



Morley Memorial Primary School

Headteacher Application Pack



Letter from the Chair of Governors

June 2014

Dear Applicant,

Thank you for your interest in the position of Headteacher at Morley Memorial Primary School. This post is available from January 2015 but we would be happy to consider a later starting date for the right candidate. The vacancy has arisen as the current headteacher, Michael Catchpool, is moving on to take up a position as a lecturer in education at Northampton University.

Morley Memorial is an oversubscribed maintained school in the heart of Cambridge near to Addenbrooke's hospital and the train station. We were inspected by OFSTED in November 2013 and were graded 'good' in every category. We are committed to moving to 'outstanding' within the next few years. Our children are friendly, motivated and well behaved and our staff are enthusiastic and talented. Our parents are committed to their children's education and we have a skilled and supportive governing body.

We are looking for an outstanding leader who can successfully deliver and further develop our vision for the future of Morley Memorial. Our aim is to make learning irresistible so that our children become independent, motivated and resilient life-long learners. We want to do this by providing a creative curriculum that stretches and rewards all learners and by offering brilliant teaching and facilities that provide the support and challenge that is appropriate for all. We want to engage all parents in their children's learning and also the wider community in the life of the school and we aim to help all pupils develop the social skills they need to thrive.

This is an exciting opportunity to lead the school through a period of significant changes. We have secured a multi-million pound investment to extend and reconfigure our existing building and we have plans to re-develop the playground to provide increased opportunities for outdoor learning. As a result of the site re-development, there is a possibility that we may be in a position to open a nursery in the current Early Years buildings within a few years.

The successful candidate will have an engaging leadership style with the ability to inspire pupils, parents and staff around the vision for the school. They will be passionate about providing a creative learning environment and will have a proven track record of raising standards for all learners. They will need excellent communication skills and will have experience of supporting teachers to improve their practice.

I hope the following information will give you a flavour of Morley Memorial and will encourage you to apply for the position. Visits to the school are very welcome and can be arranged by calling Ann Daniels in the school office on 01223 508786. If you would like any more information or would like to talk further, please do not hesitate to get in contact with me on chair@morley.cambs.sch.uk

Yours faithfully,

Nicky Odgers
Chair of Governors



Our School

THE BASICS

Location – Morley Memorial Primary School is located in the heart of Cambridge, near to Addenbrooke's Hospital and the train station.

The buildings – The school was established in 1900 and part of the school is housed in the original Victorian building. The two Early Years classes are currently in a separate site, across the road from the main school. We have secured a multi-million pound investment from the Local Authority to redevelop the school buildings. The work is due to begin in 2017 and will bring about substantial improvements to the facilities as well as allowing us to bring Early Years over into the main school site.

Number of children – Morley Memorial currently has 409 children on roll, aged 4 to 11.

Organisation of classes – There are two classes per year from Early Years to Year 6.

Our pupils – Cambridge is an international city and we reflect this in our melting pot of cultures and languages. The proportion of our pupils from minority ethnic groups is above average and approximately 20% of our children speak English as an additional language. The number of children who receive pupil premium is low.

Wraparound care – Spectrum, our on-site wraparound care provider, offers a breakfast and an after school club and has very recently started to run a holiday club which is proving very popular. Spectrum is run by Morley Memorial Primary School.

Staffing – Morley Memorial currently employs 20 teachers, 15 teaching assistants, 13 lunchtime supervisors, 5 domestic staff and a business and community development manager. Spectrum employs 12 play workers.

Leadership structure – There is currently one part-time deputy headteacher and three phase leaders. One phase leader is responsible for Years 5 and 6, another is responsible for Years 3 and 4 and the third is responsible for Early Years and Years 1 and 2. Our business and community development manager is employed for three days a week.

Parents – Parents are supportive of the school and engaged in their children's learning.

Governing body – The Governing Body is knowledgeable about the work of the school and has maintained a good relationship with the current headteacher whilst providing appropriate levels of challenge when necessary.

