



Recruitment Pack

Tees Valley Education

Pennyman Primary Academy

Deputy Head Teacher

**with responsibility for Teaching, Learning and Assessment
(including STEM and careers based learning).**

Job Ref: PPA303



**TEES VALLEY
EDUCATION**
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE TRUST

Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennymann Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer

ADVERTISEMENT

Deputy Teacher – Pennyman Primary Academy

Status: Permanent

Required: September 2024

Hours: Full time

Salary: Deputy Head Teacher – Pennyman Primary Academy L11– L15 £60,488 - £66,628

Reporting to: Headteacher

About the Trust

The Trust was established in 2015 and provides education and enrichment activities to more than 1100 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the Trust are:

- Brambles Primary Academy (3 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (3 to 11 years),
- Pennyman Primary Academy (3 to 11 years), and
- Wilton Primary Academy (3 to 11 years).

About the role we are looking to appoint:

Pennyman Primary Academy is a thriving inclusive learning community for 410 pupils from Nursery to Year 6. Pennyman Primary Academy is a larger than average sized primary school. It is a mainstream academy with a specialist designated unit for children with complex physical and medical needs and associated communication and learning needs.

Tees Valley Education is seeking to appoint an inspirational Deputy Head Teacher to lead on Teaching, Learning and Assessment. The successful candidate should be able to demonstrate that they have outstanding teaching experience, and have taught in upper school. This opportunity has arisen from staff promotion within the Trust and the structure has been designed to further strengthen strategic and operational leadership capacity to both the academy and to the Trust. The successful candidate will work closely with other senior leaders to identify and continually develop strategies in key areas.

In conjunction with the Head Teacher and other Senior Leaders, the post holder will lead on aspects of teaching and learning, coaching and mentoring of staff, development of subject leaders and areas of improvement including assessment. There will be no set classroom responsibility, but teaching, at times, will form part of the role. Consequently, the post holder will utilise their outstanding pedagogy and inspirational leadership to refine, develop and promulgate existing practices and programmes.

Our children are a joy to work with and 'are recognised as proud academy learners and citizens'. Furthermore 'Pupils know implicitly how to behave and how to interact positively with each other and with staff. This is because of the high levels of respect that underpin the school's very inclusive and supportive ethos' Ofsted 2023. In addition, we are also committed to your professional development (CPD) and offer a wide range of opportunities for career progression.

This is a fantastic opportunity for a dedicated and ambitious individual to develop as a senior leader and take the next steps towards Headship.

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement

- The opportunity to contribute to shaping the future of safeguarding, welfare and inclusion even further
- A forward-thinking academy, which is committed to improvement through evidence-based research
- An excellent learning environment for children with a strong community ethos
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our children
- Dedicated children who love coming to the academy and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to.

What the Trust will provide the successful candidate with:

- A workplace where all staff are valued and treated with respect as outlined within the Trust's Diamond Standards
- A passionate, enthusiastic and supportive Leadership Team
- A listening and learning organisation where all staff are encouraged to be curious and share ideas for the Trust/academies/team to improve
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across the Trust's academies
- Dedicated approach to children's learning to encourage them all to be the best they can be
- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
- Dedicated line manager to discuss work streams and capacity
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, Mindfulness and so much more.
- Free parking
- Enrolment into the local government pension scheme
- All support contracts are employed on National Joint Council (NJC) for local government services (also known as Green book)
- Benefits of the Trust's Staff Charter which can be found at [TVED Staff Charter](#).

Safeguarding requirements for the role:

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

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. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

JOB DESCRIPTION - DEPUTY HEAD TEACHER WITH RESPONSIBILITY FOR TEACHING, LEARNING AND ASSESSMENT

To play a major role under the direction of the Headteacher and in conjunction with other members of Senior Staff, in implementing the vision, aims and objectives of the academy and establishing the policies and procedures through which they are achieved. Be responsible for assessment across the whole primary academy. To undertake such duties as are delegated by the Headteacher. To work alongside the Senior Leadership Team to proactively manage staff and resources. To be responsible for a key area of subject leadership/school improvement as directed by the Headteacher. Take responsibility for promoting good behaviour within the school. Carry out the duties of a school teacher and Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document. The Deputy Headteacher for Teaching, Learning and Assessment will also have delegated responsibilities which are both Academy and Trust wide.

