



# Recruitment Pack

Tees Valley Education

**Pennyman Primary Academy**  
**Assistant Head Teacher**

**Job Ref: PPA304**



**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, 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

## **Assistant Head Teacher – Pennyman Primary Academy**

**Status: Permanent**

**Required: September 2024**

**Hours: Full time**

**Salary: Assistant Head Teacher – Pennyman Primary Academy L4 – L8 £50,807 - £56,082**

**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.

Pennyman Primary Academy is seeking to appoint an inspirational Assistant Head Teacher. We are seeking a candidate who is an outstanding classroom practitioner able to model excellent teaching and learning. You will be an inspiring leader with a track record of improving standards, who will be committed to the Academy values and the impact this can have on outcomes for every child within the classroom and beyond. The academy has already achieved significant successes and is at a stage in its journey where there are some exciting challenges and opportunities ahead within our journey towards excellence. The successful candidate should be able to demonstrate that they have outstanding teaching experience, and preferably taught in upper school. The successful candidate will work closely with other senior leaders to identify and continually develop strategies in key areas.

The successful candidate will play a large part in leading and evolving teaching, learning and continuous professional development across all areas of the academy. We are looking for someone who will provide a visible, credible and motivating presence with the ability to inspire those around them with a passion for teaching and learning, excellent pedagogical and subject knowledge, team ethic and a commitment to the highest standards. You will have the capacity to challenge, support and inspire with a positive attitude within a collaborative learning culture.

The role will carry with it a teaching commitment. This presents a great chance to lead teaching and learning by example, having a substantial influence on both staff and children. It is a fantastic opportunity for not only aspiring new leaders who are ready to make the next step in their career but also those who are experienced leaders that have a passion for teaching and learning and have the skills to develop others.

The Assistant Head Teacher will:

- Be an outstanding classroom practitioner able to model excellent teaching and learning
- Be a collaborative and inspirational leader, with a strong ability to motivate and empower staff and children to ensure high expectations for attainment, progress and wider outcomes for all

- Have the ability to identify appropriate support and develop others
- Inspire a passion in others so as to support leaders at every level throughout the academy
- Be challenging, supportive and have the enthusiasm and courage to support the journey towards excellence
- Have an understanding of inclusive practice to ensure all pupils access the best possible teaching and provision, that is appropriate to their needs, promotes high standards and fulfilment of potential

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.

This is a superb opportunity to develop and progress professionally and to join Tees Valley Education Trust, which has a strong commitment to continued professional development for all staff within an inclusive and supportive environment. 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.

#### **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. **If you have a particular strength or area of interest (subject or phase), please indicate this in your letter of application and detail how this would link to academy priorities or Trust USP's.**

## JOB DESCRIPTION- ASSISTANT HEAD TEACHER

### GENERAL DUTIES AND RESPONSIBILITIES

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of a Teacher as defined in the School Teachers' Pay and Conditions Document.

The Assistant Head Teacher will:

- Be a member of the senior leadership team
- Provide professional leadership that secures success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.
- Lead the development of teaching and learning practices
- Develop coaching relationships to support developments in pedagogy and deliver high quality CPD.
- Develop leadership skills in others, supporting middle and subject leaders to become effective leaders in support of academy improvement plans.

### LEADERSHIP AND MANAGEMENT

- Contributing to the effective day to day management and organisation of the academy
- Communicate the academy vision compellingly and support strategic leadership
- Playing a leading role in the academy improvement planning process, through agreed priorities
- Contributing to the academies self-evaluation process, including writing the SEF, devising and monitoring improvement action plans and other policy development
- Contribution to the creation of a supportive ethos and stimulating academy environment
- To lead on the production and review of academy policy and guidelines
- Providing an example of 'excellence' as a leading classroom practitioner, using evidence based research to inform, inspire and motivate other staff to have high expectations and develop their own practice
- Working with the Senior Leadership Team to sustain high expectations and excellent practice in teaching and learning throughout the academy
- Supporting the monitoring and evaluation of the quality of teaching and learning taking place throughout the academy and set priorities for improvement
- Be responsible with the SLT, for ensuring that assessments are accurate through moderation and that staff have been supported throughout the assessment process
- Provide leadership development to others to enhance subject leads impact across all curriculum provision.
- Work with the Head Teacher to provide or support others to provide CPD for classroom based staff ensuring their needs are identified and met through quality training/coaching opportunities

### TEACHING AND LEARNING

- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, performance, academic achievement and behaviour and positive outcomes for all
- Leading and supporting the teaching and learning within the academy through promoting models of excellent classroom practice, coaching, mentoring and supporting self-evaluation for teaching and learning staff.
- Working with the Senior Leadership Team to lead, motivate, support, challenge and develop staff to secure continual improvement including his/her own continual professional development
- Promoting a culture of inclusion within the academy community
- Setting high expectations for children's behaviour across the academy; maintaining good relationships through positive behaviour management
- Supporting the development of curriculum provision by reviewing the learning outcomes for all children
- Working with the SLT in ensuring an appropriate programme of professional development for all staff, in line with the academy improvement plan and appraisal including coaching and mentoring as appropriate
- Contributing to Pupil Progress Meetings
- Liaise with Trust Academies within Tees Valley Education to enrich and expand the provision and secure partnerships, collaborations, enrichment opportunities and expertise which provides benefits to all children and the academy communities.
- Undertake a teaching commitment at a level consistent with the needs of the Academy and the demands of the Assistant Head Teacher post.