The budget – For the financial year 2014/15, the school will receive around £1.3 million of Local Authority funding. We will receive about £40,500 in Pupil Premium and about £31,000 from lettings. The Friends of Morley, the school's parent fundraising body, usually raises about £15,000 per annum.





Our School

LIFE AT THE SCHOOL

Creativity is valued highly and children follow a skills-based curriculum, the Creative Learning Journey. We strive for a challenging and exciting curriculum. For example, recently the whole of Year 4 learned and performed Michael Jackson's *Thriller* dance as part of their Blood, Bones and Body Parts topic and Year 5 replicated a series of entrepreneurial tasks from *The Apprentice*, working in teams to make products, adverts and a profit. Every class goes on at least one trip per year and there are frequent visits from outside organisations such as History off the Page. We offer a wide range of extra curricular activities such as code club and hockey.

We have high expectations of appropriate behaviour and there is a strong emphasis on children being kind and accepting of others. We see the development of good social and emotional skills as a very high priority and we support this by employing a part-time school counsellor and a play therapist and having a well established buddy system.

The values of respect, creativity, inclusiveness, learning, community and building positive relationships are at the heart of everything we do.

ACHIEVEMENT

Large numbers of our children achieve better than average results at the end of Key Stage 1 and Key Stage 2. Reading is a strength throughout the school and last year 88% of children in Year 1 passed their phonics test. Performance in maths is usually very strong. Children with SEN are supported by the Achievement for All programme and make good progress. The progress of children who receive Pupil Premium is also good. Current priorities are around further developing writing, stretching the more able, continuing to support vulnerable groups, developing Early Years and strengthening science.



Results for Key Stage 1 in 2013

%	Level 1+	Level 2C+	Level 2B+	Level 2A+	Level 3
Reading	98	92	90	78	52
Writing	98	90	78	52	28
Maths	100	97	95	75	55



Results for Key Stage 2 in 2013

%	Level 3+	Level 4+	Level 4B+	Level 5	Level 6
Reading	94	90	86	69	0
Writing	100	88	-	27	0
Maths	96	84	71	29	6

In 2013, 94% of children made expected progress in reading, 96% made expected progress in writing and 92% made expected progress in maths.



Our School

OUR VISION – MAKING LEARNING IRRESISTIBLE

We see our core purpose as creating independent, resilient and highly motivated learners. We aim to do this by:

Providing brilliant teaching that provides support and challenge appropriate for all learners. We have strong and committed teaching and support staff. Over the next few years we want to further develop our teachers' skills so that more often than not they are teaching outstanding lessons. We have recently joined the Cambridgeshire and Suffolk Schools Alliance (CASSA), and we are keen to maximise the opportunities this provides. We support our SEN pupils through Achievement for All and we have recently been focusing on how we can further stretch our more able.

Providing a creative curriculum that stretches and rewards all learners. Children at Morley follow the Creative Learning Journey, which is a skills based curriculum. It is hugely popular with staff, children and parents. Following recent INSET by Professor Barry Hymer, staff are excited about plans to explicitly teach children how to develop their resilience, independence and intrinsic motivation through promoting growth mindsets. We have already introduced the idea of children setting and self-evaluating their own targets for learning and behaviour through Assertive Mentoring and this is something we want to embed further. We are keen to further develop provision in science, ICT, languages and PE.

Engaging all parents in their children's learning and the wider community in the life of the school. Our parents are very committed to supporting their children and we want to find ways to make it easier for them to do so. We are looking at how the school website can be used to make better home-school links and how we can further use our parents to support the delivery of the curriculum. Cambridge has a wealth of resources and we want to continue to make links with local schools, colleges and the University so that Morley children can both contribute to and benefit from our community facilities.

Providing brilliant facilities that provide the support and challenge that is appropriate for all learners. We have ambitious building work planned which will add an additional three classrooms to the main site, enabling Early Years classes to move into the main school premises. There will be substantial improvements, repairs and redecoration to parts of the existing school building. The internal space of the main school building will be remodelled to provide appropriate non-classroom learning spaces and improved circulation and access around the school. There will be a purpose built, flexible space for breakfast and after school clubs. There will also be a new multi-media resource area and specialist teaching space for food technology. This is a multi-million pound direct investment in the school funded by the County Council and is due to begin in 2017. In addition, the school is developing proposals to dramatically improve the outdoor space on the main school site and to create a MUGA (multi-use games area) on the current Early Years site.





