

Do you want to make a difference? Required ASAP

Walthamstow Academy opened in 2006 and is enjoying success as the eighth most improved Academy in the country this year and, last year, the most improved school in the borough. We are also experiencing the significant increase in popularity that comes with being an over-subscribed school. In order to achieve our goal of becoming 'Outstanding', we have identified a range of key positions and are now seeking highly motivated individuals to fill these significant roles. You will need to relate to the Academy's ethos of "the best in everyone" and enjoy working with a rich, diverse group of young people in a challenging, dynamic and vibrant environment.

Learning Support Assistant

37.5 hrs p.w. • 41 weeks pa • £17,426 (FTE £19,296)

To assist pupil learning under the direction of teaching staff, SENCo, or HLTA in supporting pupils who have been identified as having special educational needs (SEN). To also provide general support to the teacher in the management of pupils with SEN and in the classroom.

Appropriate training will be provided.

Details are available via download via www.walthamstow-academy.org or please contact Katie Clifford for an application pack:

E: recruitment@walthamstow-academy.org | T: 020 8527 3750 |

A: Walthamstow Academy, Billet Rd, Walthamstow, E17 5DP

Closing date: 9am Monday 20 February 2012 with a view to interview the same week.

Reg Charity no. 1093277 All posts at ULT Academies are subject to a completed application form, verifiable references and an enhanced Criminal Record Bureau (police check).

WALTHAMSTOW ACADEMY

Learning Support Assistant

Walthamstow Academy opened in September 2006 and moved into state-of-the-art brand new accommodation on the same site in January 2008. The Academy specialises in Mathematics, Science and Business and Enterprise and has extended from September 2007 to include post-16 students.

The Academy has made great progress since its first year, significantly improving its examination results and increasing its standing in the community. We are oversubscribed with waiting lists in all years. The number of students gaining 5A*-C grades has increased significantly over our first five years from 18% - **82%** (14% - **53%** including English and Maths) and we were the eighth most improved Academy in the country and the most improved school in the borough last year. The recent OfSTED inspection report and our national school achievement award credit the good progress the Academy has made and recognise the hard work and outstanding teamwork of staff and students.

You will work to assist student learning under the direction of teaching staff, SENCo, or HLTA in supporting students who have been identified as having special educational needs (SEN). You will provide general support to the teacher in the management of students with SEN and in the classroom.

The Academy is proud of its multi-cultural character and it celebrates the diversity of heritage in the community. Almost three quarters of the students are from minority ethnic groups, many coming from African, Caribbean, Eastern European, Turkish and Pakistani communities.

Within the community served by the academy there is social and economic disadvantage with around 34% of the students being eligible for free school meals. Over half of the students have first language other than English and a significant number have low levels of literacy on entry. Many students enter the Academy with low levels of attainment and the staff work hard to add value to their performance. Standards across the Academy are above national averages in most subjects.

Positive relationships are at the heart of the improvements the Academy has made over the past year and students have positive attitudes to learning and enjoy school. There is a strong team spirit among the staff which in turn creates a supportive ethos for the students.

Walthamstow Academy is sponsored by the United Learning Trust and therefore benefits from being part of the largest group of academies in the country, offering excellent professional development opportunities and career progression to all staff. The Academy is particularly well supported with training and development by ULT's ICT team.

The Academy is located close to the North Circular Road, M11 and both Blackhorse Road and Walthamstow Central underground stations from where it takes about half an hour to get into central London. The Academy is situated in a part of London where property prices are still relatively inexpensive and within easy access of Epping Forest, the Lee Valley and rural Hertfordshire and Essex.

Our students are amazing, so are our staff. Can you be part of the team to take outcomes for the Academy to the next level? If you are committed to raising standards of achievement and making a real difference to the future lives of the students of the Academy, please return your completed application form, confidential declaration and applicant monitoring form to the address indicated by **9am, Monday 20 February 2012**.

