

St. Augustine's Junior C of E (VA) Junior School

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Our Vision:

To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together

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APPLICATION TIMING AND SELECTION PROCESS

Closing date for applications: Friday, July 17th, 9am

Interview dates: interviews are currently scheduled to take place on **Monday, September 14th and Tuesday, September 15th**. The selection process will consist of:

Day 1:

- Leading collective worship (theme communicated at shortlisting)
- Interview with School Council (children)
- Q&A Session with Governors
- Lunch with teaching staff
- Data analysis activity
- Lesson observation session
- Short "tea party" session at end of day

Day 2:

- Full interview and presentation
- If you have any queries or would like to arrange a visit to look around the school before or after applying please contact the Chair of Governors via email:
ifordham@staugustinesjunior.net
- Please obtain an application pack and relevant application form from the Chair of Governors (email address above)
- Submit your application **on the relevant application form, accompanied by a supporting letter of application outlining your suitability** by email to the Chair of Governors:
ifordham@staugustinesjunior.net

St Augustine's Church of England (VA) Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks and references outlined in Keeping Children Safe in Education 2019. Applicants should note that written references will be taken up at shortlisting stage prior to interview.

WELCOME- LETTER OF INTRODUCTION FROM THE CHAIR OF GOVERNORS

Dear Candidate,

Thank you for the interest you have shown in the Headteacher post for St. Augustine's Church of England Junior school.

As our Headteacher moves on to develop her career further afield we are looking for a committed, dynamic replacement who will build on our last "Good" Ofsted, enhancing our curriculum and teaching strategies to lead us to "Outstanding." Whilst the school is small compared to some, we are big in aspirations for our children.

We are a junior school, year groups 3-6 with approximately 230 pupils. Many of our children come from the local area, and the school is one of the oldest in Peterborough, having been in existence for over 200 years. On one hand, we see many families returning to us across generations creating a loyal and friendly community spirit. At the same time, I am personally proud of the way in which over recent years we have integrated children from different ethnic backgrounds into a strong Christian community. One of the school's major achievements has been to successfully meet the educational needs of a diverse cohort of children, many of whom are EAL, whilst continuing to maintain high academic standards and adhere to our school ethos. The mix of students is a strength and enriches the school and its atmosphere.

As a church school one of our priorities is for our Headteacher to maintain, promote and advance the Christian ethos of the school and ensure its focus is at the heart of all school life.

The Headteacher needs to be passionate about working with an experienced and supportive teaching team, developing their skills to the advantage of the children, whilst enriching the education environment. The children work hard, are polite, well-mannered and like to be included in the running of the school. The post is not just about school leadership, it places major emphasis on ensuring that every child really does matter.

The partnership of the Headteacher and governing body requires excellent communication and a shared view of the strategic decisions required.

Within this pack you will find:

- Details of application timing and selection process
- Welcome letter from outgoing Headteacher
- Details of the school
- Views from pupils and staff
- Job description
- Person Specification
- Application Form

More information about our school, and a link to our most recent Ofsted report can be found on our school website: <https://staugustinesjuniorschool.co.uk/>

I hope that as you read the contents of the pack, you will feel that St Augustine's is a friendly, welcoming place and a place you would like to be part of.

If you have any queries or would like to arrange a visit to look around the school please contact the Chair of Governors by email at: jfordham@staugustinesjunior.net

The vacancy is for a Headteacher to start from January 2021. The Starting Salary will be in respect of: L12 – L19. **Your application form should be completed with reference to the Job Description and Person Specification and we ask that you limit your further information to a single A4 page.** The selection panel will take into account the qualifications and skills of each applicant as well as experience and personal attributes.

Applications should be submitted, **accompanied by a supporting letter of application** outlining your suitability for the role by email to the Chair of Governors: jfordham@staugustinesjunior.net

The closing date for applications is **Friday, July 17th at 9.00am**. Any applications received after this date will not be accepted. Short listing is due to take place in the days following. Candidates selected for the shortlist will be notified as soon as possible following that date, unsuccessful candidates will also be notified.

Interviews are scheduled to take place on **Monday, September 14th and Tuesday, September 15th**

St Augustine's Church of England (VA) Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check as well as other pre-appointment checks and references outlined in Keeping Children Safe in Education 2019. Applicants should note that written references will be taken up at shortlisting stage prior to interview.