## PARTNERSHIP WORKING

- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement.
- Contribute to the development of the academies; strengthening partnerships with families, local and wider community.
- Contribute to the development of the curriculum and leadership across Tees Valley Education Trust by sharing effective practice, working in partnership with other academies and promoting innovation.
- Contribute to policies and practices that promote equality of opportunity and tackle prejudice and discrimination, support staff wellbeing and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in the academies

## 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

<b>QUALIFICATIONS</b>	<b>AM</b>	<b>E/D</b>
Qualified teacher status – degree or equivalent	A	E
Evidence of continued and relevant professional development	A	E
Evidence of leadership qualifications or professional development	A	D
<b>PROFESSIONAL EXPERIENCE AND KNOWLEDGE</b>		
Excellent classroom practitioner	A,I,R	E
Successful teaching experience across the primary age range	A,I,R	E
Experience as middle leader in a primary school for at least 2 years	A,I,R	E
Experience of successfully leading on aspects of school improvement identified through the school's self-evaluation and monitoring the impact of initiatives	A,I,R	E
Successful experience of raising standards for all with measurable outcomes	A,I,R	E
Recent experience of contributing to staff development and monitoring teaching and learning	A,I,R	E
Recent experience of leading a core subject	A,I,R	D
Experience/ or interest in leading Performing Arts	A,I,R	D
Recent experience of teaching in UKS2 with proven impact	A,I,R	D
Successful teaching experience in more than one school	A,I	D
Experience of teaching and learning within an inclusive environment and knowledge of effective practice and provision for children with complex SEND needs	A,I	D
Experience of leading and managing staff and developing effective team working	A,I,R	D
Involvement in school self-evaluation and development planning	A,I,R	D



<b>ABILITIES AND SKILLS</b>		
Substantial knowledge of EYFS, KS1 and KS2 curriculum and an understanding of the provision for SEND pupils	A,I,R	E
Understanding of high-quality teaching, the ability to model this and to support others to improve	A,I,R	E
A sound understanding of strategies to support all children’s learning	A,I,R	E
Ability to inspire and motivate all children to learn and realise their potential	A,I,R	E
Ability to monitor, evaluate and support improvements in the quality of teaching and learning	A,I,R	E
Able to provide professional direction to the work of others through mentoring/coaching and ongoing CPD	A,I,R	E
Ability to work productively and positively with a range of colleagues both internally and across the Trust	A,I,R	E
Ability to drive for improvements and challenge underperformance	A,I,R	D
Effectively evaluate areas of academy performance and accurately identify priorities for improvement	A,I,R	D
Proven ability to lead change	A,I,R	D
<b>PROFESSIONAL CHARACTERISTICS</b>		
Clear and articulate vision for the development of primary education	A,I	E
Commitment to meeting the educational, social and emotional needs of all children	A,I	E
Commitment to high standards and continuous improvement	A,I	E
Lead by example, with integrity, creativity, resilience and clarity and demonstrate the ability to positively empower, influence and encourage others	A,I	E
Excellent interpersonal skills and emotional intelligence	A,I	E
Ability to demonstrate the Trust Diamond Standards of Commitment, Curiosity, Courage and Care	A,I	E
Clear and articulate vision for the development of primary education	A,I	E
Commitment to meeting the educational, social and emotional needs of all children	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 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](mailto:pennyman@tved.org.uk) - please be aware that the academy cannot be responsible for any formatting anomalies when printing. **Please add Pennyman Assistant Head Teacher 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

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## **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](mailto:pennyman@tved.org.uk)**

For your information, the recruitment timetable is detailed below:

**Closing date: Monday 13<sup>th</sup> May 2024 at 9.00am**

**Shortlisting date: Monday 13<sup>th</sup> May 2024 at 12.00noon**

**Interview day: Monday 20<sup>th</sup> May 2024**

**Contract Start Date: 1<sup>st</sup> September 2024**

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## 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>	
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## PART 1

### INFORMATION FOR SHORTLISTING AND INTERVIEWING

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

**PART 4**

**HOW DID YOU HEAR ABOUT US**

SECTOR ONE	
JOBS NORTH EAST	
MIDDLESBROUGH BULLETIN	
DfE	
JOBS IN SCHOOLS NORTH EAST	
TRUST/ACADEMY WEBSITE	
WORD OF MOUTH	
SOCIAL MEDIA (Please Select) <ul style="list-style-type: none"><li>• FACEBOOK</li><li>• X (Formerly Twitter)</li></ul>	
OTHER (Please specify)	