Emma Skae, Principal

Unless you stipulate otherwise, all applications submitted will be kept on file for a minimum of six months. Please note that if you are successfully shortlisted and invited to interview, Walthamstow Academy do not reimburse travel costs for you to attend the interview.

WALTHAMSTOW ACADEMY

Learning Support Assistant

Job Description



Hours: 37.5 hours per week, to fall within the working day which is from 07.30am to 17.00pm
This post will be for a total of 41 weeks per year, which is term time plus 10 days

Job Purpose

You will work under the direction of teaching staff, SENCo, or HLTA in supporting learning for students who have been identified as having special educational needs (SEN). You will provide general support to the teacher in the management of students with SEN and in the classroom. You will contribute to the extra curricular support strategies for student development.

Main Responsibilities

Support for Students

- Attend to the educational, personal and social needs of students and any other requirements depending on the student's special needs and, wherever possible, make this part of the learning experience.
- Under agreed Principal procedures, to give first aid/medicine where necessary; assist with programmes of special care such as speech therapy under the direction of the appropriate specialist.
- Promote and support the inclusion of all students in the learning activities in which they are involved.
- Promote the use of targeted self-help skills to appropriate levels of independence.
- Whilst there may be a specific requirement - to support a named student or students with a Statement of Special Educational Needs and, provide support to other students identified as having SEN, individually or in small groups as may also be required or directed.
- Establish good relationships and acting as a role model, at the direction of the Principal.
- Assist with preparation for Academy visits and the supervision of students with SEN on such visits, as directed by the teacher.

Support for Teachers

- Assist in the efficient preparation, maintenance and use of classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of Academy resources (this may include photocopying, arranging displays of work etc)
- Develop a mutually supportive relationship with all teaching staff.
- Help students gain access to the curriculum by differentiating instructions and resources.
- Prompt students to remain on task as required.
- Assist teachers with educational activities in the classroom to support students' learning and development.
- Work with individuals and groups to support expectations of acceptable personal and social behaviour and on basic tasks help to make this part of the learning experience
- Assist with record keeping on students as required, including information on student progress.
- Assist the class teacher/HLTA in delivering and monitoring Individual Education Plans (IEPs), as necessary.

Support for the curriculum

- Develop knowledge of the curriculum that the students are expected to follow.
- Develop skills to adapt subject-based activities and resources to meet the needs of the student in conjunction with the teacher.
- Attend staff and team meetings, participate in performance management arrangements and undertake training and development activities.

Support for the Academy

- Work effectively with colleagues as part of a team at all times, working within the Academy's policies and procedures and promoting the ethos of the Academy.
- Assist in the general efficient operation of the Academy, including providing cover for other support staff where necessary and as directed by the Principal, SLT, SENCo, Assistant SENCo or their line management as required.
- Undertake relevant training to enhance personal development, using the knowledge to benefit the Academy.
- Undertake supervisory duties outside of lesson times eg. Break Time, Lunch Time, Reading Club and Breakfast Club.
- To carry out additional supervision when required such as during examination periods, including SEN support, invigilation duties and exam preparations.
- Maintain confidentiality at all times in respect of Academy-related matters and to prevent disclosure of confidential or sensitive information.
- Undertake any other reasonable duties as requested by the Principal, SLT or SENCo.

Links

- To report to and work closely with the HLTAs
- To work with the Assistant SENCo and other members of the SEN team
- To report any incidents or serious concerns to the HTLA/SENCo
- To work with subject leaders regarding the work set for SEN students
- To undertake a range of supervisory duties as directed by appropriate SLT member
- To take part in training and performance management as required

The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.

