



# Kendrick School

## Vacancy Information Pack

### Teacher of Geography with Business and/or Economics



***Lead, Inspire, Make a Difference***

## Introduction

Dear Applicant

It is my great pleasure to welcome you to Kendrick School. Thank you for your interest in our Teacher of Geography and Business and/or Economics.

Graded 'Outstanding' in a recent OFSTED inspection, Kendrick School is an 11-18 selective girls' school with academy status. It has a local and national reputation for being an outstanding school and has an impressive record of achievement as a centre of excellence for girls' education. In the last three years, Kendrick has consistently been identified by the Department for Education as being in the top 1% of schools in the country in terms of progress of students between KS2 and KS4, using the Progress 8 measure.



Kendrick is a forward-looking school and grasps the opportunities that present themselves. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is regularly reviewed. All staff are hardworking and dedicated to the school; teaching staff are specialists and experts in their field and are committed to achieving the best for their students. Students are bright, enthusiastic and curious and have a love of learning.

As an outstanding school, Kendrick seeks to work with other schools and organisations and to this end we have excellent relationships with secondary and primary schools within the local area and beyond. As part of Kendrick's Widening Horizons strategic initiative, we actively pursue partnerships with educational schools and businesses in our local area. These associations benefit the students of Kendrick, as well as, students in our neighbouring school. We share our good practice and offer opportunities to primary and secondary students in the Reading area.

Kendrick has undergone an expansion process and since September 2020 an additional 32 students have joined us in Year 7, every year. The school is now a four form entry with 128 students in each year group in years 7-11. The additional 32 places are prioritised for Pupil Premium students (PPG) and students in the Reading area, called Priority Area 1 in our admissions process. In our Widening Horizons work we are committed to achieving greater participation of students from local Reading primary schools and to this end we have a weekly Inspire club and provide support for pupil premium children and their families who wish to apply to Kendrick School.

As well as the formal curriculum, students at Kendrick enjoy a rich and varied extracurricular education. The House System provides opportunities for healthy competition with numerous annual house events which are key activities in the school year. House events are coordinated by the Kendrick House Captains and Student Leadership Team who work energetically with staff to support this vital community aspect of the school. School Council is an active student leadership group which discusses and drives change for the students.

Underpinning all that goes on at Kendrick is the superb *Kendrick Community Spirit*. There are excellent relationships between staff and students. Staff give generously of their time and are rewarded by the commitment and dedication of the students. This unique school community is supported by an expert trustee body and an active parents' association, the Kendrick Parents' Society. Any day at Kendrick is busy, fun and enjoyable!

As the Headteacher of Kendrick, my vision is to *lead, inspire and make a difference to the lives of girls and young women*. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is. My commitment to the school is to safeguard the core values on which the school is based, extend the excellence of the school and always grasp the opportunities to secure its future.

**Ms Christine Kattirtzi**  
**Headteacher**



## THE KENDRICK PLEDGE



We, the students, staff and friends of Kendrick School, pledge to uphold the values of friendship, kindness and respect. We promise to stand against prejudice, ignorance and injustice in all its forms, promoting the values of equality, tolerance and justice for all.



## WHY WORK AT KENDRICK SCHOOL?

Kendrick School is a welcoming, inclusive and happy community. The Ofsted report November 2022 stated "The Kendrick Pledge emphasises friendship, kindness, respect, equality, tolerance and justice, and these values underpin all that the school achieves. Pupils flourish in this exceptionally caring and inclusive learning environment. Secure, trusting relationships between staff and pupils ensure pupils feel very well supported and safe here. In turn, pupils' excellent behaviour and impeccable manners make Kendrick a very special place to be."

We can offer you:

- Friendly, welcoming and supportive colleagues.
- Highly motivated and engaged students.
- Access to a 24/7 Employee Assistance Programme.
- Training and development.
- Local Government Pension Scheme membership.
- Free onsite parking.
- Access to our swimming pool.