Application and Selection Process

SALARY

The vacancy is for a Headteacher to start in January 2015. We are happy to consider a later starting date for the right candidate.

The starting salary will be in respect of Group 3 (current NOR 409), ISR L18-24.

KEY DATES

Closing date for applications: Friday 11th July 2014, 9:00am. Any applications received after this date or late by email will not be accepted.

Shortlisting of applicants: 14th July 2014. Candidates chosen for the shortlist will be notified as soon as possible afterwards. Unsuccessful applicants will also be notified.

Interviews: 17th and 18th September 2014.

Panel decision: 18th September 2014, evening.

VISITS TO THE SCHOOL

Visits to the school are warmly welcomed. To arrange a visit please phone Ann Daniels in the school office on 01223 508786.

HOW TO APPLY

Your application form should be completed with reference to the job description and person specification. We ask that you limit any further information to two A4 pages.

The selection panel will take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your completed application form, marked for the attention of Tracy Hartley, to:

Education Personnel Management Limited
St Johns House
Spitfire Close
Ermine Business Park,
Huntingdon
Cambridgeshire PE29 6EP

You may also send your completed application form via email to: headship@epm.co.uk

EPM can be contacted on 01480 423434.

FURTHER INFORMATION

Our [school website](#) offers a range of information, including links to school performance tables and the latest 2013 [OFSTED inspection report](#).

If you have any further queries, please feel free to contact the Chair of Governors, Nicky Odgers, at chair@morley.cambs.sch.uk

The Governing body and Cambridgeshire County Council are committed to safeguarding and promoting the welfare of children and young persons and headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. Our safeguarding policy can be found on the [policies page](#) of our website. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).



What our Children and Teachers Say

WHAT OUR PUPILS WANT IN THEIR NEW HEADTEACHER

- Someone who can make our learning fun, exciting and interesting.
- We want someone who can smile at you when walking around the school, and all the time!
- Be kind and caring for each child.
- Has a good sense of humour.
- A good storyteller, who can draw you in and mesmerise you.
- Makes us feel safe and secure.
- Has lots of new and great ideas to bring to the school.
- Someone who gets involved in our classroom activities and lessons.
- Enthusiastic and happy.
- Not too strict and not too big a temper, but knows when to tell someone off.

WHAT OUR TEACHERS WANT IN THE NEW HEADTEACHER

- Some recent experience of classroom teaching.
- Someone who has taught across all the primary age groups at some point in their teaching career.
- An outstanding teacher who can demonstrate what good practise looks like.
- A clear focus on improving teaching and learning.
- An awareness of issues around diversity, multiculturalism and the needs of all children.
- Someone who relates well to children.
- Someone who values, trusts in and is supportive of all the people who work in the school, whatever their role.
- Someone who is readily available to staff.
- An understanding of data.
- An awareness of work-life balance.
- Someone who seeks to engage with all parents, including ones who are hard to reach.





Job Description

CORE PURPOSE

The Headteacher will:

- lead the drive towards outstanding provision and ensure that the school's aims are implemented in accordance with the Raising Achievement Plan and the four year plan
- work with the Governing Body to continue to develop a strategic view of the school, taking into account the school's core values and changes in national education policy
- be responsible for the operational management and day-to-day running of the school and further develop the management and leadership structure
- lead and inspire staff to create an atmosphere in which all children develop as independent, motivated and resilient learners regardless of ability or background
- monitor, evaluate and review the impact of policies, priorities and targets of the school, reporting to the Governing Body and taking timely action as necessary
- promote and maintain a caring and supportive ethos within the school, forging strong links with parents and the community and celebrating the wide and varied cultural background of our children
- ensure that the School operates in accordance with safeguarding guidance and legislation and that student safety is at the centre of all of the school's functions

