

# Application Pack

Trust Development Administrator

Central Team



Job Ref: TVE299



**TEES VALLEY**  
**EDUCATION**  
[www.teesvalleyeducation.co.uk](http://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, Pennyman 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

### TRUST DEVELOPMENT ADMINISTRATOR – CENTRAL TEAM

**Status:** Permanent

**Required:** As soon as possible

**Salary:** From SCP 8 to SCP 11 (FTE £20,852- £22,129), pro rata £18,397 to £19,523

(salary may be negotiable for the right candidate)

**Hours:** 37 hours (full time), Term time only (TTO) + 2 weeks

**Reporting to:** Director of Research and Development

**Academy:** Central Trust team based at Pennyman Primary Academy, Fulbeck Road, Middlesbrough, TS3 0QS

### **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 (2 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).

The central team provides the strategic and operational support and oversight to the academies including academy improvement, special educational needs and disabilities (SEND), safeguarding, financial management and governance.

As a result, the central team manages a range of complex projects and works closely with a range of internal and external stakeholders. The main objective of the Trust through the delivery of its strategic academy improvement priorities and effectively and efficiently managing its resources is to continuously strive for excellence in everything we do.

### **About the role we are looking to appoint:**

We are looking to appoint a dedicated, experienced administrator, who is confident, a strong communicator and team worker to provide operational support to Trust development projects. Examples include community engagement, marketing and communications and academy improvement. The role will also be required to promote and communicate key messages via the Trust's social media channels and support with developing this area of work. In addition, the role will be required at times to support the PA to the CEO and Trust Directors on specific projects.

### **What we are looking for:**

We are looking for someone who is positive, solution focussed and has strong communication and interpersonal skills. The successful candidate will need to provide an excellent customer service experience to all. The role will require the post holder to liaise directly with a range of stakeholders internally and externally including CEO, Directors, Headteachers, senior leaders and Trustees. At times, this will involve supporting with information and communication to external stakeholders such as the Department for Education (DfE), Ofsted, the Education Skills Funding Agency (ESFA), and other schools/multi academy Trusts with whom we provide a traded service.

### **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 [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 organisation to improve
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across 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 Multi Academy 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

The role is to support with the development of our Trust and play an active role towards achieving excellence across our academies. The role is to primarily provide administration support alongside project management support such as events, academy improvement visits, diary management, minute meetings, and forming communication/marketing strategies to help grow our organisational reach. The role will be instrumental in promoting and utilising social media accounts, the virtual learning environment, and the Trust website. The role will also be required to provide administrative support to the central team including the PA to the Chief Executive and Directors.

All Trust personnel are required to provide excellent customer service to all whether this is face-to-face, email communication or over the telephone. The role will also be required to prepare refreshments for training courses and meetings as required.

## ADMINISTRATION

- Act as a first point of contact for the Trust development team
- Provide administrative and communicative support to the central Trust team and specific projects, which may include organising meetings and ensuring that our internal and external stakeholders have quality-first experience of Tees Valley Education.
- Take an active role in team meetings, which can include supporting with presentation delivery, logistics and taking minutes.
- Maintain records for statutory and non-statutory reporting (internal and external e.g. government) to accurately produce, store and retrieve paper and electronic documents.
- Word processing correspondence, including e-mails, letters, Trust magazine, reports, action plans or other documents as required.
- To establish, liaise and maintain outstanding professional relationships with external stakeholders and key accounts alongside leaders in our academies.
- Prepare agendas, attend meetings where required and record accurate minutes.
- Support with preparation of accurate documentation for inspection purposes.
- Produce packs of resources for the relevant courses and meetings.
- Organise and co-ordinate events, including the handling of all course bookings, setting up and closing down on the day, venue and hospitality arrangements and the provision of AV equipment and resources.
- Support the central team with sharing of information to both internal and external stakeholders.
- Undertake research and obtain information to support leadership decision making.
- Provide a variety of administrative support for the central team.
- Uploading and keeping information up to date on the Trust's website, virtual learning environment and social media accounts.
- Contribute to the planning, development and organisation of support services, systems, procedures, and policies.
- Attending regular one-to-one line management meetings which can sometimes take the form of coaching sessions to help develop expertise in the role.
- Attend and co-facilitate regular termly meetings with other colleagues in the Trust to review and scope marketing and communication priorities for the Trust, including our Trust magazine to families and children.