Yours Sincerely,

James Fordham,
Chair of Governors



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WELCOME- LETTER OF INTRODUCTION FROM THE CURRENT HEADTEACHER

Dear Applicant,

Thank you for expressing an interest in the post of Headteacher at St Augustine's CE(VA) Junior School.

I joined the school almost 22 years ago as Literacy Lead and during that time have also been SENDCo, Deputy Head and more recently Headteacher since 2015. It is with some regret that I leave this caring and supportive school to develop my career closer to my family in a different part of the country.

St Augustine's is a diverse community united by respect for each other and our Christian Vision and Values which underpin all that we do. As a result, our children behave very well and are good learners.

The staff and governors at St Augustine's are a wonderful team, passionate about making a difference, have a shared vision for school improvement and support each other incredibly well. It has been an absolute privilege to work alongside them and I will miss them, and the school, very much.

We have very high expectations of ourselves and each other here, and together we have made huge improvements, but there is much still to do on our journey to excellence.

If you are a leader excited by these opportunities, I do hope that you will consider applying for this post, and I wish you every success.

Nicola Pierce, Headteacher



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SCHOOL OVERVIEW AND CONTEXT

2019 KS2 SAT RESULTS IN LINE WITH NATIONAL FOR EXS+, AND ABOVE FOR GPS

PROUD TO BE A CHURCH SCHOOL SERVING A DIVERSE COMMUNITY

THE PERCENTAGE OF SEND PUPILS AND THOSE WITH EHC PLANS IS ABOVE AVERAGE (22%)

30 DIFFERENT LANGUAGES SPOKEN IN SCHOOL

A WIDE VARIETY OF AFTER SCHOOL CLUBS OFFERED

HIGHER THAN AVERAGE NUMBERS OF PUPILS ELIGIBLE FOR FSM (32%)

HIGHER THAN AVERAGE NUMBERS OF EAL PUPILS (35%)



We aspire to give each and every child at St Augustine's access to a fantastic range of opportunities and experiences, whether this is related to music, art, drama, sport or the environment. The school provides much more than a basic educational diet. The Department for Education and Science and other agencies have recognised this fact with various accolades. For example, in 2019 we were the first faith school in Peterborough to be awarded a Peterborough Eco Education award by the Peterborough Environment City Trust. We have also recently attained "Forest School" status from the Forest School Association.

Whilst these awards celebrate the enthusiasm and commitment of the pupils, they also indicate the dedication of all the staff at St Augustine's Junior School. We are so fortunate to have such a wonderful set of teachers and helpers and a committed board of Governors, who support the school in so many ways. Our parents are frequent visitors to the school, attending school functions and events, encouraging our youngsters to do their very best.



Ethos and aims of St. Augustine's Junior School

We are a Church of England School, whereupon our foundation and ethos is built on the understanding and values of the Christian faith. Our key aims are to achieve and encourage hope, justice, forgiveness, peace, compassion, love, courage, self-sacrifice and service in all our children and members of staff. Our vision is to fulfil potential in a caring, Christian environment by sharing the joys of learning, discovering talents and celebrating success.

Where you will find the school and details of the school and grounds

You will find our school in Woodston, which is located in the multi-cultural diverse area south of the City Centre of Peterborough. We are fortunate in being located off a quiet residential road and having the school grounds surrounded by fields and wooded areas which very much gives the feeling of being located in the countryside, whilst being a City Centre school.

The school was built in 1973 and has been renovated and extended since its original conception. As of 2010, all the major building improvements works were completed, which included a Multi-use Games Area (MUGA) and a new sports hall with a built-in projector and sound system opening up its uses to a far wider variety of activities. We therefore benefit from having 2 well-sized halls and a large playing field. The school further has a woodland area which was developed as part of the ECO initiative at the school played a key role in the school recently attaining 'Forest School' status.

The Church of St. Augustine's



As a Church of England school, we are closely linked to St. Augustine's Church on Oundle Road which is adjacent to the school. Reverend W Gammon is a frequent visitor to the school and provides religious and moral guidance to children and staff. Often, class assemblies and significant school events are held and celebrated in Church.

