

FULL-time class teacher Year1

RECRUITMENT PACk

**trewirgie infants**

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Truro and Penwith Academy Trust is a charitable Company registered in England and Wales, Company number 08880841. Registered office: Academy House, Truro Business Park, Threemilestone, TR4 9LD

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**Trewirgie Infants Information for Applicants**

Advert

We are looking for a full time KS1 teacher to work in KS1 to start from September 2023. ECT welcome to apply.

This is an exciting opportunity to work with a forward thinking staff and wonderful children.

Applications are welcome from all teachers whether experienced or newly qualified.

We are looking for a dynamic, creative and hardworking teacher who will deliver the very best learning experiences for our children.

Successful applicants must:

* Work hard to ensure that all gaps in learning are closed between groups within the class.
* Be willing to support our school within the wider community.
* Work with members of the school team and our parents.
* Be a positive role model for all pupils.

To discuss the position please contact the School via email [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org)

or call 01209 216111 and ask for Sarah Howe

Closing date: 19th April 2023

Interviews will be held on 27th April 2023

Please email completed applications to [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org)



Trewirgie Road, Redruth, TR15 2SZ

[trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org) [www.trewirgie-inf.cornwall.sch.uk](http://www.trewirgie-inf.cornwall.sch.uk)

Headteacher: Mrs Cath Callow

**Welcome to Trewirgie Infants School**

**This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.**

Trewirgie Infants is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

At Trewirgie Infants School, we believe that children should be curious about their learning.  Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

The school has a dedicated team that works hard to reach high standards in everything we do and this is further embedded through our relationships with parents, the local community and the other schools. We firmly believe that education is a partnership between home and school and regard you as an active partner in your child’s education and value your interest and support.

**Mrs Cath Callow - Headteacher**

**General Background**

The school caters for children between the ages of 3 - 7. We have a Nursery within the school grounds, providing opportunities for younger children.

We currently have 280 pupils on roll and offer a rich & diverse curriculum, as well as a full programme of before & after-school activities.

In June 2021 we joined Truro and Penwith Academy Trust and will be working collaboratively with our partner schools as well as having excellent links with the Redruth Learning group of schools.

**Class Organisation**

The school currently has 280 children on roll consisting of 3 form entry ranging from Reception to Year 2 and a 60 place Nursery.

**Staff Organisation**

The staff organisation can be located on our website

<https://www.trewirgie-inf.cornwall.sch.uk/about/staff/>

We are strongly committed to staff development and learning.

**Our Curriculum**

At Trewirgie Infants and Nursery school, we inspire children to engage in learning, and to be proud members of a caring, supportive and successful school. We support our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.  To enable our children to be successful, we have developed a curriculum that captures their interests, stimulates their ideas and encourages inquisitiveness and critical thinking which meets their needs and reflects our locality and heritage.

At our school, we teach the children to care about themselves and others. We encourage our children to share their thoughts, ideas and feelings so we can support them to succeed to be healthy lifelong learners who are emotionally and mentally strong. Our aim is to inspire and educate our children in a happy, safe and enjoyable environment. We want our children to develop life skills, to be independent and creative thinkers and to be socially confident throughout their education and into their adult lives. Helping our children to develop respect, self-esteem and an ability to value themselves and others in order to make positive life choices for themselves.

Our curriculum is planned carefully to follow the National Curriculum objectives but always with our children and our school’s locality at its heart. We provide a creative curriculum framework in which children can develop an understanding of their own skills, expertise and knowledge allowing them to explore and build upon these as a process of self-development.  It is designed to be broad, balanced and relevant to the experiences and needs of our children.  It is structured to allow a progression in the acquisition of skills, knowledge and understanding for our children to succeed in a changing world.  All children will have opportunities to experience all areas of the curriculum.  Building upon the knowledge and skills learnt and developed in Early Years throughout their journey into Key Stage 1.

Our children and community shape the way we have decided to create our curriculum.  We recognised that our children needed a curriculum that is interesting, creative, intriguing and fun experience.  Each year group and class adapt their own planning to meet our children’s real life needs and their starting points.  All staff set high expectations for all children.  They use appropriate assessments to set ambitious but achievable targets and plan challenging work to inspire and extend children’s knowledge and skills.

Teachers plan lessons so that Pupil Premium and SEND children can study every National Curriculum subject, ensuring that there are no barriers to learning and every child can achieve at their level.  Teachers take account of the needs of children whose first language is not English.  Lessons are planned so that teaching opportunities are there to help those children to develop their English, and to support them to take part in all subjects.