## RESOURCE RESPONSIBILITIES

- Operate relevant equipment and ICT packages e.g. SiMs and Iris Financials
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Provide advice and guidance as required
- Undertake research and obtain information to support leadership decision making
- Assist with procurement needs as directed by the Executive team
- Assist with marketing, communication, and promotion of the Trust
- Undertake financial administration procedures
- Use creative media/desktop publishing software to help support our marketing and communication priorities in teams.

## OTHER PROFESSIONAL RESPONSIBILITIES

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and UK GDPR Data Protection, reporting all concerns to appropriate Trust and/or academy personnel
- Ensure confidentiality and professionalism is upheld at all times
- Ensure equal opportunities for all including promoting differences
- Contribute to upholding the Trust's Diamond Standards and the Trust's overall ethos, values, aims and objectives
- Establish constructive relationships and communicate effectively with both internal and external stakeholders
- Attend and participate in relevant meetings
- Participate in training and other learning activities to improve professional and personal development
- Recognise own strengths and areas of expertise and use these to advise and support others
- Any other duties consistent with the grading of the post
- Support with and co-facilitate training opportunities for other colleagues to support with their understanding of software, marketing, and communication.
- On occasions, the post-holder may be required to support Directors at external events regionally and nationally. This is an important part of raising the profile of our work as an organisation, working with stakeholders and championing the communities that we serve.

## SAFEGUARDING

- All staff must adhere to the Trust's safeguarding training (appropriate for job role) including policies, procedures, latest Keeping Children Safe in Education guidance and Working Together to Safeguard Children DfE 2018.

## ADDITIONAL RESPONSIBILITIES

- The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations. These may include:
  - to work flexibly between the hours of 8am and 6pm including weekends.
  - to work across the Trust if required.
  - to undertake additional training e.g. first aid, Positive Handling.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the postholder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the line manager.

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

## PERSON SPECIFICATION

| Qualifications and Experience  | AM  | E/D |
|--|-----|-----|
| GCSE Grade 4/equivalent or above in English and Mathematics  | A   | E   |
| Level 3 or above in administration or relevant equivalent in this discipline.  | A   | E   |
| Experience of using ICT Microsoft package (e.g. Office 365, Word, Powerpoint, Excel)                                 | A/I | E   |
| Experience of managing and navigating management information systems (MISs)  | A/I | E   |
| Experience of maintaining efficient and accurate records   | A/I | E   |
| Working successfully and positively within a team to deliver projects  | A/I | E   |
| Experience of using AI software and creative media/desktop publishing software (e.g. Adobe)                          | A/I | D   |
| Experience of using customer relationship manager/sales software (e.g. Salesforce)                                   | A/I | D   |
| Social media, virtual learning environment and website management  | A/I | D   |
| Evidence of further professional development or willingness to attend  | A/I | D   |
| Previous experience of planning, developing and monitoring support systems.  | A/I | D   |
| Experience of financial procedures (e.g. budgeting??)  | A   | D   |
| Knowledge, Abilities and Skills  |     |     |
| Excellent organisational skills and the ability to work methodically and collaboratively to ensure deadlines are met | A/I | E   |
| Ability to prioritise workload, meet deadlines and manage own time effectively                                       | A/I | E   |
| Excellent oral and written communication skills including preparing visual presentations and/or news articles        | A/I | E   |
| Ability to take own initiative when dealing with familiar tasks  | A/I | E   |
| Demonstrable negotiating and problem-solving skills  | A/I | E   |
| Research and gather information to support projects  | A/I | E   |
| Willingness to seek guidance when needed   | A/I | E   |
| Ability to work effectively both as a member of a team and under own initiative                                      | A/I | E   |
| Ability to use a range of electronic communication and media tools to engage with stakeholders                       | A/I | E   |
| Numerical and analytical skills  | A   | E   |