Organisation of classes

There are two classes for each year group. Lower School is made up of 4 classes, 2 classes consisting of children from years 3 and 2 classes from year 4 children. Similarly Upper School is made up of 4 classes, 2 each for years 5 and 6 children. Both

Lower and Upper Schools have a lead teacher. We also run a 'House' system, being the following Saints: John, Mark, Peter and Luke and each child is allocated to a House. The Houses take precedence when the children are having enrichment activities; special events such as 'Sports Day' are taking place and the lunchtime rota for lunchtimes is run by House.



Staffing (teaching and support staff)

The dedicated team at St. Augustine's is made up of eight full time teaching members of staff, equally split between Lower and Upper Schools. There is a strong team of Teaching Assistants and two full-time Higher Level Teaching Assistants supporting learning in the classroom. We are fortunate to have two highly skilled members of staff leading on literacy and numeracy, supported by an experienced and resourceful Senior Leadership Team. There is a staff meeting held weekly where recently, peer coaching has been rolled out and is being actively encouraged and promoted throughout the school.

Governing Body

As a Church of England Voluntary Aided (VA) Junior School the governors are the school's employers and not the Local Authority. The governors are a critical friend and provide challenge and strategic direction to the school. They meet at school at least once every term where the Head teacher reports on past activities and future programmes. Matters relating to health, welfare and safety and to the efficient running and upkeep of the school are dealt with and general school policies and finances are discussed, agreed and planned.

The Governing Body consists of the Chair, James Fordham, Vice Chair, David Kingdom, Parent and Staff representatives and Foundation Governors. There is also a Diocesan representative, Reverend W Gammon, along with a Clerk who minutes all meetings held.

Parental Partnership

We value fostering a healthy working partnership with parents and carers in nurturing and developing our children throughout their time here with us at St. Augustine's Junior School. We believe homework consolidates and reinforces key skills and understanding in numeracy, literacy and other curriculum areas. It helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fosters an effective partnership between home and school. We value the support of parents/carers and we believe that this approach will only be successful if there is a strong partnership between home and school.

Community links and links with other schools

We strive to create and develop community relationships at all opportunities and have close links with the Green Backyard, a vibrant community growing project in the heart of Peterborough, and the Peterborough Regional College, which runs parent/carer learning courses in the school setting. Further, we have vibrant links with Brewster Avenue Infant School, which is found aside our school and is the main feeder school for our year 3 children.

Ofsted summary

The last Ofsted inspection was in July 2017 and the school was rated as 'Good' in all key areas (please see extract below and link to full report): <https://staugustinesjuniorschool.co.uk/info-centre/ofsted-report/>

Our school was considered good for the following reasons:

- The high aspirations of the new headteacher and senior leadership team have ensured that the school continues to be good. The school is well placed to improve further.
- The school has a caring, inclusive ethos. In this safe, stimulating environment, pupils thrive on the wide range of curricular and enrichment activities provided for them. The many new arrivals settle into school life quickly.
- Governors are well informed about the work of the school. Together with senior leaders, they produced a robust action plan which has contributed to rapid improvements in teaching and learning and pupils' outcomes this year.
- Pupils' achievement at the end of Year 6 declined in 2016. New approaches to teaching and learning are enabling current pupils to make good and better progress in reading, writing and mathematics so that pupils' achievement is now improving swiftly.
- Attendance is above the national average because pupils enjoy coming to school.
- Pupils do not always use their knowledge of spelling, punctuation and grammar to support improvement in their writing. Younger pupils have fewer opportunities to develop their literacy skills across the curriculum.
- Pupils' behaviour is good and they show positive attitudes to learning.
- Vulnerable pupils, including those who have special educational needs and/or disabilities and those who are disadvantaged, are looked after well. Staff ensure that these pupils receive the support they need to make good progress from their individual starting points.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are tolerant and respectful of different cultures and beliefs.
- A focus on improving pupils' fluency of reading and understanding of challenging texts is developing pupils' reading skills well.
- The most able pupils, including the most able disadvantaged pupils, are not consistently challenged to enable them to reach the higher standards, particularly in writing.
- Standards in mathematics are lower than those in English but are improving quickly. Teachers have focused on improving pupils' reasoning skills this year. In some classes, teachers do not give pupils enough opportunities to apply their new reasoning skills in other contexts to deepen their understanding.