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**Job Description**

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| **Job Title:** | Teacher (Key Stage 1) |
| **Salary Range:** | Main Scale dependent on experience |
| **Base:** | Trewirgie Infants School |
| **Responsible to:** | Head Teacher/Assistant Head Teacher/Governing Body |
| **Direct Supervisory Responsibility for:** | The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |
| **Important Functional Relationships: Internal/External** | Other Teaching Staff, Support Staff, Pupils, Parents |

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| **Main Purpose of Job:** |
| * Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all * Be responsible and accountable for achieving the highest possible standards in work and conduct * Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils * Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards* * Take responsibility for promoting and safeguarding the welfare of children and young people within the school |

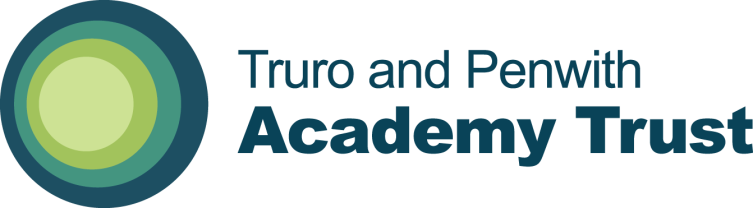
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| **Main Duties and Responsibilities:** |
| All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the performance management process as relevant to their role in the school.  **Teaching**   * Deliver the curriculum as relevant to the age and ability group/subject/s that you teach; * Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate; * Be accountable for the attainment, progress and outcomes of pupils you teach; * Be aware of pupils’ capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn; * Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; * Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject); * If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics; * Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment; * Make accurate and productive use of assessment to secure pupils’ progress; * Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study; * Use relevant data to monitor progress, set targets, and plan subsequent lessons; * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate; * Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document.*  Behaviour and Safety  * Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils; * Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary; * Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils; * Have high expectations of behaviour, promoting self-control and independence of all learners; * Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document;* * Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.  Team Working and Collaboration  * Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies; * Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them; * Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments; * Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil; * Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school; * Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document.  Administration  * Register the attendance of and supervise learners, before, during or after school sessions as appropriate; * Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document.*  Professional Development  * Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; * Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review. |

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| **General/Other:** |
| * To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the school’s and the trust’s pupils at all times * To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance * To be aware of and adhere to all Trust policies and procedures * To be responsible for your own continuing self-development and attend meetings as appropriate * Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; * Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review * To undertake other duties appropriate to the post as required |

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| **Person Specification:** | **Essential** | **Desirable** | **Recruiting method** |
| **Education and Training** | ECT or Qualified Teacher Status |  | Application/ certificates |
| **Skills and Experience** | Ability to create a stimulating and safe learning environment  Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach  Ability to assess and record the progress of pupils’ learning to inform next steps and monitor progress  To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers  Ability to successfully deploy a wide range of effective behaviour management strategies  High level of oral and written communication skills and an ability to work in partnership with other staff | Knowledge of current education and professional  developments and an understanding of their  application in a whole school context | Application/Interview/Assessment |
| **Specialist Knowledge and Skills** | Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners  Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught  Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people  Demonstrates an awareness, understanding and commitment to equal opportunities |  | Application/Interview/Assessment |
| **Behaviours and Values** | Strong professional relationships with parents and pupils.  Ability to be cheerful, flexible and have a good sense of humour.  Evidence of being a team player.  Two fully supportive references from appropriate sources.    Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks. |  | Application/Interview/Assessment/Enhanced DBS Check |

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| **Special Conditions related to the post** |
| * *To run extra-curricular clubs*   ***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check   All new employees will be required to undertake mandatory training required by the Trust. |

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| **How to apply:** | To download an application pack please visit: Cornwall Council Website  Please complete an application form in full and by ***post/email return*** to  **Please note that we do not accept CVs.** |
| **Contact details:** | Address: Trewirgie Infants School, Trewirgie Rd, Redruth, TR15 2SZ  Tel: 01209 216111  E-mail: [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org) |
| **Closing date:** | 19th April 2023  Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful. |

**TPAT Job Vacancy Application Form**

Please fill in **all** **sections** of the form using **black ink**/type. The information you provide will help us make a fair decision in the selection process.

**Please call 01872 613283 if you have any questions on how to complete this form or if you require it in a different format or language.**

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| **About the Role** | | | |
| Role applied for: |  | Ref No: |  |
| School/Location: |  | | |

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| **About You** | | | |
| Title: |  | Surname: |  |
| First Name(s): |  | | |
| Home Address: |  | Home Phone: |  |
| Work Phone: |  |
| Mobile: |  |
| Postcode: |  | Email: |  |
| NI Number: |  | (You can get this from the Department of Work & Pensions) | |