February 2012

WALTHAMSTOW ACADEMY

Learning Support Assistant

Person Specification



Criteria	Essential	Desirable
Education & Qualifications:		
• Good standard of English and Mathematical skills	✓	
• NVQ2 for Teaching Assistants or equivalent		✓
• Evidence of further related training or interest		✓
• GCSE Grade C or above in English and Maths	✓	
Previous Experience:		
• Working with or caring for children	✓	
• Participation in development and training opportunities		✓
• Experience of supporting children with a range of special needs		✓
Skills & Competencies		
• Good numeracy/literacy/ICT skills	✓	
• Good communication skills	✓	
• Good organisational skills	✓	
• Ability to relate well to children and adults	✓	
• Ability to work independently	✓	
• Good sense of humour	✓	
• Ability to work constructively as part of a team, follow instructions, understand classroom roles and responsibilities and own position with these roles	✓	
• Ability to use basic technology-computer, video, photocopier	✓	
• Willingness to support children in all activities	✓	
• Willingness to undertake training courses	✓	
• Appropriate knowledge of first aid	✓	
• Self motivated	✓	
• Able to motivate students	✓	

THE EDUCATIONAL ETHOS OF ULT ACADEMIES



1 Preamble

- 1.1 This document aims to set out the key principles which inform educational practice within ULT Academies. The principles, having been agreed by the Trust and by the Principals of the Academies within the group, will continue to be subject to regular review to ensure that the direction of Academies within the group continues to be up-to-date with relevant educational thinking.
- 1.2 Although Academies are not required to deliver the national curriculum, the spirit of the statements contained within the introduction to the national curriculum which refer to the Education Acts of 1988 and 1997 apply:

“The Education Reform Act 1988 and the Education Act 1997 require all state schools to provide pupils with a curriculum that:

is balanced and broadly based;

promotes their spiritual, moral, cultural, mental and physical development;

prepares them for the opportunities, responsibilities and experiences of adult life;

includes, in addition to the national curriculum, religious education and sex education.”

- 1.3 The educational ethos of the Academies is also held within the Christian ethos as set out in the ULT policy document of that name. The Christian ethos underpins all activities of the Trust, informing practice both directly in relation to acts of collective worship and the teaching of religious education and indirectly in relation to the way in which the Academy and its community operate. It also offers a spiritual dimension to the life and work of each Academy.

2 Relationship between the Academies and the United Learning Trust

- 2.1 Each Academy has a high degree of autonomy, but each is also a member of the group of Academies within the United Learning Trust. The distinctive nature of Academies within the Trust is developed and articulated through the leadership of the Chief Executive and the team of Principals in partnership with the guidance given by the Board of ULT.
- 2.2 Although Academies within ULT share the values and principles, each one is unique in the way in which it responds to the particular needs of its own local community. The individuality of each Academy is developed and articulated through the leadership of the Principal and his/her senior staff in partnership with the guidance given through the Local Governing Body.

2.3 It is the aim of the Trust that its Academies embrace diversity and intellectual variety. Although there is a wish for a consistent approach between and within each Academy, the straight jacket of uniformity is not part of the desired ethos of the group.

3 The Objectives of the Trust

3.1 The objectives of the United Learning Trust are to help each student become a balanced, happy and articulate person with the intellectual freedom to be creative, the confidence to initiate, the resilience to cope with adversity, the compassion to serve others and motivated to have a lifelong love of learning. It is hoped that the same objectives can also apply to each member of staff.

3.2 The Trust sets out to create opportunities to seek, to realise, to recognise and to reward the best in everyone. This is achieved through learning together.

4 Learning at the Heart of the Academy

4.1 Students and their parents are the central focus of the Academy. The Academy seeks to serve students and to meet their educational needs.

4.2 Learning that is motivating, rewarding, fun and leads to success is the most important thing that happens in the Academy. The Academy encourages students to take responsibility for their own learning recognising that everyone learns differently and that making mistakes and taking risks are both part of learning.

4.3 A personalised learning programme for each student is developed in partnership with staff. The programme is tailored to meet the student's specific needs and will help him or her set high expectations of themselves and take responsibility in setting out to achieve the best they can.

