



Subject Leader – Business Studies



COOPERS SCHOOL

Application Pack for a Teaching Post

Coopers is a successful 11-18 co-educational school
with a strong caring and inclusive culture

Subject Leader – Business Studies

Required immediately or for April 2018

TLR2C

Coopers School is looking for an enthusiastic Subject Leader of Business Studies, to teach at GCSE and A Level. The successful applicant will join a team of innovative and committed specialists, and will benefit from excellent facilities. We are proud of our young people who are committed to their learning, and also of our reputation for academic excellence and the superb care our students receive.

We offer outstanding induction and support programmes with many opportunities for professional development which would suit those with a desire for career progression.

If you are interested in this exciting opportunity, for more information please contact Rachel Gulyas on 0208 468 1681 / email: rgulyas@coopersschool.com

Closing Date: Monday 15 January 2018

(Please note that we encourage early applications, and reserve the right to close this vacancy at any time should the right candidate be found.)

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

‘Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’



Coopers School



An IB World School

CEO: Mrs S Puxty BSc (Hons) NPQH
Headteacher: Mrs S Wood BA (Hons) NPQH



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BR7 5PS

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Email: adm@coopersschool.com

Website: www.coopersschool.com

'Enabling learners of today to become achievers of tomorrow'

December 2017

Dear Applicant

Re: Vacancy for Subject Leader – Business Studies

Thank you for your enquiry about the post of Subject Leader of Business Studies at Coopers School. I hope that this pack gives you all the information you need at this stage, and that we can look forward to your application.

The closing date for all applications is Monday 15 January 2018, although early applications are encouraged, and we reserve the right to close this vacancy at any time should the right candidate be found.

Please send your completed application form and covering letter to jobs@coopersschool.com. If you require any additional information or have any questions, please contact Rachel Gulyas, PA to the Principal / Trust CEO, and Head of HR, at rgulyas@coopersschool.com or 020 8468 1681.

Yours faithfully

Shirley Puxty

Shirley Puxty
Principal
CEO – William Willett Learning Trust

Chair of Governors: Andrew Downes
Senior Vice Principal: Matthew Baker
Vice Principals: Rob Carling | Hazel Hatch | Jane Salt | Niall Toal
Curious Creative Resilient Respectful Empathetic



Coopers School is an Independent Academy Trust operated by the William Willett Learning Trust which is a charitable company limited by guarantee and registered in England and Wales with company number 07520128.
The Registered Office is at Hawkwood Lane Chislehurst Kent BR7 5PS

COOPERS SCHOOL

WELCOME

Coopers is a warm, welcoming and friendly School situated in 33 acres of parkland in Chislehurst in the borough of Bromley, about eight miles from central London. It is a place where all students are happy learners. My mission as Principal and CEO of the William Willett Learning Trust is to take Coopers from being a good to an outstanding school. We are very proud of our latest Ofsted Report which shows that we can achieve this.

When the School was last inspected in January 2014, the inspectors said that 'Coopers is a well led school within which a well-planned curriculum and good teaching lead to very high standards and very good examination results, in the top 20% of the country.' They described the school as "bubbling outstanding."

- "Students' progress overall was well above national figures."
- "The overall quality of teaching is good and, as a result, students learn well and make at least good progress."
- "Teachers receive high quality professional development from outstanding teachers in the school and external consultants."
- "Senior leaders have been successful in raising achievement and improving the quality of teaching over recent years."
- "The curriculum goes far beyond academic subjects with worthwhile vocational and practical courses."

The inspectors also commented that the very good behaviour of the students makes an important contribution to the welcoming, supportive and orderly learning environment created by the School as we strive for academic success.

We are very proud of our school, of the opportunities we provide, and of its role in the community. We strive to create an environment where each individual is valued, an environment that fosters tolerance and compassion, vibrant, caring relationships, lifelong learning skills and a strong sense of moral purpose. We operate through a core set of values:

- **Curious** - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance.
- **Creative** - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferable across all disciplines.
- **Resilient** – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.
- **Respectful** - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.
- **Empathetic** - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives.

Coopers School became a Grant Maintained School in the 90's, followed by a Foundation School and then became an Independent Academy in March 2011. It is a founder member of the William Willett Learning Trust and acts as a sponsor for Mead Road Infants School. We are also a founder member of the Bromley Schools Collegiate with an Ofsted outstanding judgement for ITT. The Trust is due to expand further for 1 September 2017 subject to consultation. We are really excited at the increased opportunities for collaboration and career opportunities for staff.