KEY RESPONSIBILITIES

Providing Brilliant Teaching that provides support and challenge to all learners

- ensure an aspirational culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning and the learning of others
- ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning
- implement strategies which secure high standards of behaviour and attendance, student welfare and citizenship
- ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils
- ensure that outstanding teaching is the primary objective for all teachers
- lead, motivate, support, challenge and develop staff to secure improvement
- ensure that all staff are engaged with the school's key Raising Achievement Plan priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff
- maximise the contribution of staff to improve the quality of education provided and standards achieved
- implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans
- acknowledge the responsibilities and celebrate the achievement of individuals and teams
- teach as necessary and appropriate relative to the other duties of the post



Job Description

Providing a Creative Curriculum that stretches and rewards all learners

- determine and ensure implementation of a diverse, flexible and creative curriculum to ensure high quality and personalised learning experiences for pupils of all backgrounds and abilities
- respond to the challenge of the new curriculum and ensure that the implementation of the new curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils
- promote an appropriate learning environment in order to allow the development of independent, motivated and resilient learners
- monitor and evaluate standards of teaching and learning in the school, use data strategically to identify issues and make appropriate interventions
- maintain and further promote extracurricular activities being offered by the school
- ensure that all children's achievements are valued, recognised and celebrated
- maintain and develop strong links with local schools to ensure continuity in learning and teaching and dissemination of best practice
- contribute to the development of the education system by sharing effective practice, working in partnership with our partner schools within Cambridge and Suffolk Schools Alliance and other primary schools within our cluster

Providing Brilliant Facilities that provide the support and challenge that is appropriate for all learners

- promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence
- agree and set appropriate priorities with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the school secures its objectives
- deploy and manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context
- ensure school buildings and facilities meet the needs of the pupils and staff and are of the highest standards of cleanliness and repair and compliant with health and safety regulations
- manage the proposed redevelopment of the school playground and the proposed building work, liaising with the local authority and Governing Body as appropriate
- explore and develop additional sources of funding and opportunities for shared services with other local schools
- establish and maintain sound internal financial controls jointly with the School Business Manager and ensure effective implementation of current financial controls as described in the SFVS handbook
- seek to secure adequate resources for the school in the present and in the foreseeable future and ensure value for money throughout



Job Description

Engaging all Parents in their children's learning and the wider community in the life of the school

- secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school
- act at all times as an ambassador for the school in a manner which upholds its values and ethos
- seek opportunities to communicate and enhance the value of the school to other sectors of the local community
- ensure that the school is an integral part of the local community providing opportunities for pupils to be involved in community life and for other organisations to contribute to the mission of the school
- work with the teaching staff to develop creative ways to engage all parents in their children's learning
- ensure the school communicates with parents and the wider community using our website and other social media

Accountability and Governance

- work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context, including opportunities to collaborate with other schools and the possible development of a nursery on the school site
- translate the vision into a yearly Raising Achievement Plan with agreed, prioritised objectives and operational plans which will promote and sustain school improvement within an agreed timeframe
- encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively
- ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation

Other Duties

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.