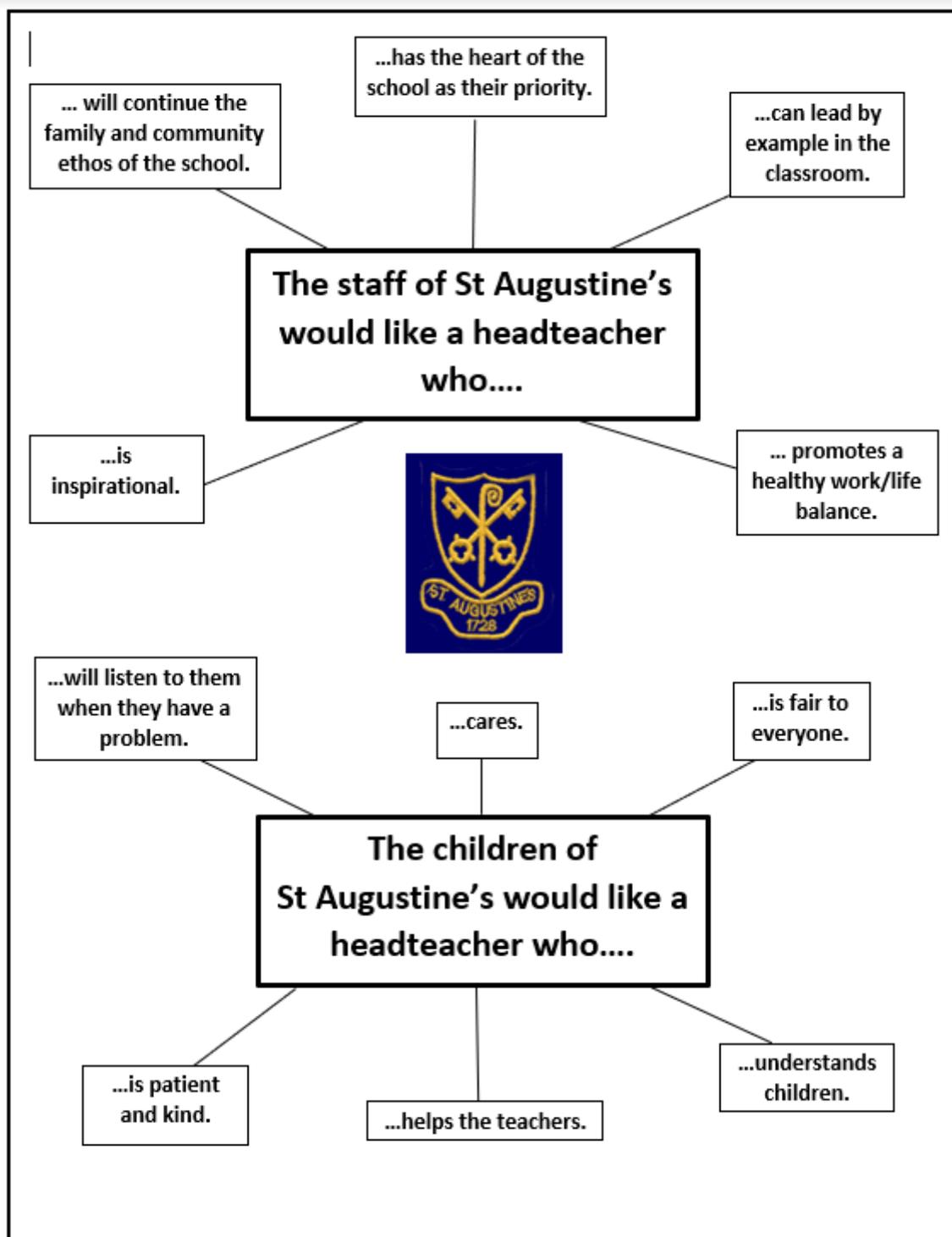
We are looking for a Headteacher who can lead us on this journey to 'outstanding'.

Performance results

The school achieved strong results in 2019 KS2 SATs tests, which compare well against other Local Authority scores and National expected levels.