Our examination results at Key Stage 4 have shown many rises. We are most proud of our post 16 outcomes, the end of the seven year journey, which see ALPs 2 Grades for AS and BTEC and ALPs 3 for A2, significantly above national average. A range of post 16 courses are taught. We are a World IB School and we offer, A levels, AS courses, BTecs and the IBCP. We are the only school in Bromley to offer IBCP (Careers Programme) and currently only about twenty schools in the country can teach this. Of a role of 1600, 320 students are in the Sixth Form. We have an impressive number of young people leave us for top universities and apprenticeship programmes.

Our Students

Our students feel happy and secure. We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to assume and enjoy responsibility through our Student Leadership and Ambassador Teams. Our highly skilled staff work closely with students to monitor their progress to ensure they exceed their potential. There is an excellent student volunteer peer mentor scheme and students are encouraged to play an active part in the running of the school.

We understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements. We have an extensive enrichment programme, the full details of which can be found on the website.

Our Staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated. We encourage and support further learning and research.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.

Coopers School is an Equal Opportunities employer.



Mrs Shirley Puxty BSc (Hons) NPQH
Principal
CEO – William Willett Learning Trust



Mrs Sue Wood BSc (Hons) NPQH
Headteacher

THE BUSINESS FACULTY

Coopers is fully committed to providing students with the opportunity to achieve the relevant academic and work-related skills required for a future in the world of work. The Business Education Faculty is, by its very nature, geared to delivering these skills and qualifications.

The first opportunity to study in this Faculty comes at Key Stage 4 with Business Studies GCSE. We also run the Institute of Financial Services (IFS) courses in Personal Finance at Foundation level as part of our KS3 enrichment offer. This provides excellent practical information on how students can manage their money, whilst studying things such as Tax, National Insurance and budgeting.

Economic and industrial understanding is covered across the curriculum and within Personal Development Education at Key Stage 3.

At Key Stage 5, the following courses are available; Business Studies (A-Level), Economics (A-Level), BTEC Business Subsidiary Diploma, IFS Finance up to Diploma Level (A2) and Finance, Risk and Investment (CISI) up to Diploma Level (A2).

Throughout the Faculty, students are taught through a mixture of traditional teaching methods and activity based learning using business case studies and group work. The Faculty frequently draws upon the business community by arranging visits to, and speakers from, industry and commerce. In addition, the Faculty also leads Young Enterprise for our Post 16 students; an opportunity to develop business and entrepreneurial skills as part of a national competition.

Our students are equipped with the necessary qualifications and skills required for success in the business world and employers regularly confirm that we are meeting their requirements. The outstanding results that are achieved in Business, Economics and Finance ensure our students have a successful career in their chosen industry.

FACILITIES

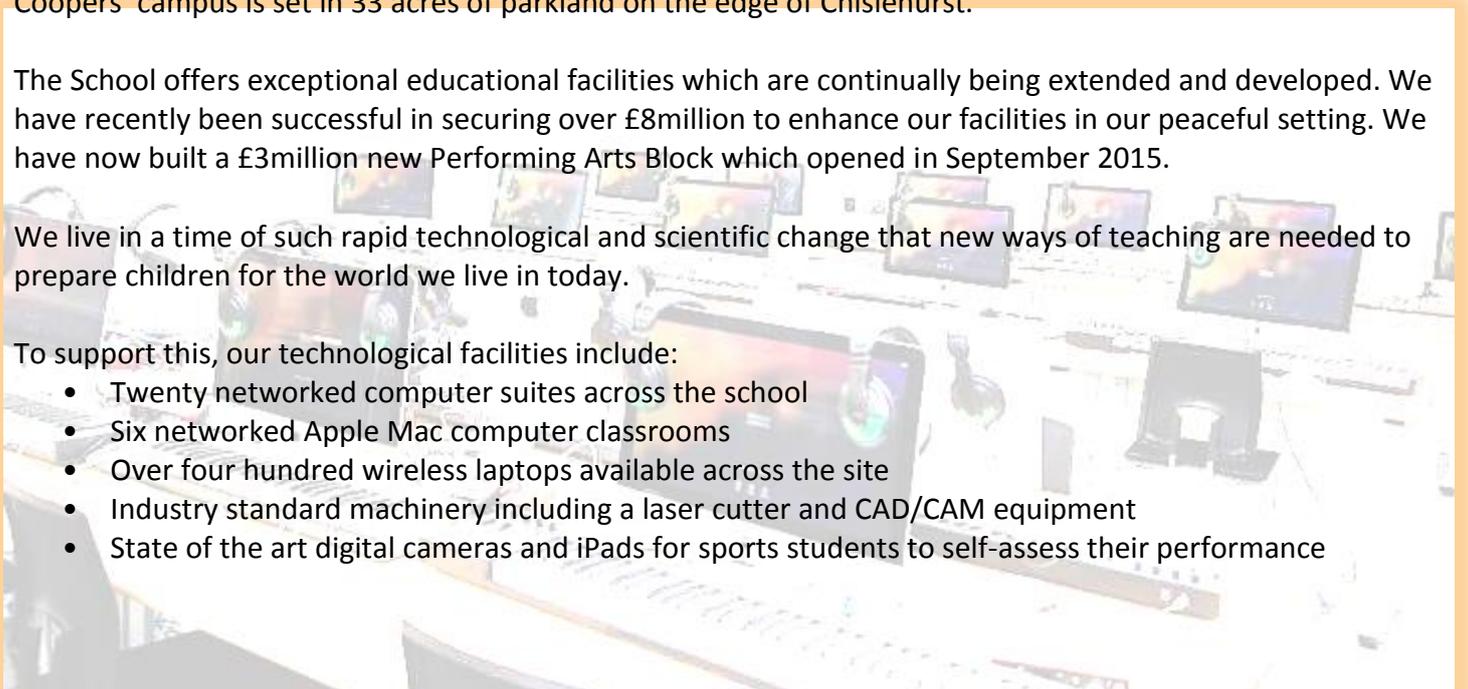
Coopers' campus is set in 33 acres of parkland on the edge of Chislehurst.