4.4 It is recognised that each student learns differently and at a different rate. The Academy will put systems in place to make sure that, as far as possible, no student will be able to fall behind or be overlooked. ICT is important in achieving this goal.

4.5 One element of those systems will be the regular and very frequent evaluation of how much and what the student has learnt. This audit of progress will be closely linked to the learning process in order to provide staff, students and parents with feedback so that the personal learning programme can be adjusted where necessary.

4.6 Success of every sort will be rewarded. Such reward and recognition will be incorporated into the learning process.

5 Teaching that Motivates

5.1 Teachers lead the management of the learning process with the assistance of other staff and in consultation with students.

5.2 Teaching methods used in the Academy will value and encourage the importance of independent learning and learning through collaboration with others. ICT will be used to assist in responding to a range of learning situations.

- 5.3 Teaching will be responsive to the variety of learning styles found amongst students.
- 5.4 Teaching will be fun, will encourage innovation and excitement and will also allow explicit time for reflection.
- 5.5 The Academy will seek to deliver consistent and well-prepared teaching so that all students know exactly what to expect.

6 **A Rich and Challenging Curriculum**

- 6.1 The curriculum of the Academy will be designed to ensure that every student has a toolkit of skills to enable him or her to have success in life and work. It is important to the Academy that no student is directionless.
- 6.2 There will be a strong focus on the fundamentals of literacy and numeracy.
- 6.3 The focus will be on depth and quality within each learning area or subject. To meet individual learning needs, learning may be extended both in quantity and quality within those learning experiences.
- 6.4 The curriculum will have a strong focus on the development of core skills such as reading, writing, IT, communication, number work, etc. Students, parents and staff will know what it is that each student is expected to be able to do.
- 6.5 The curriculum will have a strong focus on the skills required by all students to prepare them to live in society, to develop an enterprising attitude to work and to keep on and enjoy learning as they grow older.
- 6.6 The key overarching skill, which enables every student to learn how to learn effectively, will be strongly emphasised at all stages.

7 **The Best in Everyone**

- 7.1 Each and every student, parent and member of staff will be welcomed and valued as a full member of the Academy community.
- 7.2 All children are capable of achieving success. The Academy will work in partnership with students and parents to ensure that high expectations are set for all.
- 7.3 There will be an emphasis on what each student can already do and where their interests and ambitions lie rather than on age or ability as a means of deciding together whether a student can have access to a learning opportunity.
- 7.4 The personalised learning programme will make sure that each student's individual potential is fulfilled. Close individual monitoring and tracking goes hand-in-hand with this focus on the individual's learning needs.

8 **Technology for an Information Age**

- 8.1 Information and communication technology is a fully integrated and ever-changing tool throughout all aspects of the work of the Academy.
- 8.2 Technology is valuable and essential to enhance learning in the classroom, for use when students work together in groups and for individualised learning.

8.3 Technology will be used throughout the Academy to simplify and reduce time on routine tasks. Part of this focus will be through the use of technology to increase productivity for staff and students – more students learning more with increased value for money and time.

8.4 The curriculum will address the need for students to be equipped to thrive in a technology-rich world.

9 **Maximising time and opportunities**

9.1 Young people have one chance to benefit from their time and opportunities in school. It is important not to waste these resources.

9.2 The fundamentals of literacy and numeracy will be given priority in terms of time and opportunities.

9.3 Because learning doesn't happen only during class time, the effective use of resources may extend beyond the school day and school term, may include other modes of learning and may involve a range of people.

9.4 Resources may be maximised through the use of a flexible range of learning groups including individual learning, collaborative groups, classes and combined classes.

9.5 A range of people as well as teachers may be involved in the learning process. Teachers will, however, take the lead in the organisation and management of teaching.

9.6 The Academy represents a rich resource for the local community as well as for students and parents. It is important to the Academy that this resource is used to the full.

10 **A Partnership for Families**

10.1 Families share with the Academy the wish for the best for their child. Academies seek to honour that family commitment.