STRATEGIC DIRECTION AND DEVELOPMENT

- Work in partnership with other academy leaders in managing the academy through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented effectively and in a timely manner
- To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrate the vision in your everyday work and practice
- Motivate and work with others to create a shared culture and positive learning climate
- Ensure that strategic planning takes account of the diversity and experience of the school and community
- Take a leading role across the whole school, in the light of new and emerging research, to enhance and extend the learning experience of pupils
- Be aware of current and proposed educational developments at an academy, Trust, local and national level and ensure the academy is prepared for these
- Set a high professional standard and support and challenge other staff to do the same
- Work proactively and strategically as a member of the academy and Trust
- Promote a culture of inclusion within the academy community where all views are valued and taken into account
- Be responsible for own and others' CPD within the academy and the Trust
- Manage staff (including performance management) and resources to fulfil the aims and objectives of the academy
- Review the status and progress of the academy through analysis of performance information, creating review and development plans (RAD) and overseeing their successful implementation, reporting to Trust governance meetings
- Model outstanding pedagogical and leadership practice as well as having an expert knowledge base of primary education
- Lead on assessment and data analysis across the academy in order to improve the outcomes for all groups of children
- Promote and protect the health and safety of children, staff and visitors to the academy
- Demonstrate consistent application of all school policies and provide an exemplar model of the application of policies in your practice where appropriate

LEADING TEACHING AND LEARNING AND ASSESSMENT

- Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across the academy
- Demonstrate a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Monitor, evaluate and review classroom practice throughout the academy and promote improvement
- Challenge underperformance at all levels and provide support to improve performance
- Ensure a consistent and continuous school-wide focus on pupils' progress and achievement, using data and benchmarks to monitor progress in every child's learning
- Support the academy priorities through monitoring activities, lesson observations, pupil dialogues and work scrutinises
- Work with other academy leaders to raise standards through staff performance appraisal and pupil progress meetings
- Be an excellent classroom practitioner, coaching, mentoring and leading learning where necessary
- Monitor the academy's performance data, sharing this with staff as appropriate and ensuring at least good rates of progress
- Lead on the production and analysis of academy data, identifying vulnerable learners and underperformance, and implementing effective strategies to raise attainment
- Play a leading role in the development and review of all aspects of the curriculum including planning

LEADING AND MANAGING STAFF

- Support the Headteacher and SLT to develop positive working relationships and sustain motivation, with and between all staff and the community
- On a day to day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication
- Take a lead role in managing pupil behaviour across the academy and additionally by consistently modelling and implementing the agreed policy for pupil behaviour
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Support the Headteacher in ensuring effective planning, allocation, support and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for your own personal development
- Work with other leaders at academy and trust level to develop an ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Work with other leaders developing appropriate programs of professional development for all staff including quality coaching and mentoring, in line with the RAD plan and performance management system, whilst enabling excellence and outstanding ability to flourish

MANAGING THE ORGANISATION

- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Head Teacher
- Support the Head teacher and SLT in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
- Support the Head Teacher to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day to day administration of the school as requested by the Head Teacher

ACCOUNTABILITY

- Attend Senior Leadership Team Meetings and Trust Challenge Boards when required to provide information and advice regarding your specific areas of responsibility
- Support in the development of and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including trustees, parents and carers
- Reflect on personal contribution to academy achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work across the academy group, including for Trust wide initiatives. The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

Signed (Employee)	
Date:	
Signed (on behalf of Name and Role: employer):	
Date:	

PERSON SPECIFICATION

QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Evidence of further professional development.	A, I, R	E
Qualifications or experience in pedagogy and child development.	A	D
Experience of skills outside of teaching.	A, I, R	D
Evidence of leadership development courses / or a willingness to undertake them.	A, I	D
Positive Handling trained or a willingness to undertake it.	A, I	D
EXPERIENCE		
An outstanding understanding of Assessment for Learning (AfL) and the impact it has on progress.	A, I, R	E
Outstanding teaching across a variety of age ranges and schools. Experience of teaching with proven impact in upper school (Year 5/6)	A, I, R	E
Experience of training, coaching and mentoring colleagues across school, Trust and/or LA.	A, I, R	E
Previous recent experience in a leadership role in a primary academy.	A, I, R	E
Evidence of developing, monitoring and evaluating a key aspect of academy provision including the identification of SEF and RAD priorities.	A, I, R	E
Proven track record of raising standards across an academy.	A, I, R	E
Secure understanding of school wide data, data analysis and priorities to raise standards across the academy.	A, I, R	E
A proven track record of leading a core subject and the ability to lead STEM and careers based learning.	A, I	E
Experience of teaching and impact in particular benchmark years.	A, I, R	D
Creative approach to problem solving	A, I, R	D