Person Specification

		E	D
Qualifications and professional development	Qualified teacher status	X	
	First degree or equivalent		X
	National professional qualification for Headship (NPQH)		X
	Evidence of CPD relevant to school leadership and management	X	
Experience	Minimum of 2 years' recent experience as a headteacher, deputy headteacher or assistant headteacher	X	
	Successful track record as an outstanding classroom teacher with at least 3 years' experience	X	
Leadership and management	An engaging leadership style with the ability to inspire pupils, parents, staff and partners around the vision for the school	X	
	Experience of assessing, monitoring and evaluating the quality of teaching and supporting teachers to improve their practice	X	
	A vision for the wider role of the school in children's development and the community beyond the core hours	X	
	Proven ability to develop and deliver against strategic improvement plans	X	
	Evidence of raising standards for all learners	X	
	Excellent communications skills, comfortable with different audiences and media	X	
	Committed to engaging all parents in their children's learning and the wider community in the life of the school	X	
	Experience of recruiting, managing and developing staff	X	
	Experience of managing change or capital projects		X
	Track record of setting and managing budgets, procuring services and ensuring best value from the school's resources		X
Knowledge and skills	Knowledge of the national curriculum for primary schools and the regulatory and legal framework that governs schools' activities	X	
	A deep understanding of a creative, skills based curriculum		X
	A broad knowledge and interest in the latest developments in pedagogy		X
	A sound knowledge of successful approaches to develop independent, resilient and self-motivated learners	X	
	Comfortable with data management and analysis, with a track record of using data to drive improvement and increase pupil achievement	X	
	Proven ability to develop, implement and monitor policies that ensure equal opportunities across all aspects of the school	X	
	Proven ability to promote the welfare and safeguarding of pupils	X	
Personal qualities	Passionate about providing a creative learning environment	X	
	Approachable and enjoys being highly visible to children and parents	X	
	Collaborative approach to leadership	X	
	Committed to professional development, growth and well-being of all staff	X	
	Clear about personal and professional values	X	



Appendice 1

THE CAMBRIDGESHIRE CONTEXT

There are around 127,744 children and young people under the age of 18 years living in the county, which represents 21% of the total population. Just over 10% are entitled to free school meals (10.8%), which is below the national average of 18.2%. The proportion taking free school meals as at January 2012 was 11.6% (nursery and state funded primary schools) 9.2% (state funded secondary schools) and 30.0% (special schools).

Children and young people of school age from minority ethnic groups account for 10.8% of the total population, compared with 16.3% in the country as a whole. The largest minority ethnic group is Asian (3.5%). Travellers of Gypsy Roma and Irish heritage account for 0.7% of the school age population compared with a national average of 0.3%.

Cambridgeshire is a relatively prosperous county. Our children generally have above average health, educational attainment and life chances. However there are pockets within the county where deprivation levels exceed or equal the national average, particularly in parts of Wisbech, Huntingdon North and the north east of Cambridge City. A particular feature of Cambridgeshire is that deprivation is spread widely across the county. 70% of children living in deprivation do not live in the 30% most deprived wards. Areas of deprivation in Cambridgeshire are characterised by:

- high levels of income deprivation (around one in three children live in families in receipt of benefits);
- a high proportion of parents/carers with no formal educational qualifications;
- and
- a high proportion of families living in rented social housing some of which is overcrowded. Children living in these areas are exposed to multiple social deprivations which adversely affect their health, educational attainment and life chances.

Cambridgeshire is a rapidly growing county. The 0-19 population of Cambridgeshire is expected to increase by 16.8% between now and 2031, although not evenly across the county. Some districts will see a decrease. Huntingdonshire, which currently has the joint highest child population, is facing the greatest decrease of 2,200. In contrast, child population is expected to rise by almost 10,300 in Cambridge City (from 25,900 in 2010 to 36,200 in 2031) and by 8,500 in south Cambridgeshire in the same period. East Cambridgeshire and Fenland face increases of 3,100 and 4,300 respectively. Births are expected to increase by 6.8% between now and 2031.

The number of children subject to a child protection plan at the time of the inspection was 201 and there were 2,594 children in need receiving support from the children's social care service.



Appendice 2

CAMBRIDGESHIRE COUNTY COUNCIL EQUAL OPPORTUNITIES STATEMENT

The Council welcomes the diversity of gender, ages, abilities, ethnic origins, faiths and cultures of the people who make up our society. It is a fundamental principle of the County Council's policies that all people should be valued regardless of their economic circumstances, sex, age, disabilities, culture, ethnicity, language including British Sign Language, religion or sexual orientation.

The Council is committed to promoting equality of opportunity for all people particularly those who are:

- Seeking and using the County Council's services;
- Employees or prospective employees of the County Council or its contractors who supply goods or services to the Council.
- Working or seeking work in a voluntary capacity supported by the Council. The Council will seek to ensure equal opportunities through: Ensuring that services are equally accessible and relevant to the needs of different client groups;
- Appropriate recruitment, employment and promotion practices and procedures;
- Letting of contracts to suppliers of goods and services;
- Development of policies including consultation with communities and groups affected;
- Training for all staff;
- Publicity for and access to services in relevant languages and formats where necessary.