10.2 The full involvement of the family in education of each student will be encouraged, valued and, where necessary, supported in order to increase the effectiveness of the learning process.

10.3 The Academy will set out clear expectations for the partnership between each family and the school. Parents will be required to agree to the partnership statement.

10.4 The Academy is committed to the creation of opportunities for members of the family to learn.

11 **A Professional Environment for Staff**

11.1 The Academy will seek to develop a strongly professional culture in which high expectations are set for all staff and everyone is able to achieve their personal best.

11.2 All staff will be expected to inspire confidence, to be positive role models and to earn the respect of students and their parents.

- 11.3 Teachers are the professional leaders in the learning process but contributions from all adults are valued. The Academy recognises that the role of the teacher is changing through the use of ICT and through the increasing professionalisation of support staff within the Academy.
- 11.4 Everyone in the Academy has a collective responsibility for the success of the organisation. Teachers are accountable for learning outcomes – results in subject areas, student skill development, etc.
- 11.5 Ongoing professional development is an entitlement and a requirement for all.
- 11.6 The Academy is committed to providing staff with positive working conditions and to monitoring levels of job satisfaction to make sure that staff feel happy, valued and fulfilled.

12 Academy Structures which support Achievement

- 12.1 The Academy will demonstrate a clear and ambitious purpose which can be summed up in the two phrases: “The Best in Everyone” and “Learning Together”
- 12.2 Strong leadership is essential for success. The Principal will be expected to have the drive and ability to lead and inspire others, to motivate and manage high quality performance and to create a good team spirit.
- 12.3 All adults and students are acknowledged as contributing to the learning process. There are distinctive roles within the Academy but all staff are valued for the part they play in helping students achieve their personal best.
- 12.4 All adults – staff, parents and governors – and all students are learners and all learn together. All staff are involved in continuing professional development and training.
- 12.5 Staff and students are accountable for their actions and for outcomes.
- 12.6 The Academy will make sure that communication is clear and that staff are accessible.
- 12.7 As far as possible, the jargon of education will be replaced with plain language in order to breathe new life into the learning process.

13 Investment where it makes a Difference

- 13.1 The Academy will seek to give priority to achieve the highest possible quality of teaching and learning. This will be achieved through investment in:
- 13.2 Ongoing professional training and development;
- 13.3 The recruitment and retention of high quality staff throughout the Academy, particularly at the leadership level;
- 13.4 State of the art technology;
- 13.5 Buildings that are attractive, practical and inspire those working in them.

ULT CHRISTIAN ETHOS STATEMENT



- 1 The Christian faith acknowledges the value and uniqueness of every human being regardless of gender, age, ethnic origin, creed or sexual orientation. It teaches the importance of love, respect, forgiveness and the need to work for peace and justice. We believe that true education must encourage the mental, physical and spiritual development of each student. Whilst the Christian faith is the majority culture with historical roots in Britain, we also acknowledge that we are a multi-faith and multi-cultural society. We honour and respect the position of those of other faith traditions and cultures, and welcome the contribution that they bring to our schools.
- 2 The ethos of all our schools is a core principle underpinning and permeating all that each school seeks to undertake and achieve. The objects of the Trust call for a liberal practical and general education and set out clearly the place given to the teachings of Christianity principally as are found in the Church of England but sensitive also to the teachings, attitudes and practices of other Christian denominations. This has been interpreted over a long period as being of a mainstream nature, inclusive and tolerant. It does not embrace extreme views and does not set out to evangelise: it is much more an expression of service to the local community.
- 3 The interpretation of this underpinning principle within an Academy and its community requires sensitivity, respect and tolerance. The aim for the Academy is that it will be a place of learning with a clear spiritual and moral dimension. Whilst the Christian faith will be the starting point and the central focus for the ethos of the Trust and the Academy, the beliefs and practices of other faiths will be valued and respected. It is hoped that parents and students of all faiths and of none will find the Academy a welcoming community.
- 4 The leadership of the Academy will require that the Principal, key members of the teaching staff and local governors are able to support its ethos. Of importance also will be the requirement that governors and key leaders within the school recognise and value the contribution that other religions can also make to the development of young people's spiritual and moral education.
- 5 With respect to the employment of the Principal, it is expected that the successful candidate, in order to lead an Academy with a clear Christian ethos, will be able to demonstrate their ability to do so and their sympathy with it. There will need to be a genuine desire to do so in a way that is thoughtful, creative and sensitive. While the Principal is likely to be inspired by a personal Christian faith and is equally likely to be a communicating member of the C of E or another mainstream branch of the Christian church, this will not be mandatory.