The School offers exceptional educational facilities which are continually being extended and developed. We have recently been successful in securing over £8million to enhance our facilities in our peaceful setting. We have now built a £3million new Performing Arts Block which opened in September 2015.

We live in a time of such rapid technological and scientific change that new ways of teaching are needed to prepare children for the world we live in today.

To support this, our technological facilities include:

- Twenty networked computer suites across the school
- Six networked Apple Mac computer classrooms
- Over four hundred wireless laptops available across the site
- Industry standard machinery including a laser cutter and CAD/CAM equipment
- State of the art digital cameras and iPads for sports students to self-assess their performance



GENERIC JOB DESCRIPTION: DEPUTY DIRECTOR / SUBJECT LEADER

Title:	Deputy Director/ Subject Leader
Salary:	TLR1 (line lead four or more) / TLR2A (no line leadership) TLR2B (line leadership) TLR2C (line leadership and whole school role)
Conditions:	Permanent
Line led by:	Director

All staff at Coopers School are expected to:

- actively contribute to the school's achievement culture;
- share our common values of Curiosity, Creativity, Resilience, Respect and Empathy in the face of challenges;
- make a commitment to achieving the highest possible standards in all areas of their work;
contribute to the development of the school's ethos

JOB PURPOSE

To work with the Director to provide professional leadership and management for an area in order to secure high quality teaching, effective use of resources and improved standards of learning and attainment for all students

N.B. This job description should be read in conjunction with that for the Director.

RESPONSIBILITIES- Deputy Director/ Subject Leader

In addition to the Conditions of Employment of Teachers the post holder will:

- To deputise for the Director as necessary
- Lead the Subject of XXXX
- Lead on XXXX enrichment opportunities

General Responsibilities

- Promote the values and ethos of the School in accordance with its Professional Code.
- Identify personal training needs with line managers and work actively to develop professional expertise by participating in on-going professional development.
- Support the professional development of colleagues.
- Contribute to the School's Enrichment Programme and duty rotas.
- Ensure that personal knowledge base is in keeping with the School's needs at all times, to undertake all duties with due regard for Health and Safety regulations.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school.
- Understand, promote and comply with the School's policies and Staff Code of Conduct

PERSON SPECIFICATION AND SELECTION CRITERIA

Qualifications and professional development:

- Qualified Teacher Status
- a sound academic background in the subject
- a good track record of recent, relevant professional development

Successful experience of:

- working in a comprehensive school across the 11 to 19 age and ability range
- raising levels of achievement, in value-added terms, as demonstrated by results at the end of the course
- using ICT for curriculum and administration purposes

Knowledge and understanding of:

- recent developments in the teaching and learning of the curriculum area
- strategies for raising achievement in the curriculum area
- different teaching and learning styles
- the use of performance data to track student progress and monitor achievement
- strategies for ensuring equal opportunities for staff and students