|  |     |   |
|--|-----|---|
| Commitment to and understanding of Equal Opportunities and Child Protection  | A/I | E |
| Ability to maintain all aspects of confidentiality at all times  | A/I | E |
| Ability to assimilate, analyse and action information from a variety of sources  | A   | D |
| Knowledge of financial management and reporting  | A   | D |
| Knowledge of project management principles   | A   | D |
| Understanding of Health & Safety issues relevant to the post   | A   | D |
| Understanding the importance of confidentiality and an appreciation of the implications of the UK GDPR and the Data Protection Act | A   | D |
| <b>Personal qualities</b>  |     |   |
| Have an enthusiastic and positive attitude towards their work and the Trust's objectives   | A/I | E |
| Self-motivated and ability to use own initiative   | A/I | E |
| Being solution focused with a friendly 'can do' attitude   | A/I | E |
| To be resourceful and creative   | A/I | E |
| Ability to be a reflective practitioner in their day-to-day work and as part of line management/coaching meetings                  |     |   |
| Willingness to work flexibly and co-operatively within a team  | A/I | 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](http://www.teesvalleyeducation.co.uk) or requested from the academy. Only applications via 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 [recruitment@tved.org.uk](mailto:recruitment@tved.org.uk) - please be aware the academy cannot be responsible for any formatting anomalies when printing. If you are unable to submit an electronic application form, handwritten or electronic printed copies should be posted or hand delivered to the following address for the attention of **Mrs Lucy Simpson, PA to the CEO**.

Tees Valley Education  
C/O Pennyman Primary Academy  
Bungalow  
Fulbeck Road  
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, and we may also approach previous employers for information to verify particular experience or qualifications before the interview. 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 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.

For your information, the recruitment timetable is detailed below:

|                             |  |
|-----------------------------|--|
| <b>Closing date:</b>        | <b>Monday 22<sup>nd</sup> April 2024 12 noon</b> |
| <b>Shortlisting date:</b>   | <b>Thursday 25<sup>th</sup> April 2024</b>       |
| <b>Interview day 1:</b>     | <b>Friday 3<sup>rd</sup> May 2024</b>            |
| <b>Contract Start Date:</b> | <b>As soon as possible</b>                       |

## 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.

|                          |  |                       |  |
|--------------------------|--|-----------------------|--|
| <b>Vacancy Job Title</b> |  | <b>Job Ref Number</b> |  |
|--------------------------|--|-----------------------|--|

## PART 1

### INFORMATION FOR SHORTLISTING AND INTERVIEWING

|                                 |  |                               |  |
|---------------------------------|--|-------------------------------|--|
| <b>Initials</b>                 |  | <b>Surname or Family name</b> |  |
| <b>Contact Telephone Number</b> |  | <b>Contact E-mail Address</b> |  |

**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

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

## 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<br>or Position | Name and address of school,<br>other employer, or description of<br>activity | Dates |    |     |    | Reason<br>for<br>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 From To | Full or Part-time | Courses/subjects taken and Grade | Date of Examination and Qualifications Obtained |
|---|---------------|-------------------|----------------------------------|---|
|   |               |                   |                                  |   |

**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**

**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**

|   |  |
|---|--|
| <b>Title and Name</b>   |  |
| <b>Address and post code</b>  |  |
|   |  |
|   |  |
| <b>Telephone number</b>   |  |
| <b>Email address</b>  |  |
| <b>Job Title</b>  |  |
| <b>Relationship to applicant</b>  |  |
| Please tick if you <b>do not</b> wish this referee to be contacted prior to interview <input type="checkbox"/><br>(Please be aware that this could delay the interview process) |  |

**Second referee**

|   |  |
|---|--|
| <b>Title and Name</b>   |  |
| <b>Address and post code</b>  |  |
|   |  |
|   |  |
| <b>Telephone number</b>   |  |
| <b>Email address</b>  |  |
| <b>Job Title</b>  |  |
| <b>Relationship to applicant</b>  |  |
| Please tick if you <b>do not</b> wish this referee to be contacted prior to interview <input type="checkbox"/><br>(Please be aware that this could delay the interview process) |  |



## PART 2

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<br>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<br>If YES please provide details separately  |
| Do you require a work permit?  | Yes          No<br>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<br>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<br>If YES give details separately under confidential cover   |
| <b>TEACHERS ONLY</b>   |  |
| Early Career Teachers ONLY:<br>Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>   | Numeracy<br>Literacy<br>ICT (if applicable)  |
| DfE reference number (if applicable)   |  |
| Did you qualify as a teacher after May 1999? (if applicable)   | Yes          No<br>If Yes, in which school was induction completed?  |

|  |  |
|--|--|
|  |  |
|--|--|

11.

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

**Disability***Please tick*

Do you consider that you have a disability?

|                                 |  |
|---------------------------------|--|
| Yes                             |  |
| No                              |  |
| Prefer not to say               |  |
| My disability is:               |  |
| <i>Please tick</i>              |  |
| 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 |  |