- 6 The expression of the ethos within the school must be both explicit and implicit. The Principal of the Academy will, for example, ensure that
 - 6.1 All students (subject to the right of parents to withdraw their child) will participate in a daily act of collective worship wholly or mainly of a broadly Christian character. The teachings of the Bible and other texts including hymns and prayers will be central to the acts of collective worship.
 - 6.2 The Principal, other members of the leadership team and the Head of RE take a direct role in the design and delivery of acts of collective worship.
 - 6.3 RE is taught throughout the Academy to all students (subject to the right of parents to withdraw their child). The curriculum model followed by the Academy will give priority to the teachings of Christianity but will, as well as teaching the facts about the other principal world religions, treat other faiths with respect. It is likely that other faith leaders will be invited to participate in assemblies, especially on days when they celebrate their own important festivals.
 - 6.4 The Academy participates actively in the work of the SACRE (Standing Advisory Council for Religious Education) in the Local Authority. Whilst the Academy may decide to adopt a different syllabus from that set down as the Agreed Syllabus for the Authority, it is expected that there would be substantial areas in common between the two.
 - 6.5 The principal festivals of the Christian year (e.g. Christmas, Easter) and other major events in the school year (e.g. the start of the school year, the opening of a major new building) are marked by an appropriate act of collective worship.
 - 6.6 Pupils, teaching and support staff and parents have appropriate voluntary access to a Christian priest or minister if and when that is required. This provision may mean that the school employs a chaplain; on the other hand, it may mean that the school develops links with a neighbouring church or churches, or just has contact with an ordained person. The need for such access may be particularly important at times of personal, community or national celebration or crisis.
 - 6.7 We will endeavour to provide appropriate spiritual care to those of other faith traditions and to provide separate worship facilities if required.
 - 6.8 There is space in the Academy set aside for spiritual reflection and quiet contemplation. It may be that this space is designed as a multi-faith area; on the other hand it may be appropriate to have more than one facility for example, a Chapel and a prayer/quiet room.
 - 6.9 Students are encouraged to support local charities and community projects with their time, talent and contributions.
- 7 The characteristics of the ethos – values such as truthfulness, generosity, loyalty, courage, a sense of purpose and the resolve to achieve – will find expression in the life of the school. In particular, it is expected that such values will underpin the aims,

objectives, shared values, policies, rules, codes of conduct, rewards and sanctions of the Academy. All this should lead to happiness and a sense of joy. Teachers have a special place in encouraging students to acquire these characteristics.

- 8 It is recognised, understood and welcomed that teaching and support staff will come to the Academy with a variety of faiths, beliefs and backgrounds. Against this background, however, staff will be required to agree to uphold the Christian ethos of the school as set out in this statement.
- 9 As part of the recruitment process, all potential staff will be introduced to the vision of the Trust “The Best in Everyone” and to its Christian Ethos as set out in this statement. This vision and the ethos are underpinned by activities such as participation in collective worship, commemorative events and the celebration of, amongst others, Christian festivals. As a consequence all staff are encouraged to attend such activities and feel comfortable in doing so. If a situation arises, in which a member of staff feels they are unable to participate in these events as a result of religious sensitivities, they are advised to discuss this matter with the Principal in private. The Trust will endeavour to respond in a sensitive and respectful manner.
- 10 No teacher will be required to teach Religious Education without his or her full agreement.