## THE ROLE – TEACHER OF GEOGRAPHY, BUSINESS AND ECONOMICS

Experienced and Newly Qualified Teachers welcome to apply

ADVERT

## THE GEOGRAPHY DEPARTMENT

We are a friendly and supportive department who work as a team with the aim of developing in our students a real interest in the world around them and a love of geography. We constantly strive to further improve the learning experience for our students by keeping up to date with educational research and reviewing our curriculum and schemes of work.



*Year 10 River Chess Field Trip*

Geography is a popular subject which enjoys a high profile within the school with large numbers of students choosing to continue their studies at GCSE and A Level. We are delighted with the number of students who go on to study geography related degrees who have clearly been inspired by the course we are teaching.

Students enjoy their geography lessons which are diverse, provide opportunities for students to learn in a variety of ways, and support all students in reaching their full potential. Our schemes of work are organised, comprehensive and fully resourced and would provide excellent support for the successful applicant. Fieldwork is an important

aspect of the curriculum with current opportunities including visits to the River Chess, Berinsfield, Reading, Hengistbury Head and a residential visit in Year 13 for A level students to collect data for their NEA.

We support extra-curricular opportunities in a variety of ways including promoting competitions and running a successful Geography Club with prefects from every year who regularly plan geography related activities such as quizzes and debates. We also have a section called Geography Beyond the Classroom on our Google Classrooms where we can signpost relevant news stories, articles and programmes.

## **AIMS AND CURRICULUM**

At KS3 the overriding intent of the Geography Department is that students are engaged in the topics we study because they appreciate the relevance of what they are learning. They learn skills which better prepare them to understand the world in which they live; this ensures they are in a better position to make sensible decisions for their future, as well as having the understanding to empathise with different viewpoints. The KS3 curriculum is based upon the National Curriculum and has been carefully sequenced to ensure topics in Year 7 provide the building blocks for topics in Year 8 and 9 with retrieval practice built into the curriculum to ensure that knowledge taught is being retained. Those who choose to go on to study geography at KS4 are well prepared for their GCSE course. Feedback from students about their learning journey in geography is actively sought each year through focus groups and questionnaires; it is overwhelmingly positive and is used to further develop the curriculum and learning activities. A focus of recent years has been on introducing learning skills throughout KS3 with the aim that, having been exposed to many techniques by the end of the key stage, students are able to understand what works well for them and are ready to use these as they begin their KS4 and 5 courses.



*Model UN Climate Conference*

At KS4 we follow the Edexcel B specification which includes studying for a UK-based paper including seen fieldwork questions based on our River Chess and Berinsfield fieldtrips, as well as unseen fieldwork questions. On the global paper we study India as an emerging economy and Mumbai as a growing city. Our students enjoy the challenge presented by the final paper which is based on an unseen issue which they enjoy working through. There is a focus on using the learning skills developed in KS3 to produce revision notes. This makes up a large proportion of homework time ensuring students are consolidating what they are learning in lessons as they move through the course; they are therefore very well prepared for exams.

At KS5 we follow the Edexcel specification which builds very well from GCSE allowing students to further develop their understanding of complex issues. Varied teaching, focus on involvement and discussion and exchanging views and opinions help students to develop the evaluative skills required for success at this level. Fieldwork opportunities in Year 12 provide an excellent foundation for the NEA in Year 13 and the residential trip in Year 13 supports students in choosing the focus of their NEA and providing the opportunity to collect the data. We provide challenge and super curricular opportunities for students through promoting use of our extensive Geography Library, signposting relevant courses and MOOCs and through offering the opportunity to attend a mock UN Climate Conference.

Candidates are welcome to visit the department for an informal discussion and tour, or to email any questions.