Reading, Writing and Mathematics Combined	National (LA)	St Augustine's
Expected Level+	65% (55%)	61%
High Level	11% (7%)	9%
Reading	National (LA)	St Augustine's
Expected Level+	73% (63%)	75%
High level	27% (20%)	26%
Grammar, Punctuation & Spelling	National (LA)	St Augustine's
Expected Level+	78% (71%)	79%
High Level	36% (28%)	44%
Writing	National (LA)	St Augustine's
Expected Level +	78% (70%)	74%
High Level	20% (12%)	9%
Mathematics	National (LA)	St Augustine's
Expected Level +	79% (72%)	75%
High Level	27% (21%)	19%

VIEWS FROM PUPILS AND STAFF



JOB DESCRIPTION

Post Title: Head teacher
Grade: L12-L19
Responsible to: The Governing Body

The criteria set out below are taken from the National Standards for Head teachers and the current School Teachers' Pay and Conditions Document. Also included are statements that take account of guidance set out in current Safeguarding Children guidance.

MAIN PURPOSE OF THE ROLE

- To provide leadership, management, internal organisation and control of the school, achieving high standards in all areas of the school's work.
- To maintain and seek to continuously improve the high quality education provided to all pupils via a positive learning environment.
- To continue to lead the school's self-evaluation and to review and implement the school development plan.
- To promote and safeguard the welfare of children for whom the school and Governing Body is responsible and those with whom they come into contact.
- To review performance, raise expectations and work closely with staff, parents, governors and the Local Authority.
- To actively promote the Christian ethos of the school and its relationship with the Church and Diocese.
- Carry out the duties of a head teacher as set out in the School Teachers' Pay and Conditions Document
- A head teacher willing to maintain a partial teaching commitment would be preferred.

STRATEGIC DIRECTION AND SHAPING THE FUTURE

- Ensure that the vision for the school, including its distinctive Christian character, is clearly shared, understood and acted upon effectively by all.
- Demonstrate the vision and values in everyday work and practice.
- Work with the school community to translate the vision into agreed objectives and plans which will promote and sustain school improvement.
- Motivate and work with others to create a shared culture and positive outlook based on an environment of encouragement, support and challenge where all staff and pupils can achieve their potential in a positive learning environment.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community.
- Ensure that educational best practice is evaluated and implemented as appropriate.

LEADING TEACHING AND LEARNING

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Develop and implement effective assessment procedures and systems to ensure continuous improvement.
- Ensure that learning is at the heart of strategic planning and resource management.

- Monitor, evaluate and review classroom practice and develop and promote improvement strategies.
- Develop, embody and articulate high expectations and set and monitor stretching targets for the whole school community.
- Create a culture in which effective learning and high standards of achievement and behaviour are promoted and expected.
- Challenge underperformance and ensure that there is effective corrective intervention and follow-up monitoring.
- Determine, organise and implement a diverse, flexible curriculum that reflects the Christian character of the school and implement an effective assessment Framework
- Determine and ensure the implementation of a policy for the pastoral care of the pupils while ensuring that the standard of behaviour and attendance of the pupils is acceptable.

DEVELOPING SELF AND WORKING WITH OTHERS

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture which is underpinned by its Christian ethos.
- Continue to strengthen the collaborative learning culture within the school and actively engage in further developing links with other schools.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of teams and individuals.
- Report to the Chair of Governors regularly on the professional development of all teachers at the school and advice the Governing Body on the adoption of effective procedures to deal with issues regarding performance management.
- Regularly review own practice, set personal targets and take responsibility for own personal development. Manage own workload and that of others to promote an appropriate work/life balance.

MANAGING THE ORGANISATION

- Develop, motivate and lead a committed staff of teachers, teaching assistants and support staff through effective use of their expertise.
- Create an organisational structure that reflects the school's Christian values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Work with the Governing Body and staff to manage the preparation, implementation and monitoring of the school improvement plan.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities and proactively seek further funding opportunities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals for the school.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and all health and safety regulations.

SECURING ACCOUNTABILITY

- Develop a church school ethos underpinned by Christian values that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Governing Body, providing information and accurate accounts of the school's performance to a range of audiences including governors, parents and carers.
- Liaise and co-operate with the officers of the Local Authority, reporting as required on the discharge of head teacher functions and seeking advice when necessary.

STRENGTHENING COMMUNITY

- Engage with the internal and external school community to secure quality and entitlement of provision for all pupils.
- Collaborate with other schools in order to share expertise and bring positive benefits to this school and other cluster schools.
- Collaborate, at both strategic and operational levels, with parents, carers and across multiple agencies for the well-being of all children.
- Engage with the local church and wider community to build partnerships, share resources, promote collective events and ensure advocacy for children.