Appendice 3

SUPPORT FOR NEW HEADTEACHERS

We recommend that the following elements should take place in the first term of a new headteacher's appointment in Cambridgeshire:

- New headteachers will be invited to attend a welcome meeting before they take up their appointment to meet with Local Authority officers and to receive their
- 'Essential Information for New Headteachers' Booklet, which includes key contacts and other important information.
- Introductory Meeting – The Area Senior Adviser and/or Education Adviser will make contact with the head to arrange an initial visit. This meeting is to discuss priorities identified from school self evaluation. It is designed to help the new head gain an overview of the school. At this meeting all headteacher induction support arrangements are discussed.
- Initial visit from the school's personnel provider.
- New headteachers have the opportunity to join the Cambridgeshire Headteacher Induction Programme – a local induction programme for nursery, primary and special school headteachers run by the County's Networking and Partnerships Service. This year-long programme delves into all the key aspects of effective first year headship. There is a standard charge for the service for nursery, primary and special schools. A bespoke programme can also be designed for new secondary headteachers on request.
- The National College's 'Head Start' programme also offers new Headteachers up to 30 hours of 'Professional Partner' mentoring support from an experienced headteacher. Professional Partners are trained by the National College to provide coaching, mentoring and advisory support within the context of early headship. NPQH graduates and new headteachers also receive support through access to new high quality online learning materials and opportunities, online networking and the New Heads conference.

<http://www.education.gov.uk/nationalcollege/index/professional-development/headstart.htm>

- All new headteachers can also access a personal and/or school developmental needs analysis through the Networking and Partnerships Service. This is chargeable.

Further information on the local authority can be found on the Cambridgeshire County Council website: www.cambridgeshire.gov.uk. For information on education in Cambridgeshire, see www.cambridgeshire.gov.uk/education.

Headteachers are also given a password for the Education Portal, which gives them access to online information and to a discussion group for newly appointed headteachers: www.cceducation.net, type 'New Headteacher' in the search box.

September 2013

For a 'Word' version of this application form, please email:- headship@epm.co.uk

Employment Application Form: Headship

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please ensure that you complete all sections of Part 1 and Part 2 of the application. Please note that providing false information will result in your application being rejected, or withdrawal of any offer of employment, or summary dismissal if you are in post, and possible referral to the police. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink or type. CVs are not accepted.

Vacancy Job Title	
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Part 1. INFORMATION FOR SHORTLISTING AND INTERVIEWING

Initials _____

Surname or Family name _____

2. **LETTER OF APPLICATION** Please enclose a letter of application. *Please refer to the applicant information pack which may include instructions on completion of the letter of application*

3. CURRENT / MOST RECENT EMPLOYMENT: IF TEACHING

Name, address and telephone number of current school	
1 Type of school	Boys Girls Mixed Age range Number on Roll
2 Type of school	<i>eg Community, Aided, Foundation, Academy, Free School, Independent etc</i>
Job title <i>Please enclose a copy of your current job description</i>	
Subjects/age groups taught	
Date appointed to this post	
Salary	
Date available to begin new job	

4. CURRENT / MOST RECENT EMPLOYMENT: IF NON-TEACHING

Name and address of employer	
Job title <i>Please enclose a copy of your current job description</i>	
Date appointed to this post	
Salary	
Date available to begin new job	

5. **FULL CHRONOLOGICAL HISTORY** Please provide a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job Title or Position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	F/T or P/T	Dates				Reason for leaving
				From		To		
				Mth	Yr	Mth	Yr	
1								
2								
3								
4								
5								
6								
7								
8								

Please enclose a continuation sheet if necessary

6. SECONDARY EDUCATION & QUALIFICATIONS

Examinations Passed	Date(s)	Subjects and Grades
'A' Level or Equivalent		
Other (please specify)		

7. HIGHER EDUCATION

Names and Addresses of University or College and/or University Education Department	Dates From To	Full or Part-time	Courses/subjects taken and Passed	Date of Examination and Qualifications Obtained	Age Groups for which Trained

8. **PROFESSIONAL TRAINING ATTENDED AND/ OR DELIVERED** Please list relevant courses attended/delivered in the past 3 years.