Damian Berluti

Subject Leader for Geography

[dberluti@kendrick.reading.sch.uk](mailto:dberluti@kendrick.reading.sch.uk)

## THE ECONOMICS AND BUSINESS DEPARTMENT

We are a friendly, well-organised and supportive department who work as a team with the aim of developing in our students a real interest in the world around them and a love of business and economics. We constantly strive to further improve the learning experience for our students by providing up-to-date lesson activities, including videos (using our ClickView subscription), news articles and real-world examples to complement the theoretical understanding of our students.

These resources are provided by the Head of Department and are to be used by the successful applicant to support workloads and ensure a consistent experience for all of our students. Business and Economics are both very popular options subjects and enjoy a high profile at GCSE and A Level. A large number of students choose the optional GCSE Business course at GCSE and a high number of students choose to continue their studies with A Level Economics in the Sixth Form.

Results within both subjects are excellent with 89% of students achieving grade 8-9 at GCSE and 70% of students achieving A-A\* at A Level last year. Economics related degree courses were the second most popular course chosen by our students in Year 13 applying for university, including Oxford, Cambridge, LSE and Warwick, demonstrating an inspiration to further explore the courses that we teach.

Students enjoy their dynamic and relevant lessons which demonstrate pace and clear intent. Our students show intellectual curiosity and a willingness to learn, whilst working hard to reach their full potential. Our schemes of work are organised, comprehensive, engaging and fully resourced and would provide excellent support for the successful applicant. We have a clear and updated set of exam technique lessons too, which support student learning and clarity for teachers (both new and experienced).

We support extra-curricular opportunities in a variety of ways including promoting competitions and a frequently updated Economics and Business section of the school library. These books are renewed annually and their use within lessons by students and UCAS personal statements show that our students are exploring the subject and their intellectual curiosity further.

Feedback from students about their learning in Business and Economics is actively sought each year through focus groups and questionnaires; it is overwhelmingly positive and is used to further develop the curriculum and learning activities.

### AIMS AND CURRICULUM

The overriding intent of our curriculum is to engage students by using real-world, updated examples and to see the relevance of what they are learning. Our students are given the opportunity to nurture and develop their skills, which will help prepare them for the wider world in which they live; this includes problem-solving, analytical thinking, critical thinking and application of ideas to unfamiliar situations to build resilience.

Business and Economics offers students to chance to explore causes and solutions to many of the problems that society faces.

At GCSE we follow the Edexcel specification, and this consists of Theme 1 and Theme 2. Each of these themes is made up of five topics. Our aim has always been to create a rich, inclusive and dynamic scheme of work that brings the theory to life. Our lessons include BBC News articles, Dragons’ Den videos and bespoke lesson activities to meet the needs of our students. Students tell us that they enjoy how relevant the subject is to the real-world.

Through addressing each command word individually and gradually throughout Year 10, we can integrate the learning of exam technique through our curriculum in a manageable and clear way. We have developed a set of exam technique lessons, which enables our students to nurture their writing skills and apply their learning over time. By the end of Year 10, our students can confidently answer all command words, allowing these skills to be utilised and developed during Year 11. During feedback questionnaires and focus groups, our students usually comment on how clearly the exam technique is taught.

Our students enjoy the challenge of applying their knowledge to unfamiliar scenarios and businesses.

At A Level we follow the Edexcel A specification which builds upon the exam technique and some of the topics learnt from GCSE, allowing students to further develop and use their analytical and evaluative skills. We strive to deepen the understanding of our students by using the ever-changing world around us to explore the taught specification further.

A strong department focus is to foster the idea of ‘cause’ and ‘effect’ to structure logical, coherent and detailed analysis. This consistent and curriculum-wide approach to problems, impacts, solutions and causes to/of economic issues allows our students to think with clarity and apply their ideas both verbally and within exam situations.

Candidates are welcome to visit the department for an informal discussion and tour, or to email any questions.