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| **Age 11 – 16 Qualifications achieved from Secondary, Higher and Further Education** | | | |
| School / College attended (with dates) and location | Level and number of qualifications (eg 10 O Levels) | Grade Awarded | Year Achieved |
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| **Post 16 Education below degree level:** | | | |
| School / College attended (with dates) and location | Qualifications achieved with subjects | Grade Awarded | Year Achieved |
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| **Education at degree level and beyond** | | | |
| Type of Qualification (BA, BSc, BEd, Hons, MA PH.D etc) | University / College & subject title of qualification | Class or Grade | Year Achieved |
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| **Teaching Qualification (if not detailed above)** | | | |
| Name of Qualification, age range, subjects qualified to teach | Name of Training Provider | Grade | Year Achieved |
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| **Specific Qualifications related to Teaching and Education** | | | |
| Name of Qualification (NPQH, SEN, PG Dip) | Provider | Grade | Date Achieved (dd/mm/yy) |
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| **Teacher Training (for teaching posts only)** | | |
| Do you have Qualified Teacher Status? | | Yes / No |
| Date Achieved: | | |
| DfE / Teacher Reference Number: | | |
| Statutory Induction Period (if qualified after 7th May 1999):- | | |
| Started: | Completed: | |
| Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency (or other) in the UK? | | Yes / No |
| If yes, please enclose details with dates in a sealed envelope and attach to this form | | |

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| **Non award bearing professional development undertaken in last five years** | | |
| Name of Provider | Title of course / training (eg first aid at work, child protection, risk assessments, etc) | Qualification / Level of Training |
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| **Your current or most recent Employment** | | | | |
| **Note:** If you are applying for your first job, please provide any voluntary work / work experience in the “Previous employment or experience” section | | | | |
| Employer Name: |  | Job Title: | |  |
| Employer Address: |  | Salary: | |  |
| Start Date: | |  |
| Leave Date: (if applicable) | |  |
| Reason for Leaving: |  | | | |
| If this is / was a teaching post, please provide:  Type of school (delete as appropriate): nursery/infant/junior/primary/middle/special/PRU/secondary/other (please state): | | | | |
| Status of school (delete as appropriate): community/foundation/trust/formal federation/independent/academy/VC/VA/other (please state): | | | | |
| Gender taught (delete as appropriate): boys/girls/mixed Number on roll: | | | | |
| Key Stage(s) or Year Group(s) (if primary) taught: | | | | |
| Salary Point & Salary: | | | Additional Allowances (TLR,SEN, R&R): | |
| Main duties and responsibilities (include any additional roles undertaken organising school trips, events, leading activities, etc): | | | | |

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| **Previous Employment or Experience** | | | | |
| Start with the most recent first and work backwards. You must explain any gaps in your work history since you left education (eg unemployment; career breaks; voluntary work; travel etc). | | | | |
| Dates  (dd/mm/yy) | | Name of School / Employer and Address  **or**  Reason for gap in employment | Job Title, Duties and Responsibilities  Please include: type/status of school; number on roll; key stage(s) or year group taught; and gender taught | Reason for Leaving |
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| **Safeguarding Children, Young People & Adults** |
| You will be required to complete a Disclosure and Barring Service (DBS) check and a Self-Declaration Form as part of your application.  We are all responsible for the safety of children, young people and adults who may be at risk. We must ensure that we are doing all we can to protect the most vulnerable members in our society. This responsibility applies to all TPAT employees; it also applies to contractors, partners and volunteers who carry out work with or for children, young people and adults at risk on behalf of TPAT.  From your training and/or experience, please give examples which demonstrate your knowledge and commitment to safeguarding and how you would help protect children, young people and adults at risk from harm, abuse or neglect. |
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| **Your Supporting Statement** |
| This important part of your application will be used to decide if you meet the criteria and should be shortlisted for interview. Refer to the role information supplied and tell us how your skills and experience match. Use examples where possible and provide the situation or task, your action(s) and the result.  If you are applying for your first job, provide examples of other relevant experience that will help us decide your suitability, eg gained through education, the community etc. |
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| **Selection Requirements** |
| We will make reasonable adjustments to help people with disabilities through the application and selection process. If you have any specific requirements to enable your participation and/or attendance during the selection process, please let us know. |
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| **References** | | | | | |
| **Teachers** - please provide **three** references.  **Support Staff** – please provide **two** references.  Do not use friends or relatives. We will ask for references before your interview.  If any of your previous roles (voluntary or paid) involved working with children, young people and/or vulnerable adults, we will ask for information about past disciplinary issues relating to these vulnerable groups (including any in which the time penalty is ‘time expired’) and whether you have been subject to any child/vulnerable adult protection concerns and the outcome of any enquiry or disciplinary procedure. If you have any concerns, please contact us or the school you are applying to. | | | | | |
| **Reference 1**: This **must** be your current or most recent employer or, if you do not have any previous employment, your most recent tutor (school, college or university). | | | **Reference 2**: If you have worked with children, young people or vulnerable adults in the past, but are not currently, this **must** be the most recent employer by whom you were employed to work with these vulnerable groups. Otherwise, a reference of your choice. | | |
| Full Name: |  | | Full Name: |  | |
| Job Title: |  | | Job Title: |  | |
| Employer: |  | | Employer: |  | |
| Address: |  | | Address: |  | |
| Postcode: |  | | Postcode: |  | |
| Email: |  | | Email: |  | |
| Telephone Number: |  | | Telephone Number: |  | |
| Relationship to you: |  | | Relationship to you: |  | |
| Did this role involve working with children, young people and/or vulnerable adults? | | Yes / No | Did this role involve working with children, young people and/or vulnerable adults? | | Yes / No |
| **TEACHERS ONLY - Reference 3**: Reference of your choice. | | | | | |
| Full Name: | | |  | | |
| Job Title: | | |  | | |
| Employer: | | |  | | |
| Address: | | |  | | |
| Postcode: | | |  | | |
| Email: | | |  | | |
| Telephone Number: | | |  | | |
| Relationship to you: | | |  | | |
| Did this role involve working with children, young people and/or vulnerable adults? | | | | | Yes / No |