Proven ability to work within a team towards common goals

- set standards and provide a role model for students and other staff
- deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement
- acknowledge and utilise the experience, expertise and contribution of others
- devolve responsibilities and delegate tasks, as appropriate
- seek advice and support when necessary
- command credibility and use your expertise to influence others

Proven ability to make decisions and solve problems

- judge when to make decisions, when to consult with others, and when to defer to the Director
- analyse, understand and interpret relevant information and data
- make informed use of research and inspection findings
- think creatively and imaginatively to anticipate and solve problems and identify opportunities

Communication skills

- communicate effectively, orally and in writing, with the Curriculum Area, other staff, students, parents, governors, external agencies and the wider community, including business and industry
- negotiate and consult effectively
- ensure good communication with, and between, staff who teach and support the subject
- chair meetings effectively

Self-management

Ability to:

- prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching and curriculum management
- achieve challenging professional goals
- take responsibility for your own professional development

Attributes and attitudes

- personal impact and presence
- adaptability to changing circumstances and new ideas
- evident enjoyment in working with young people
- energy, vigour and perseverance
- highest possible expectations of self and others
- self-confidence
- enthusiasm
- intellectual ability
- vision, imagination and creativity
- reliability, loyalty and integrity
- commitment and determination to succeed
- ability to manage and overcome setbacks
- ambition and the potential for further promotion
- an excellent record of attendance and punctuality

Code of Practice on English Language Requirements

- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.

September 2017

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GENERIC JOB DESCRIPTION: DIRECTOR

Title:	Director
Salary:	L4-12
Conditions:	Permanent
Line led by:	Member of PLT
Line leadership of:	Staff within Faculty (more than four)

All staff at Coopers School are expected to:

- actively contribute to the School's achievement culture;
- share our common values of Curiosity, Creativity, Resilience, Respect and Empathy in the face of challenges;
- make a commitment to achieving the highest possible standards in all areas of their work;
- contribute to the development of the School's ethos.

JOB PURPOSE

To provide professional leadership and management for a curriculum area in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students

RESPONSIBILITIES

A) Strategic direction and development of the subject

Within the context of the school's aims and objectives, Directors develop and implement subject policies, plans, targets and practices

- develop and implement policies for the subject which reflect the school's commitment to high achievement and effective teaching and learning
- make contributions to whole school strategic direction and development
- create a climate which enables other staff to maintain positive attitudes to the subject and confidence in teaching it
- establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, intellectual and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, in to inform policies, practices, expectations, targets and teaching methods
- establish short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole school aims, objectives, policies and practices
 - are based on a range of comparative information and evidence, including in relation to the prior attainment of students and the results of any other tests used by the school
 - identify realistic and challenging targets for improvement in the subject
 - are understood by all those involved in putting the plans into practice
 - are clear about action to be taken, responsibilities, timescales and criteria for success
- monitor the progress made in achieving subject plans and targets, evaluate the impact on teaching and learning and use this analysis to inform further strategies for improvement
- prepare an annual self-review, including an analysis of public examination results, and attend a meeting with the Leadership Group to discuss .

B) Leading and managing staff

Directors provide to all those with involvement in the teaching of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning

- establish clear expectations and constructive working relationships among staff involved in the subject, through team work and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
- sustain the motivation of all staff involved in the subject
- participate in the recruitment of subject staff
- audit training needs, participate in performance management and use the process to develop the professional and personal effectiveness of staff
- lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development
- devise a focused programme of lesson observation and use the findings to disseminate good practice

- ensure that Beginning, Teach First and Newly Qualified Teachers are appropriately trained, monitored, supported and assessed in relation to national standards
- liaise with other colleagues, on cross-curricular matters and support for students with special educational needs
- oversee the Curriculum Area's presence at whole school functions
- ensure that the Leadership Group and governors are kept well informed about subject policies, plans and priorities, your success in meeting objectives and targets and subject-related professional plans Directors secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards attained and set targets for improvement
- ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational needs
- ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this information to students
- ensure that all teachers produce a detailed plan for every lesson, in accordance with the Coopers Policy
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
- plan the most effective grouping of students to meet all needs
- ensure effective development of students' literacy, numeracy and ICT skills through the subject
- establish, implement and monitor clear policies and practices for assessing, recording and reporting on student achievement and use this information to recognise achievement and to help students in setting targets for further improvement
- ensure consistency in the regular setting, monitoring and marking of homework appropriate to all year and ability groups including the extended learning projects in Years 7 and 8.
- through monitoring the regular setting of homework establish intervention strategies and follow-up procedures as required to embed the school homework policy.
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- set expectations and targets for staff in relation to the quality of teaching
- set expectations and targets for staff and students in relation to examination results and evaluate progress towards these outcomes
- evaluate the teaching of the subject and use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning
- ensure development of students' individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school
- ensure that teachers are aware of the subject's contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- take responsibility for the management of students by using effective strategies at an early stage, thus avoiding the need to refer problems to others
- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding

C) Efficient and effective deployment of staff and resources

Directors identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely

- establish staff and resource needs for the subject and advise the Leadership Group of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- prepare and manage the curriculum area's budget plan and be accountable for curriculum area expenditure
- deploy, or advise the Principal on the deployment of staff in the subject to ensure the best use of subject, technical or other expertise
- ensure the effective and efficient management and organisation of learning resources, including ICT
- maintain existing resources and explore opportunities, including preparing bids, to develop or incorporate new resources from a wide range of sources inside and outside school
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject including display
- ensure that there is a safe working and learning environment in which concerns are properly assessed reported and acted upon

Line Leader Role

- Line lead in accordance with the School's Appraisal Policy and structure.
- Meet regularly with these staff, identify training needs and act as their reviewer and coach for the purposes of performance management.
- Induct staff effectively into School policies and continuously model and reinforce high standards.

General Responsibilities

- Promote the values and ethos of the School in accordance with its Professional Code.
- Identify personal training needs with line leaders and work actively to develop professional expertise by participating in ongoing professional development.
- Support the professional development of colleagues.
- Ensure that personal knowledge base is in keeping with the School's needs at all times, to undertake all duties with due regard for Health and Safety regulations.
- Comply with all School policies including the Staff Code of Conduct.
- Contribute to the School duty rotas and enrichment programme.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school

PERSON SPECIFICATION

Qualifications and professional development:

- Qualified Teacher Status
- a sound academic background in the subject
- a good track record of recent, relevant professional development

Successful experience of:

- working in an all ability school across the 11 to 19 age range
- leading and managing a team
- raising levels of achievement, in value-added terms, as demonstrated by results at the end of courses
- leading innovative curriculum development
- organising and delivering INSET
- managing and involving others in developmental work
- using ICT for curriculum and administration purposes

Knowledge and understanding of:

- recent developments in the teaching and learning of the subject
- strategies for raising achievement in the subject and across the whole school
- different teaching and learning styles
- the use of performance data to track student progress and monitor achievement
- strategies for ensuring equal opportunities for staff and students

Proven ability to lead and manage others to work towards common goals

- secure commitment to clear aims and objectives for the subject
- prioritise, plan and organise
- work as part of a team
- deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement
- acknowledge and utilise the experience, expertise and contribution of others
- set standards and provide a role model for students and other staff
- devolve responsibilities and delegate tasks, as appropriate
- seek advice and support when necessary
- command credibility and use your expertise to influence others
- make informed use of research and inspection findings
- apply good practice to and from other subjects and areas

Proven ability to make decisions and solve problems

- judge when to make decisions, when to consult with others, and when to defer to the Leadership Group or other senior managers
- analyse, understand and interpret relevant information and data
- think creatively and imaginatively to anticipate and solve problems and identify opportunities

Communication skills

- communicate effectively, orally and in writing, with the Leadership Group, other staff, students, parents, governors, external agencies and the wider community, including business and industry
- negotiate and consult effectively
- ensure good communication with, and between, staff who teach and support the subject
- chair meetings effectively

Self-management

Ability to:

- prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- achieve challenging professional goals
- take responsibility for your own professional development

Attributes and attitudes

- personal impact and presence
- adaptability to changing circumstances and new ideas
- evident enjoyment in working with young people
- energy, vigour and perseverance
- highest possible expectations of self and others
- self-confidence
- enthusiasm
- intellectual ability
- vision, imagination and creativity
- reliability, loyalty and integrity
- commitment and determination to succeed
- ability to manage and overcome setbacks
- ambition and the potential for further promotion
- an excellent record of attendance and punctuality

Code of Practice on English Language Requirements

- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.

September 2017

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Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form which can be found on the website (under vacancies). Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. Instructions and advice on "How to apply" can be found on the website: www.coopersschool.com

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents if external applicants:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people and staff
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Barred List
- Satisfactory CRB/DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts:

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.