### Staff

Mr Michael Wilson – TLS and Deputy Head of Sixth Form

Mr Dave Good

## KENDRICK SCHOOL – CLASSROOM TEACHER PERSON SPECIFICATION

### Qualifications

ESSENTIAL	DESIRABLE	NOTES
<ol style="list-style-type: none"> <li>1. Education to first degree standard in the relevant subject(s)</li> <li>2. Qualified teacher status</li> </ol>	<ul style="list-style-type: none"> <li>• Additional, relevant qualifications</li> <li>• Additional, relevant training and development</li> </ul>	Application form

There is an organised and wide ranging CPD programme for all staff. For NQTs there is a well-supported and personalised programme led by the Professional Tutor.

### Professional Characteristics, Qualities and Responsibilities

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Demonstrate high expectations of learners.</li> </ol>	Application form

<ol style="list-style-type: none"> <li>2. Seek to establish respectful, trusting and constructive relationships with students, colleagues and parents.</li> <li>3. Work effectively as a team member to make a positive contribution to learners' attainment and enjoyment of learning.</li> <li>4. Be willing to share own expertise with others where appropriate, for example through Inset or paired observations.</li> <li>5. Liaise with and, if appropriate, direct others who support learning, e.g. teaching assistants, support staff, educational consultants etc.</li> <li>6. Be willing to look outwards as part of professional practice, for example through professional associations, meeting teachers in other schools, Internet forums etc.</li> <li>7. Adopt an open, positive and constructively critical approach towards innovation.</li> <li>8. Demonstrate a commitment to reflect on and improve own practice and identify own training needs. Participate in CPD as appropriate through (for example) Inset days, and meetings, internally and externally provided courses.</li> </ol> <p>Seek to evaluate the impact of CPD on learning.</p>	<p>References</p> <p>Interviews</p>
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### Professional Knowledge and Understanding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Seek to maintain the secure and up-to-date subject knowledge required to teach effectively at Kendrick School.</li> <li>2. Understand the prior learning, levels of attainment, desirable future progress and transition of learners.</li> <li>3. Have a working knowledge and understanding of statutory and non-statutory curricular and other current initiatives for the subject(s) taught.</li> <li>4. Know the national, local and school assessment requirements and arrangements for the subject(s), including those relating to public examinations and qualifications.</li> <li>5. Have a knowledge and understanding of a range of teaching and learning strategies for the subject(s) and know how to use and adapt them to meet the varied needs of the learners.</li> <li>6. Know how to use skills in literacy, numeracy and IT to underpin teaching and support wider professional activities.</li> <li>7. Seek to make effective provision for all learners, planning for inclusion and differentiation.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>
<ol style="list-style-type: none"> <li>8. Understand the role of colleagues and other professionals who have specific responsibility for learners with special needs.</li> </ol>	

### Safeguarding

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support</li> <li>2. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li>3. Know the local arrangements concerning the safeguarding of children and young people.</li> <li>4. Know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>5. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p>

## Teaching, Learning and Assessing

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Establish a purposeful learning environment where learners feel safe, secure and confident.</li> <li>2. Plan lessons and sequences of lessons for the short, medium and long term.</li> <li>3. Communicate learning objectives clearly with students at the beginning of each lesson, unless there is a good reason not to (such as a surprise element, discovery etc.)</li> <li>4. Plan routinely to include starters, plenaries, assessment for learning, differentiation, variety, interest, fun and a range of teaching and learning styles, including IT.</li> <li>5. Identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and IT skills.</li> <li>6. Set and mark homework in accordance with the school's policy.</li> <li>7. Work collaboratively with colleagues as appropriate to assess the learning needs of students. Set students appropriate learning objectives and targets.</li> <li>8. Make appropriate use of a range of monitoring, assessment, recording and reporting strategies as the basis for discussion with learners, providing them with accurate and personalised feedback on their progress.</li> <li>9. Allow students to practise peer and self-assessment.</li> <li>10. Evaluate the impact of teaching on learners' progress and use this to inform planning.</li> <li>11. Enable learners to reflect on their progress, identify progress made, identify their emerging learning needs and become successful independent learners.</li> <li>12. Establish a clear framework for classroom discipline, managing students' behaviour constructively in line with school policies, including the Behaviour Policy and anti-bullying policy. Promote self-control and independence.</li> </ol>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>