Subject and Organising Body	Trainer or trainee?	Date(s)	Duration

9. **NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP (Please give details.** From 8th February 2012 the NPQH became optional for appointment as a headteacher in a maintained school. Nevertheless prospective employers are entitled to prefer candidates with NPQH.

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10. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS

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11. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present Headteacher, or Director of Children's Services in the case of serving Headteachers in LA Schools, Chair of Governors in other cases. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

First referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	

Second referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	

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This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes. If you are called to interview you may be asked about the answers you have given to questions 15 to 19 and question 14 if relevant to the job.

11. PERSONAL INFORMATION

1. Surname or family name	
2. All previous surnames	
3. All forenames	
4. Title	
5. Current Address	
6. Postcode	
7. Resident at this address since	
8. Home telephone number	
9. Mobile telephone number	
10. Date of birth	
11. Email address	
12. DfE reference number	
13. National Insurance Number	
14. Do you have a current full driving licence?	Yes No
15. Did you qualify as a teacher after May 1999?	Yes No If Yes, in which school was induction completed?
16. Have you ever been subject to a child protection investigation by your employer or any other organisation?	Yes No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions. This will not be opened unless you are called to interview.
17. Do you require sponsorship (previously a work permit)?	Yes No If YES please provide details under separate cover.
18. Are you related to or have a close personal relationship with any pupil, employee, or governor?	Yes No If YES give details separately under confidential cover. This will not be opened unless you are called to interview.
19. NQTs ONLY: Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>	Numeracy Literacy
20. Are there any special arrangements which we can make for you if you are called for an interview and/or work based assessment?	Yes No If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).

12. COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS OR BIND-OVERS

If you are shortlisted you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Under the Criminal Justice & Courts Services Act 2000.

13. DATA PROTECTION ACT 1998

The information collected on this form will be used in compliance with the Data Protection Act 1998. By supplying information, you are giving your consent to the information being processed for all employment purposes as defined in the Data Protection Act 1998. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies. You should also note that checks may be made to verify the information provided and may also be used to prevent and/or detect fraud. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process. When the recruitment process is completed, the form will be stored for a maximum of six months then destroyed. If you are employed as a result of this recruitment process then this application form will be retained as part of your personnel record.

14. NOTES

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a 'regulated position'. The position you are applying for is a "regulated position".
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.
- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

15. DECLARATION

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form

Signature of Applicant

Date

Print Name

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PART 3

EQUALITY AND DIVERSITY MONITORING

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the Data Protection Act.

Ethnic Group

	Workforce Census Code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	
	WIRI	Irish	
	OOTH	Irish Traveller	
	OOTH	Gypsy	
	WOTH	Other White background	
Mixed	MWBC	White and Black Caribbean	
	MWBA	White and Black African	
	MWAS	White and Asian	
	MOTH	Other Mixed background	
Asian or Asian British	AIND	Indian	
	APKN	Pakistani	
	ABAN	Bangladeshi	
	CHNE	Chinese	
	AOTH	Other Asian background	
Black or Black British	BCRB	Caribbean	
	BAFR	African	
	BOTH	Other Black background	
Other ethnic group	OOTH	Arab	
		Write in:	
Prefer not to say	REFU		

Religion

	Please tick
No religion	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion write in	
Prefer not to say	

Disability

Do you consider that you have a disability? Please tick

Yes Please complete the grid below	
No	
Prefer not to say	
My disability is: Please tick	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

Sexual Orientation

Please tick

Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender

Please tick

Female	
Male	
Transgender	
Prefer not to say	

Personal relationship

Please tick

Single	
Living together	
Married	
Civil Partnership	
Prefer not to say	