form is good.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred on raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carers engagement at all levels of our work.

We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. The last few years have built on this legacy in a variety of ways with a range of countries and events.

Much of Brigshaw’s success comes from the strong partnerships we belong to. As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years, we have worked closely with our partner school, Temple Moor High School, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture’, changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.

The Brigshaw Learning Partnership and Brigshaw High School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance and pre-employment checks will be undertaken before an appointment is confirmed.

February 2023

Dear Applicant

**Re: Teacher of History**

Thank you for showing an interest in the above post, I enclose some information to help you should you decide to apply.

Please complete the online application form which can be found on the Brigshaw Learning Partnership website.

Further information about the school, including a map, can be found on our website, [www.brigshaw.co.uk](http://www.brigshaw.co.uk) and on our Academy Trust website [www.brigshawlearningpartnership.com](http://www.brigshawlearningpartnership.com)

I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.

The closing date for applications is **Sunday 26 February 2023 at 23.59** and interviews will be held on **a date to be confirmed**. Unfortunately, although we appreciate the time you have spent completing the application form, it is not possible for us to respond to all unsuccessful applicants. Therefore, if you do not receive a response to your application within four weeks of the closing date, please assume that on this occasion, your application has been unsuccessful, however I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours sincerely

*J Brookes*  
Mr J Brookes  
Deputy Headteacher



## Advert

### **Teacher of History**

**Salary: MPS / UPS**

**Permanent, full time position.**

**Start: September 2023**

We are looking to appoint an outstanding and talented **Teacher of History**. An exciting opportunity to be part of this successful subject team, which supports students to achieve their potential at GCSE and A level.

We are looking for an excellent classroom practitioner who can provide a first-class education for our students, raising achievement and promoting outstanding progress. You must have a passion for **History** and the ability to communicate this to a wide range of pupils with different needs and abilities. You will be expected to teach across all age and ability ranges.

Applications from newly qualified teachers and from experienced teachers are welcome.

Brigshaw High School is a very successful and inclusive 11-19 comprehensive school of over 1400 students serving communities across outer east of Leeds. The school has outstanding teaching accommodation and sporting facilities and strong learning and community partnerships.

On 1st September 2016 Brigshaw converted to an Academy status as part of the Brigshaw Learning Partnership, a multi-academy trust consisting of ourselves and five other primary schools.

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

Details can be obtained from the school by telephone 0113 2878900, e-mail [office@brigshaw.com](mailto:office@brigshaw.com) or downloaded from our website [www.brigshaw.com](http://www.brigshaw.com)

We warmly welcome all applicants to visit the school. Please contact the school to arrange a suitable date and time.

**Closing Date: Sunday 26 February 2023 at 23.59**

**Interview Date: To be confirmed**

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.**

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory reference.

**Job Title: Teacher of History**

**Salary: MPS / UPS.**

**Responsible to: Director of Learning: EBAC**

**Overall purpose of the post:**

To carry out the professional duties of a teacher, as circumstances may require, in accordance with the school's policies, under the direction of the Head Teacher. To work under an agreed system of management to deliver learning and the development of specialist knowledge.

**Main duties and responsibilities:**

**Teaching and Learning:**

- Teach History across KS3, KS4 and KS5.
- Plan, teach and assess highly effective lessons to ensure all students make good progress, taking account and reviewing prior attainment when planning and teaching lessons.
- Use a range of engaging pedagogical approaches and resources to best meet the needs of all learners.
- Use a range of marking and feedback strategies to ensure that constructive feedback is provided regularly to allow students make progress.
- Accountability for individual progress in your allocated classes.
- Promoting the achievement of high standards through effecting teaching and learning within subject area, preparation, evaluation and action planning.
- Co-ordinate class work with any classroom assistant support.
- Develop and sustain knowledge of current educational practices and be responsible for own continuing professional development.
- Set effective homework to encourage and enliven student learning, in accordance with departmental policy.
- Ensure differentiation and personalisation of learning for all students, to both support and challenge, whilst maintaining academic rigour.
- Strive to deliver outstanding lessons.

**Pupils:**

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Take responsibility for upholding high standards of behaviour and classroom management within the classroom and the school's environment.
- Be the first line of contact for parents and carers concerns with regards to their child's performance and well-being of your classes.
- Assess, record and report pupils' progress effectively.
- Promote a love of learning and foster their intellectual curiosity.
- Engender a commitment to success in each of the pupils.
- To be an effective form tutor and support the school's vertical tutoring model.