## Care and Use of Resources

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Use the available resources of space, staff, money and equipment as efficiently as possible, liaising with line manager.</li> <li>2. Make safe any hazards/breakages encountered if possible/safe to do so, or alert facilities manager/ SLT <b>immediately</b> if it cannot be dealt with by you.</li> <li>3. Report breakages/hazards to line manager afterwards even if dealt with at the time.</li> <li>4. Contribute to the keeping of records of departmental resources.</li> </ol>	<p>Application form</p> <p>Interview</p> <p>References</p>
<ol style="list-style-type: none"> <li>5. Encourage students to respect school property and keep rooms tidy.</li> </ol>	

## Quality Assurance and Accountability

ESSENTIAL	NOTES
<ol style="list-style-type: none"> <li>1. Adhere to <b>common standards of practice</b> within the department. Contribute to and abide by agreed schemes of work, programmes of study and teaching and learning strategies.</li> <li>2. Support SLT to monitor those standards through line management meetings, departmental meetings, lesson observations/visits etc. in line with whole-school procedures and policies.</li> <li>3. Record and monitor student progress, providing information on student progress to managers in line with school procedures for student tracking.</li> <li>4. Contribute to the target-setting processes and evaluate the success of targets.</li> </ol>	<p>Application form</p> <p>Interview</p> <p>References</p>



5. Take part positively in Self Evaluation and Performance Management in accordance with the school's procedures.	
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## SAFEGUARDING AT KENDRICK SCHOOL

At Kendrick we believe that every student has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged. As a consequence:

- We accept that all staff are an integral part of the student safeguarding process
- We accept totally that safeguarding students is an appropriate responsibility for all staff and the Governing body and wholly compatible with pedagogic responsibilities
- We recognise that safeguarding children in this school is a responsibility for all staff including volunteers and the governing body
- Will ensure that all staff in the school are aware of the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions
- Will designate a senior member of staff, the Headteacher, who is responsible for coordinating action within the school and liaising with other agencies
- Will safeguard the welfare of children whilst in the school and take positive measures to address bullying
- Will share our concerns with others who need to know and assist in any referral process
- All staff are given training every two years and refresher training every year
- New staff receive training within one month of joining Kendrick

## SAFER RECRUITMENT POLICY

The Headteacher and Governors of Kendrick School are aware of their responsibility for appointing appropriate teaching and support staff, ensuring that all staff have the health and qualifications for the post and are proper and fit persons to be in charge of children and young people.

Kendrick School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff and adheres to the guidelines outlined in our [Safeguarding and Child Protection Policy](#) and [Keeping Children Safe in Education \(September 2023\)](#)

### Introduction

The Safer Recruitment statement sets out the minimum requirements of the recruitment process that aims to:

- Attract the best possible applicants to vacancies
- Deter prospective applicants who are unsuitable for work with children, young people, and vulnerable adults
- Identify and reject applicants who are unsuitable for work with children, young people and vulnerable adults.

At least one interview panel member has completed the statutory Safer Recruitment Training.

### Advertising Roles and Inviting Applications

- All recruitment advertisements will include the statement: *Kendrick School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Any*

*successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. Kendrick School is an Equal Opportunity employer.*

- Prospective applicants will be supplied, as a minimum, with the following on our website:
  - An application pack which includes:
    - A job description.
    - A safer recruitment statement.
    - Information on how to complete the application form and how to apply.
  - Application Form - all prospective applicants must complete, in full, an application form accounting for any gaps in their education or employment history. We will not accept CVs as a method of application.