SAFEGUARDING

- To take the lead responsibility for promoting and safeguarding the welfare of children within the school.
- To provide advice and support to staff, liaising with the local authority and work with other agencies in order to ensure child protection concerns are dealt with promptly and effectively.
- To work with the governing body to ensure safeguarding policies and procedures are fully implemented and adhered to by all staff.
- To ensure there is a designated person for safeguarding/child protection matters and that all other members of staff discharge their duties in regard to safeguarding/child protection effectively.
- To ensure all members of staff and visitors are confident to raise concerns about poor or unsafe practice with regard to children, and such concerns are handled sensitively and effectively in accordance with appropriate procedures.

Additional requirements

This job description outlines the main duties of the post but does not exclude other duties which may be undertaken to ensure efficient operation for the school. Other duties required will be consistent with those listed above and appropriate to the title of the post.

PERSON SPECIFICATION

HEADTEACHER PERSON SPECIFICATION			
Attributes	Essential	Desirable	How Tested
Qualification and Training			
Education	Qualified Teacher status. Degree or equivalent. Evidence of CPD.	Higher degree qualification. Recognised management qualification. NPQH.	Application Form
Professional Development	Evidence of sustained participation in CPD, especially school management programme or similar. Experience of working with other schools/agencies. Experience of leading CPD.		Application Form
Experience			
Teaching	At least 5 years classroom teaching experience. Experience of leadership at Deputy Head or Head teacher level.	Experience of working in a church school.	Application Form Interview
Driving Improvement	Proven success in tackling underperformance. Experience of using performance management to drive improvement in teaching. Ability to analyse, present and use data to drive improvement.		Application Form Interview
SEND	Experience of inclusion and SEND provision in primary school.	Experience of working with other agencies to deliver SEND provision.	Application Form
Resources	Experience of managing and/or coordinating staff. Ability to use IT in a professional capacity. Ability to set a school budget.	Experience of appointing and inducting staff. Experience of IT systems for resources and budget management.	Application Form Interview
Knowledge and Understanding			
National	OFSTED awareness,	Recent	Application

Frameworks	<p>awareness of current developments in education and the implications of these. Understanding of current processes for performance management.</p> <p>Knowledge of SEND code of practice and its implementation.</p>	<p>experience of OFSTED inspection and its follow up</p> <p>Experience of Section 48 inspection.</p>	<p>Form Interview</p>
Teaching and Learning	<p>Practical understanding of effective teaching and learning strategies.</p> <p>Experience of monitoring and evaluating teaching.</p> <p>Experience of implementing strategies to promote equality, understanding of diversity and SMSC development.</p>		<p>Application form Interview</p>
Standards	<p>Knowledge of characteristics of an effective school.</p> <p>Have implemented strategies to raise pupil achievement, manage behaviour and prevent discrimination.</p>		<p>Application Form Interview</p>
National Curriculum	<p>Understanding of planning of a broad based and balanced primary curriculum which prepares children for life in the modern world.</p>		<p>Application Form Interview</p>
Parents and Community	<p>Understanding of the role which can be played by parents, the church and the community in raising standards.</p>	<p>Experience of working directly with parents to raise standards and involvement with the church and local community.</p>	<p>Application Form Interview</p>
Governance	<p>Understanding of the role and responsibilities of Governors.</p>	<p>First-hand experience of work with Governors.</p> <p>Experience of/or awareness of the role of the church Diocese in schools.</p>	<p>Application Form Interview</p>
Skills			

Leadership	<p>An aspirational confident leader with the ability to provide clear vision and command respect. Incisive and clear strategic thinker.</p> <p>Ability to develop effective working relations with the governing body.</p> <p>Ability to motivate pupils and staff.</p> <p>Ability to delegate responsibility, set high standards and provide a focus for improvement.</p>		Application Form Interview
Management	<p>Ability to drive change in a school, and monitor and evaluate its impact.</p> <p>Ability to play a leading role in implementing a school Development Plan and Action Plan.</p>		Application Form Interview
Relationships	<p>Ability to establish and develop good relationships with all involved in the school, showing a willingness to collaborate with all stakeholders, including the church and wider community.</p>		Application Form Interview
Interpersonal and Communication Skills	<p>Ability to communicate effectively in writing and orally with people at all levels.</p> <p>Flexible and approachable.</p> <p>Demonstrate emotional resilience in working with challenging behaviours and attitudes.</p>		Application Form Interview
Attitudes			
Education Philosophy	<p>A commitment to raising achievement through partnership with stakeholders.</p> <p>A commitment to the value of the church school ethos and a willingness to develop it.</p> <p>High expectations of all with a determination to progress school improvement and a desire to fulfil each child's potential within a caring and supportive ethos.</p>	Has a personal Christian faith.	Application Form Interview