**Department:**

- Implementing school and departmental policies and practice and to promote collective responsibility for their implementation.
- Willingness to contribute to the extra-curricular life of the department.
- Willingness to become involved in aspects of departmental planning and development

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the CEO or Trust Board may determine.

This job description may be amended at any time in consultation with the postholder.

**THE BRIGSHAW LEARNING PARTNERSHIP IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN. THIS POST REQUIRES ENHANCED DBS DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, PRE-EMPLOYMENT HEALTH CHECK AND SUPPORTIVE REFERENCES BEFORE AN OFFER OF APPOINTMENT IS MADE, AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE**

## Person Specification

We are looking for a colleague who has the following experience, skills and qualities:

- A knowledge of Child Protection and Safeguarding procedures.
- A good Honours Degree or equivalent in English or a related discipline.
- A sound understanding of recent curriculum developments in Mathematics.
- Excellent practical and classroom management skills.
- Enthusiasm, energy and commitment.
- Support Brigshaw's school ethos and our Core Values.
- Good inter-personal skills and the ability to work well as part of a team.
- Good organisational and administrative skills.
- Willingness to be a 'creative risk-taker'.
- Generosity of spirit.

### Career development:

- Access and support to follow middle or senior leadership programmes from the outset e.g. NPQ, Teaching Leaders; Yorkshire Leadership Community, PIXL leadership programmes, Red Kite TSA, Leading Learning Partnership, Chartered College of Teaching...

### We offer:

- Outstanding career development
- Bespoke support
- Guaranteed visits to other establishments to view and share best practice
- A team of experienced and supportive SLT and staff
- Effective technology
- A focus on teaching and learning

### Top ten reasons to work at Brigshaw High School:

1. We have great students! Excellent student behaviour for learning means that you will be able to deliver outstanding lessons
2. A career development coach to enable you to become ready for middle / senior leadership in three years with the opportunity to gain the National Professional Qualification for Middle Leadership (NPQML) or equivalent
3. Access to professional development through the Red Kite Teaching School Alliance
4. A weekly CPD induction plan to establish you in school
5. Leaders who walk the talk
6. Senior leaders who teach and understand the demands of the role

7. Leadership with moral purpose
8. Passionate staff who always want the best for our students
9. A well-resourced and recently built school site with extensive community and school links
10. An exciting and fast paced, oversubscribed 11-18 school that is going from strength to strength

## **History at Brigshaw**

History is currently the most popular options subject at Brigshaw for A-level and GCSE and taught by a dedicated and creative team. We work hard to stimulate students' curiosity and love for History as well as an appreciation for challenging work and academic rigour. To do this effectively, our department has a track record of developing and executing innovative and forward thinking approaches to a knowledge based curriculum at KS3, GCSE and linear A-level by applying evidence based principles formed using modern learning science. We always set high expectations in terms of substantive and disciplinary knowledge and are currently focused on embedding an approach with reading, writing, retrieval, scholarship and sources at the heart of what we do. We believe that the lessons should be simple and the content of the History should be what the students are engaged with.

### **Facilities**

All classrooms have access to a networked computer system, an interactive whiteboard and visualiser. All members of the department have their own teaching base and there is a dedicated departmental office/work area. The departments has a centralised and shared bank of resources and lessons plans which can be accessed from any computer across the school as well as at home using the shared Google Drive system.

### **KS3 Curriculum**

History is very popular at KS3. It is taught in two dedicated hours a week to immerse subject in the subject throughout the year and develop a deep understanding of the broad knowledge base. Detailed schemes of work and resources guide the programme of study, but creativity and new approaches are welcomed. In Year 7 students are taught in mixed ability groups. We believe that it is vital that pupils appreciate the chronology of History. Students begin their journey through History in the Roman Empire and finish Year 7 in 1603. In Year 8 students enjoy learning about topics such as the causes of First World War, the Empire of Mansa Musa and Peterloo Massacre. Year 9 is a KS3 year that guides students

through topics such as the 'turning point' events of World War Two, 20th century migration to Britain and the Chinese Revolution. In normal circumstances the department then runs a yearly oversubscribed trip to the trenches in Belgium and France with Year 9.

#### **KS4 Curriculum**

At GCSE, History is a popular option with a healthy uptake and good examination results.

Pupils begin KS4

study in Year 10 and study four topics as part of the Edexcel GCSE History course. We begin by teaching

Weimar and Nazi Germany (1918-1939) where students enjoy a depth study about the rise of the Nazi Party.