## **Shortlisting and References**

- Short-listing of candidates will be against the Job Description and Person Specification for the post.
- The application form will be scrutinised for any safeguarding concerns, and if these exist, will be raised with the applicant at interview
- Where requested and where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- All referees will be contacted by telephone in order to clarify any anomalies or discrepancies and to verify the identity of the referee. A detailed written note will be kept of such exchanges.
- Referees will always be asked specific questions regarding:
  - The candidate's suitability for working with children, young people, and vulnerable adults;
  - Any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children, young people, and vulnerable adults;
  - The candidate's suitability for this post.
- Applicants who are invited to interview must provide a signed Declaration of Convictions form before attending the interview. They will be required to sign a hard copy on arrival at the school.
- We reserve the right to carry out an online search as part of our due diligence obligations on shortlisted candidates and candidates will be provided the opportunity to address any issues of concerns that may come up during the search at interview.

## **The Selection Process**

- Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require, as a minimum, an interview of short-listed candidates.
- Interviews will always be face-to-face
- The selection process will involve:
  - A formal interview with the Headteacher and Head of Department or line manager. A governor will be part of interviews for Head of Department roles and above
  - An informal interview
  - A lesson observation or task
  - A student panel, supervised by a member of staff
  - A safeguarding interview with the Deputy Safeguarding Lead or a Deputy Designated Safeguarding Lead where candidates will be required to:
    - Demonstrate their capacity to safeguard and protect the welfare of children, young people, and vulnerable adults.
    - Declare any information that is likely to appear on a DBS;
    - Explain satisfactorily any anomalies or discrepancies in the information available to the panel;
    - Explain satisfactorily any gaps in employment;
- Kendrick School will always:
  - Confirm the outcome of the interview to the applicant within one week
  - Give feedback on the interview if requested by the applicant

## Employment Checks

All offers of appointment will be conditional until satisfactory completion of the mandatory pre-employment checks. As a minimum Kendrick School will undertake the following:

- Verify a candidate's identity. It is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name.
- Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).
- Verify the candidate's mental and physical fitness to carry out their work responsibilities
- Verify the person's right to work in the UK, including EU nationals.
- If the person has lived or worked outside the UK, make any further checks as appropriate
- Verify professional qualifications, as appropriate.

## Induction

All staff joining Kendrick School will be required to:

- Complete the online NSPCC Child Protection training within two weeks of joining the school
- Receive specific Kendrick School safeguarding training with the DSL
- Sign a declaration to confirm they have read and understood the following policies and documents:
  - Keeping Children Safe in Education (KCSIE)
  - Kendrick School Safeguarding and Child Protection policy
  - Confidentiality policy
  - Whistleblowing policy
  - Code of Conduct policy
  - Health and Safety policy
  - Internet and Esafety policy

## HOW TO APPLY

- Please complete the application form which you can download from our website using the guidance notes below. **CVs will not be accepted as a method of application.**
- Send the completed form to [aemberson@kendrick.reading.sch.uk](mailto:aemberson@kendrick.reading.sch.uk) by the closing date.
- Receipt of application will be acknowledged by email.
- We will only contact you again if you are shortlisted for interview.
- Shortlisted candidates will be sent a Disclosure of Convictions Form to complete which must be returned completed at least one day before the interview.

## GUIDANCE NOTES ON COMPLETING THE APPLICATION FORM

(Only the sections marked with an asterisk (\*) will have guidance notes below)

### Personal Details

Please enter your personal details fully so we may contact you about your application

Right to work in the UK: In accordance with the Asylum and Immigration Act 1996, the successful applicant will be required to provide documentary evidence of legal entitlement to live and work in the United Kingdom.

Teacher reference number (if applicable): This should be completed as it will be used to verify Qualified Teacher Status and ensure you are not barred from teaching or subject to an interim prohibition order. If you are a ECT we recognise that you may not have received your teacher reference number at the time of application.

## References

Please give the names and addresses, both postal (and e-mail if available) of two referees. If you have been or are employed, the first referee should be your current or most recent employer. The second referee should be a different organisation from the first referee. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee, please expect to be questioned about the reason for this prior to interview. If you have ever worked with children, in a paid or voluntary capacity, a reference will be obtained from the person or organisation that employed you.