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| **Disclosure of Interest** | |
| Have you ever received a redundancy payment or pension from a local authority? | Yes / No |
| If yes, please give details including month and year: | |
| Are there any restrictions to you living and working in the UK which might affect your right to work for us (eg needing a work permit/visa)? | Yes / No |
| If yes, please provide details: | |
| Have you applied for either settled or pre-settled status under the EU Settlement Scheme? | Yes / No |
| If yes, please provide date you were awarded settled or pre-settled status: | |
| The role information supplied will say if this post requires travel and, if so, if you need access to transport and/or a full current UK driving licence. | |
| If needed, do you have access to transport? | Yes / No |
| If needed, do you have a full current UK driving licence? | Yes / No |
| The Working Time Regulations (1998) require us to check the hours worked by employees. Would this role be your only employment? | Yes / No |
| If no, please provide details of your other role(s) and the days and hours you work: | |
| Canvassing of our employees (asking them to help you get this role), directly or indirectly, for any appointment will disqualify your application. Also, if you fail to declare any relationship with an employee of TPAT your application may be disqualified and, if appointed, you may be dismissed without notice. | |
| Are you related to, or have you formed any relationship (personal, financial or professional) with any current employee of TPAT, or School Governor? | Yes / No |
| If yes, please give details: | |
| Do you, your partner or family have any interests (personal, financial or professional) that may conflict with you doing this role? | Yes / No |
| If yes, please give details: | |
| Have you ever been the subject of a formal disciplinary procedure? Have you ever been dismissed from any previous employment? | Yes / No |
| If yes, please give details: | |

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| **How we protect your Personal Information** |
| We keep on file information from this application form, equal opportunities form and any documents you attach. This is required for recruitment and equal opportunities monitoring purposes, the payment of staff and the prevention and detection of fraud. All information will be dealt with in accordance with data protection legislation and will not be sold to any third party. Unsuccessful application forms will be destroyed after 12 months; anonymised data will be kept for monitoring purposes. |

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| **Your Declaration** | | | | | | |
| I understand that any employment, if offered, will be subject to the information on this form being correct and I confirm that no valid information has been wilfully withheld. I understand that if I am appointed, I am liable to dismissal without notice if the information on this form is later proved to be inaccurate. | | | | | | |
| **Signature** (applicant): | |  | | **Date:** | |  |
| Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made. | | | | | | |
| If you have completed this form on behalf of the applicant, please add your details: | | | | | | |
| Name (printed): |  | | Contact Number: | |  | |

**Thank you** for taking the time and effort to complete this application form. The role information supplied will say where it should be returned.

You will be required to complete a Disclosure and Barring Service (DBS) check and a Self-Declaration Form as part of your application. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide 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.

We hope you find this pack provides all the information you need in order to consider your application for this post.

Any questions or matters you would like to discuss informally, please email

[trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org)

Please note that CVs will not be accepted.

Application packs can be downloaded from

[**www.tpacademytrust.org**](http://www.tpacademytrust.org)

[**www.trewirgie-inf.cornwall.sch.uk**](http://www.trewirgie-inf.cornwall.sch.uk)

Closing Date: 19th April 2023

Completed applications to be returned to [trewirgieinf@tpacademytrust.org](mailto:trewirgieinf@tpacademytrust.org)

Shortlisting

To ensure the fairness of the selection process, shortlisting will be based upon the information which you provide in your application, and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.

Interviews will be held on **27th April 2023**

**Useful Information**

*Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful in being appointed to a post you will be expected to apply for a disclosure from the Disclosure and Barring Service as well as other employment checks before your appointment is confirmed.*