St. Augustine's Junior C of E (VA) Junior School

Employment Application Form: Headteacher

editable version also available from Chair of Governors:
jfordham@staugustinesjunior.net

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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

Vacancy Job Title	Headteacher. St Augustine's Junior
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Part 1: Information for Shortlisting and Interviewing

Initials: _____ Surname or Family Name: _____

Letter of Application

Please enclose a letter of application. Please refer to the applicant information pack which may include instructions on how to complete the letter of application.

Current/Most Recent Employment: If Teaching

Name, address and telephone number of school:	
Type of school:	Boys: <input type="checkbox"/> Girls: <input type="checkbox"/> Mixed: <input type="checkbox"/>
	Age range: _____ Number on Roll: _____
Type of school: (E.g. Community, Aided, Academy, Foundation, Free School, Independent, etc.)	
Job title: Please enclose a copy of the job description	
Subjects/age groups taught:	
Date appointed to this post:	
Salary:	
Date available to begin new job:	

Please enclose a continuation sheet if necessary.

Secondary Education and Qualifications

Examinations passed	From	To	Subjects and grades
'A' level or equivalent			
Other (please specify)			

Higher Education

Name and address of university, college and/or university education department	Dates		Full or part-time	Courses/subjects taken and passed	Date of examination and qualifications obtained	Age groups for which trained
	From	To				

Professional Courses Attended and/or Delivered

Please list relevant courses attended/delivered in the past 3 years.

Subject and organising body	Trainer or trainee	Date(s)	Duration

National Professional Qualification for Headship (Please give details)

From 8th February 2012 the NPQH became optional for an appointment as a Headteacher in a school. Nevertheless, prospective employers are entitled to prefer candidates with NPQH.

Other Relevant Experience, Interests and Skills

Referees

Please provide 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. In the case of serving Headteachers this may be the Director of Children’s Services, Chair of Governors or Trustees. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about all disciplinary offences which may include those where the penalty is “time expired” if related to children. Referees will also be asked whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry. References will not be accepted from relatives or from people writing solely in the capacity of friends.

It is normal practice to take up references on shortlisted candidates prior to interview. This is in line with the most recent version of Keeping Children Safe in Education statutory guidance.

First Referee

Title and name:	
Address and post code:	
Telephone number:	
Email address:	
Job title:	
Relationship to applicant:	

I consent to this reference being requested before interview.

Yes: No:

Second Referee

Title and name:	
Address and post code:	
Telephone number:	
Email address:	
Job title:	
Relationship to applicant:	

I consent to this reference being requested before interview.

Yes: No:

Reference Declaration

In compliance with the General Data Protection Regulation (GDPR), we would like to ensure that you are aware of the data we will collect and process when requesting your references.

Reference requests sent to your referees will ask the referee to confirm as a minimum:

The referee's relationship with the candidate

Details of the applicant's current post and salary

Performance history

All formal time-limited capability warnings which have not passed the expiration date

All formal time-limited disciplinary warnings where not relating to safeguarding concerns which have not passed the expiration date

All disciplinary action where the penalty is "time expired" and relate to safeguarding concerns

Details of any child protection concerns, and if so, the outcome of any enquiry

Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the School will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children

By signing the below I consent to my named referees being contacted in accordance with the above.

Sign:	
Print:	
Date:	

You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer that you wish to withdraw your consent.

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Part 2

Internal Ref. No. _____

This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes.

Personal Information

Surname or family name:	
Forenames:	
Title:	
Current address:	
Postcode:	
Home telephone number:	
Mobile telephone number:	
Email address:	
DfE reference number:	
Do you have a current full clean driving licence? Only applicable for posts that require driving	Yes: <input type="checkbox"/> No: <input type="checkbox"/> N/A: <input type="checkbox"/>
Do you require sponsorship (previously a work permit)?	Yes: <input type="checkbox"/> No: <input type="checkbox"/> If YES please provide details under separate cover.