**Early Careers Teachers (ECTs) (if applicable):** ECTs should name a college principal as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee. Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is 'time expired'. They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

**Internal Applicants:** Internal applicants should provide the name of one or two referees as stated in the advertisement. One of the referees should be your line manager. However, the Headteacher or Deputy Headteacher cannot be named as a referee.

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

In line with government guidance for Safer Recruitment written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview.

## Education/Qualifications/Training

Please complete this section as fully as possible and continue on a separate sheet if more space is required. We will require evidence of your higher and/or relevant qualification and may check your qualifications with the relevant awarding body.

## Previous Employment/Activity

Please list all previous employment and activity, excluding education and training. Start with your most recent employment, if different from that stated in the previous section, and list chronologically backwards. Please include all employment, unpaid work, voluntary work and periods away from work such as raising a family. **It is vital that you ensure all dates are provided and no gaps in activity are left unaccounted for.**

## Skills, Abilities, Knowledge and Experience

Pick out those aspects of your experience or skills that are relevant to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification. Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related to the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application.

## Disclosure of a Criminal Record (to be completed if you are shortlisted for interview)

### IMPORTANT

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service (DBS) after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of "spent" convictions.

However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are “protected” and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the accompanying Guidance Notes.

Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered “spent” under the terms of the Act.

### **Obtaining police checks for period lived outside the UK**

If you have **lived outside the United Kingdom (UK) for a period of more than 12 months or more in the past 10 years, while aged 18 or over** you will be required to provide a satisfactory police check from that country(s) to cover that period.

If you are ineligible for a police check in the country you lived in outside the United Kingdom (for example because you were under the age required for police checks in that country, or because you are not a national of that country), or if you are unable to obtain a police check from an overseas country for other reasons, we may accept references from previous places of study or employment in that country. If this applies to you please contact us for further guidance.

Further information regarding obtaining a police check from other countries is available via the [Gov.uk website](#) for guidance on criminal record checks for overseas applicants.

Please bear in mind that some overseas countries will charge for a police check. Information for the different countries and fees involved can be found at the above link.

### **Filtering of Cautions and Convictions**

This section provides guidance on the convictions which do not need to be declared on your application form. Please read carefully before answering this question. Further information is available from: [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

The filtering rules (which remove certain old and minor convictions and cautions, reprimands and warnings from a Data and Barring Service (DBS) Certificate) were developed by the Home Office and the Ministry of Justice and introduced with new legislation:

The legislation is:

- Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2013;
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

### **The Filtering Rules**

The rules regarding the automatic disclosure of cautions and convictions on a DBS certificate are set out in legislation.

Standard and Enhanced DBS certificates must always include the following records no matter when they were received:

- All convictions for specified offences

- Adult cautions for specified offences
- All convictions that resulted in a custodial sentence

Other records must be included depending on when the caution or conviction was received:

- Any adult caution for a non-specified offence received within the last 6 years
- Any adult conviction for a non-specified offence received within the last 11 years
- Any youth conviction for a non-specified offence received within the last 5 and a half years

An 'adult' is any individual aged 18 or above at the time of the caution or conviction. A 'youth' is any individual aged under 18 at the time of the caution or conviction.

A 'specified offence' is one which is on the [list of specified offences](#) agreed by Parliament which will always be disclosed on a Standard or Enhanced DBS certificate where it resulted in a conviction or an adult caution. Youth cautions for specified offences will not be automatically disclosed.

Any cautions (including reprimands and warnings) and convictions not covered by the rules above are 'protected' and will not appear on a DBS certificate automatically.

Cautions, reprimands and warnings received when an individual was under 18 will not appear on a Standard or Enhanced certificate automatically.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in. Decisions to include information in this way are subject to [statutory guidance](#).