We then focus on Medicine Through Time (1250-Modern Day) which is the thematic study and historic

environment portion of the course. The period study we teach is Superpower Relations and the Cold War

(1941-91) and our British Depth study is on Anglo-Saxon and Norman England (c1060-1088).

#### **KS5 Curriculum**

History is a very popular option at KS5 and consistently teaches one of the largest cohorts the Sixth Form. For the new AQA A level specification we are teaching on revolution and dictatorship: Russia, (1917–1953), the British Empire (c1857–1967) and our new non-assessment examined coursework focus will be on differing interpretations of witch hunting in early modern Europe (c1560-c1660)

#### **Current Initiatives**

We are currently evolving the KS3 curriculum to incorporate a greater development of student's depth of

understanding of a wide range of knowledge. This includes training students to understand effective

knowledge retention strategies to better equip them for the difficult challenges of GCSE study. We are also always looking for new ways to better stretch high ability students while offering appropriate support to all students in the class to achieve their absolute best.

## Person Specification – Class Teacher

	ESSENTIAL ATTRIBUTES	DESIRABLE ATTRIBUTES
<b>QUALIFICATIONS</b>	Qualified Teacher Status	Honours degree
<b>PROFESSIONAL DEVELOPMENT</b>	<p>Knowledge of current educational practice and issues</p> <p>Evidence of continuing professional development</p>	Take responsibility for their own professional development
<b>SKILLS</b>	<p>High level of written, oral and communication skills</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>An excellent classroom practitioner</p> <p>Work effectively as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems and make decisions</p> <p>Management of people and resources</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Ability to teach across primary age range</p> <p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>



	<p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them</p> <p>Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure</p>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT</p> <p>Effective use of ICT to support learning</p> <p>Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p>	<p>Knowledge of all phases of primary education</p> <p>the implications of the Code of Practice for Special Educational Needs for teaching and learning</p>
<b>LEADERSHIP</b>	<p>As the lead professional in the classroom show an ability to advise and support other staff</p> <p>Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate</p> <p>Plan, allocate, support and evaluate work undertaken by other staff in the classroom</p>	<p>Lead professional development through example and support</p>
<b>DISPOSITION AND ATTITUDE</b>	<p>Positive and optimistic attitude towards School Improvement and Inclusion</p> <p>Open-minded and receptive to new ideas, approaches and challenges</p> <p>Places high priority on effective team working and works easily and comfortably in a team environment</p>	<p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>
<b>OTHER CONDITIONS</b>	<p>Registered with Teaching Agency</p> <p>School operates a no smoking policy</p>	

	Agreement to the Governing Body undertaking an Enhanced Criminal Records Bureau Disclosure	
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## **REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996**

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

### **OR**

An official document with a National Insurance Number

### **PLUS**

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as soon as it has been photocopied.

## APPLICATION PROCESS AND SAFEGUARDING REQUIREMENTS

Making an Application	Interview and Selection Process
<p><b>Application form</b></p> <p>If you wish to be considered for this post please complete the online application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are <b><u>not</u></b> accepted as part of the application process.</p> <p><b>Supporting information</b></p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p>	<p>Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.</p> <p>As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.</p> <p>Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <div data-bbox="810 1339 1449 1460"> <p><b>Induction and Continuous Professional Development</b></p> </div> <p>The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.</p> <p>You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>

Pre-employment checks	School Policies
<p><b>References</b></p> <p>If you are short listed, we will normally take up references <b>before</b> the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.</p> <p>Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.</p> <p><b>DBS &amp; Disqualification checks</b></p> <p>Employment at this school is subject to an enhanced check with children’s barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.</p> <p>Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.</p> <p><b>Prohibition checks (Teaching posts only)</b></p> <p>Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any</p>	<p><b>Child Protection</b></p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.</p> <p><b>Whistle Blowing</b></p> <p>We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.</p> <p><b>Code of Conduct and Personal Behaviour</b></p> <p>The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.</p> <p>The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children.</p> <p><b>Equal Opportunities</b></p> <p>We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.</p>

<p>prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.</p> <p><b>Validation of Qualifications</b></p> <p>All short listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.</p> <p><b>Right to Work in the United Kingdom</b></p> <p>Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.</p> <p><b>Medical Assessment</b></p> <p>A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.</p>	<p>We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.</p> <p><b>Full details of all these policies are available in school.</b></p>
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## The Brigshaw Learning Partnership Schools Map