UNITED CHURCH SCHOOLS TRUST/ UNITED LEARNING TRUST

GUIDANCE FOR APPLICANTS

The application form, as opposed to a curriculum vitae (CV), is used to ensure that information is presented in a standardised format and that only the details that we require are provided. This ensures that all applicants are treated fairly and equally.

As the information contained on the form is used during the selection process, it is essential that you complete all sections as fully as possible. If there is not enough space provided on the form, please continue on a separate sheet of paper rather than attaching a CV. On each additional sheet that you use, please write your name and the post applied for, together with the section that you are answering.

- Please complete this form in black or blue ink or typescript as parts of it may be photocopied.
- If any section does not apply to you, please write N/A.

The following notes are intended to assist you with the completion of the application form:

Personal Details

In completing this section, please do not provide your first name. Only your initials are requested on the application form to ensure that your gender is not available to the selection panel prior to interview.

Your forename is requested on the Applicant Monitoring Form which will not be passed to the selection panel.

Current Employment

This section requests the details of your current employment. You should:

- Provide a brief description of the duties and responsibilities held during this employment.
- Include any duties that you consider to be of particular relevance to the position for which you are applying.
- Provide the name and address of your present employer.
- Provide details of your current salary or rate of pay.
- Indicate how much notice you are required to give to your current employer.
- If you are not currently employed, please mark the section N/A.

Employment History

- Provide details of all previous employment, including that of a voluntary nature. The information should be provided in date order, starting with the most recent and working back.
- Include the dates of employment, a brief summary of your responsibilities in the role, your final salary and reason for leaving.
- Please do not include details of your current employment in this section.

Education

Provide details of the secondary school(s) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.

Further Education

- Provide details of the college(s) or university(ies) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.
- Please attach photocopies of documentary evidence of your qualifications.

Professional and Vocational Qualifications

- Provide details of technical, professional and occupational training.
- Provide details of relevant training, apprenticeships, articles, evening, full-time day or day release courses, correspondence courses or company courses.
- Please attach photocopies of documentary evidence of your training or qualifications.

Personal Statement

Use this section to provide relevant information about yourself and how you meet the criteria detailed in the person specification for the role. Your Personal Statement should be no longer than two side of A4 sized paper.

Referees

- Please provide the details of two people who may be approached for a reference.
- If you are employed, one referee must be connected to your current employer, i.e. your line manager. Teachers should give their current Head as a referee.
- Where you have previously worked with children but are not currently doing so, please provide reference details in respect of the last employer for whom you worked with children.
- If you are a college or school leaver, please give details of a teacher or tutor.
- A suitable second referee would be a previous employer, business associate or leader/organiser of a voluntary organisation.
- Personal referees, such as friends, family or those with whom you have any other significant relationship, are not suitable.

Please note that references may be sought prior to interview.

Personal Relationships

Please provide the name and position of any relative, friend or acquaintance employed or associated with United Church Schools Trust/United Learning Trust.

Declaration

Please ensure that you read this statement and that you sign and date the application.

Applicant Monitoring Form

Please complete this form to facilitate applicant monitoring. This form will be removed from your application form as soon as we receive it and will not be used as part of the selection process.

Confidential Disclosure

By virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, Section 4(2) of the Rehabilitation of Offenders Act does not apply to this application as the post involves substantial opportunity of access to children. This means that you may not withhold information about previous convictions, cautions, reprimands bind-overs or warnings on the grounds that it is otherwise 'spent'.

All criminal convictions must be declared. Failure to do so may result in your application being disqualified or, if discovered after appointment, may be regarded as grounds for dismissal.

If you wish, you may submit information in a sealed envelope, marked for the confidential attention of the Head Teacher/Principal of the School/Academy to which you are applying.