Compulsory Declaration of any Convictions, Cautions or Reprimands, Warnings or Bind-overs

It is the school's policy to require all applicants for employment to disclose any previous 'unspent' criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions **except** those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance on the filtering of "protected" cautions and convictions which do not need to be disclosed by a job applicant can be found on the [Disclosure and Barring Service website](#).

If you are invited to interview you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview.

In accordance with the provisions of The Childcare Act 2006 and The Childcare (Disqualification) Regulations 2009 and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, there is a requirement on some staff in educational settings to disclose relevant information. This requirement will apply to your application if the post you are applying for is in an Early Years setting with children (from birth until 1 September following a child's fifth birthday) or Later Years childcare (children

above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if you are directly concerned with the management of such childcare.

The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, bind-over order, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a “regulated position” under the Criminal Justice & Courts Services Act 2000.

Prohibition from Teaching

In accordance with the requirements of The School Staffing (England) (Amendment) Regulations 2013, any future appointment is subject to a check with the Department for Education to ensure that you are not subject to a prohibition order or an interim prohibition order.

Data Protection – Data Protection Act 2018 and General Data Protection Regulation 2018 (GDPR)

In compliance with the Data Protection Act 2018 and GDPR, we would like to inform you of the purpose for which we are processing the data we have asked you to provide on this application form. Further information is available in our [\[Privacy Notice\]](#) and [\[Data Retention Policy\]](#) which can be found on our [\[website\]](#).

The person responsible for Data Protection in our organisation is [\[name of Data Protection Officer\]](#) and you can contact them with any questions relating to our handling of your data. You can contact them by [\[name, email/contact number\]](#).

1. The information you have provided on this form will be retained in accordance with our data retention policy.
2. To read about your individual rights and/or to complain about how we have collected and processed the information you have provided on this form, you can contact our Data Protection Officer. If you are unhappy with how your query has been handled you can contact the Information Commissioners Office via their [website](#).

This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

Notes

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a ‘regulated position’. The position you are applying for is a “regulated position”.
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.
- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.
- (d) This organisation is under a duty to protect the public funds it administers, and to this end may use the information you may provide as part of the recruitment process for the prevention and detection of fraud. It may also share this information with statutory bodies responsible for auditing or administering public funds for these purposes.

Declaration

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 14 above, and in particular that checks may be carried out to verify the contents of my application form.

Signature of applicant:	
Print name:	
Date:	

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Part 3: Equality and Diversity Monitoring

This section will be separated from Part 1 and Part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept confidentially and access is strictly limited in accordance with the Data Protection Act 2018, as outlined in section 14.

Ethnicity	Workforce census code		Sexual orientation	Please tick
White	WBRI	British English Welsh Northern Irish Scottish	Bi-sexual	
			Gay Man	
	WIRI	Irish	Gay Woman	
	WIRT	Traveller of Irish Heritage	Heterosexual	
	WROM	Gypsy / Roma	Other	
	WOTH	Any other White background	Prefer not to say	
Mixed	MWBC	White and Black Caribbean		
	MWBA	White and Black African	Gender	Please tick
	MWAS	White and Asian		
	MOTH	Any other Mixed background	Female	
Asian or Asian British	AIND	Indian	Male	
			Transgender	
	APKN	Pakistani	Prefer not to say	
	ABAN	Bangladeshi		
	CHNE	Chinese	Personal relationship	Please tick
	AOTH	Any other Asian background		
Black or Black British	BCRB	Black – Caribbean	Single	
			Living together	
	BAFR	Black – African	Married	
	BOTH	Any other Black background	Civil Partnership	
Other ethnic group	ARAB	Arab	Prefer not to say	
	CHNE	Chinese		
	REFU	Refused/Prefer Not to Say		
	OOTH	Any other ethnic group		
Religion or belief		Please tick		
No religion				
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)				
Buddhist				
Hindu				
Jewish				
Muslim				
Sikh				
Any other religion (Write in)				

Prefer not to say	Disability	Please tick
	Do you consider that you have a disability?	
	Yes - Please complete the grid below	
	No	
	Prefer not to say	
	My disability is:	
	Physical Impairment	
	Sensory Impairment	
	Mental Health Condition	
	Learning Disability/ Difficulty	
	Long standing illness	
	Other	
	Prefer not to say	