KNOWLEDGE, ABILITIES AND SKILLS		
A proven track record as an outstanding teacher.	A, I	E
Ability to drive forward improvements.	A, I, R	E
A sound understanding of data analysis systems which could include SIMS, data dashboard and FFT.	A, I, R	E
An understanding of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement.	A, I, R	E
A broad understanding of the core curriculum and creative opportunities for cross curricular learning.	A, I, R	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
Highly successful experience of leading and managing whole academy developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the academy.	A, I, R	E
An understanding of and working knowledge of the needs of children with SEND.	A, I, R	D
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
Excellent behaviour management strategies.	I, R	E
A commitment to further professional development.	A, I	E
The ability to work productively and positively with a range of colleagues both internally and externally.	A, I, R	E
Experience of conducting staff induction, mentoring and performance management.	A	D
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I, R	E
Ability to inspire and motivate all children to learn and reach their full potential.	A, I, R	E
Ability to/ willingness to contribute to the whole academy context (including INSET)	A, I, R	E
Tenacity, enthusiasm and drive.	A, I, R	E
LEADING AND MANAGING STAFF		
Leadership and management experience.	A, R	E
Experience of planning for change, development and improvement.	I	E
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the academy community.	A, I	E
Proven ability to set & meet challenging targets, for pupils and the academy, and to enable others to do this.	A, I, R	E
Proven ability to analyse, prioritise and meet deadlines.	I, R	E
Experience of whole academy self-review and evaluation.	I, R	E
Able to demonstrate leadership qualities and people management skills.	A, I, R	E
Able to motivate, promote good relationships and effectively communicate with all stake holders.	A, I, R	E
Commitment to safeguarding and promoting the welfare of children.	A, I, R	E
Work with other leaders to develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.	A, I, R	E
Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn. Modelling practice, procedures and protocols.	A, I, R	E

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference E – Essential

D – Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.

Where applications do not meet the expected standard, they will be rejected before being matched to the person specification.

HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the Academy. Only applications on the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to pennyman@tved.org.uk - please be aware that the academy cannot be responsible for any formatting anomalies when printing. **Please add Pennyman Deputy Headteacher as the subject.** If you are unable to submit an electronic application form, hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of **Mrs L Stogdale**.

Tees Valley Education

Pennyman Primary Academy

Fulbeck Road

Netherfields

Middlesbrough

TS3 0QS

Shortlisting Process

After the closing date, shortlisting 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.

Shortlisted candidates will receive:

- Letter confirming interview details.
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

References for successful Candidate/s

We may seek references for shortlisted candidate/s, we may also approach previous employers for information to verify particular experience or qualifications before the interview. Finally, we may also undertake a social media search in accordance with Keeping Children Safe in Education guidance. Any relevant issues arising from references will be taken up post interview.

Interview Process

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
- 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
- Satisfactory enhanced DBS check
- Verification of professional status such as e.g. 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.

Visits to the academy are actively encouraged and should be arranged by contacting the academy office either by telephone on 01642 314750 or email pennyman@tved.org.uk

Please contact the academy office on 01642 314750 to arrange a visit.

Tuesday 9th April 2024 9.30am and 1.30pm

Friday 12th April 2024 9.30am, 1.30pm and 3.30pm

Thursday 18th April 2024 9am, 11am and 3.30pm

Friday 19th April 2024 9.30am, 11am, 1pm and 2pm

For your information, the recruitment timetable is detailed below:

Closing date: Friday 19th April at 12.00noon

Shortlisting date: Monday 29th April

Interview day: 9th May 2024

Contract Start Date: 1st September 2024

EQUALITIES INFORMATION AND OBJECTIVES STATEMENT

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Objectives Statement

1. To support children's sensory, academic and communication skills to enable them to develop holistically.
2. To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
3. To continue to monitor attendance of all groups of children in the academy.
4. To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
5. To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

EMPLOYMENT APPLICATION FORM

Please complete all sections of the form fully: CVs will not be accepted. Please note that providing false information will result in the application being rejected or withdrawal of any offer of employment, or dismissal if you are in post. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink.

Vacancy Job Title		Job Ref Number	
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PART 1

INFORMATION FOR SHORTLISTING AND INTERVIEWING

Salutation (Mr, Ms, Miss, Mrs, Dr etc)	
First Name:	
Middle Name/s:	
Surname/family Name:	
Contact email address:	
Contact telephone number	
Social Media Tag names e.g. Twitter/Facebook/Instagram/LinkedIn etc	

2. LETTER OF APPLICATION Please enclose a letter of application of no more than 2 A4 pages which details why you are suitable for the post, your experience to date and how this meets the person specification.

3. PRESENT / LAST APPOINTMENT

Name, address and telephone number of last employer/school/academy	
Job title	
Date appointed to current post	
Permanent/Temporary	
Full Time/Part Time	
Current salary	
Notice period	

4. FULL CHRONOLOGICAL HISTORY

Please provide a full history in chronological order (most recent first) 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	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

5. SECONDARY EDUCATION & QUALIFICATIONS

Name of School/College	From	To	Qualifications Gained (Date and Grade)

6. HIGHER EDUCATION

Names and Addresses of University or College and/or University Education Department	Dates		Full or Part-time	Courses/subjects taken and Grade	Date of Examination and Qualifications Obtained
	From	To			

7. PROFESSIONAL COURSES ATTENDED Please list relevant courses attended in past 3 years.

Subject	Organising Body	Date(s)	Duration

8. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS

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9. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. 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	
Please tick if you <u>do not</u> wish this referee to be contacted prior to interview <input type="checkbox"/>	
<i>(Please be aware that this could delay the interview process)</i>	

Second referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	
Please tick if you <u>do not</u> wish this referee to be contacted prior to interview <input type="checkbox"/>	

PART 2

10. This section will be separated from Part 1 on receipt. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

10. PERSONAL INFORMATION

Surname or family name	
All previous surnames	
All forenames	
Title	
Date of Birth	
Current Address	
Postcode	
Resident at this address since	
Home telephone number	
Mobile telephone number	
Email address	
National Insurance Number	
Have you ever been subject to a child protection investigation by your employer or the General Teaching Council/Teaching Agency/former Independent Safeguarding Authority?	Yes No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions.
Are you subject to any legal restrictions in respect of your employment in the UK?	Yes No If YES please provide details separately
Do you require a work permit?	Yes No If YES please provide details separately
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).
Are you related to or have a close personal relationship with any pupil, employee, trustee, member or local academy chair?	Yes No If YES give details separately under confidential cover
TEACHERS ONLY	
Early Career Teachers ONLY: Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>	Numeracy Literacy ICT (if applicable)
DfE reference number (if applicable)	
Did you qualify as a teacher after May 1999? (if applicable)	Yes No If Yes, in which school was induction completed?

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

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that 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 at the Disclosure and Barring Service. Failure to declare any convictions (that not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

Do you have **ANY** convictions, cautions or reprimands, warnings or bind-overs?
Please tick the relevant box

Yes No

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and bring this with you on the day of your interview. If you would like to discuss this beforehand, please telephone in confidence to the Headteacher for advice. In accordance with statutory requirements, an offer of employment will be subject to satisfactory DBS clearance.

12. UK GDPR and DATA PROTECTION ACT

The information collected on this form will be used in compliance with the UK GDPR and Data Protection Act 1998. The information is collected for the purpose of administering the employment and training of employees. The information may be disclosed, as appropriate, to trustees, Occupational Health, DfE, Teachers Pensions Agency and local government pensions scheme, Department for Education, pension, payroll and personnel providers including relevant statutory bodies. For further information refer to the trust's privacy policy via Tees Valley Education website: <https://www.teesvalleyeducation.co.uk/>.

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.

13. NOTES

- a) When completed, this form should be returned in accordance with the instruction in the advertisement for the job or in the applicant's information pack.
- b) Canvassing, directly or indirectly, an employee, trustee, member, local academy chair will disqualify the application.
- c) Candidates recommended for appointment will be required to complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

14. 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 dismissal if I am in post. 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

This section of the application form will not be available to the shortlisting/interview panel.

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 UK GDPR and 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	
		<i>Write in:</i>
Prefer not to say	REFU	

Religion*Please tick*

No religion	<input type="checkbox"/>
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>
Hindu	<input type="checkbox"/>
Jewish	<input type="checkbox"/>
Muslim	<input type="checkbox"/>
Sikh	<input type="checkbox"/>
Any other religion <i>write in</i>	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
	<input type="checkbox"/>

Disability*Please tick*

Do you consider that you have a disability?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
My disability is: <i>Please tick</i>	
Physical Impairment	<input type="checkbox"/>
Sensory Impairment	<input type="checkbox"/>
Mental Health Condition	<input type="checkbox"/>
Learning Disability/ Difficulty	<input type="checkbox"/>
Long standing illness	<input type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
	<input type="checkbox"/>