



# **Kendrick School Teacher Application Pack**

**Head of Mathematics  
for September 2023**

**CLOSING DATE: 9am Friday 3<sup>rd</sup> February 2023**

**INTERVIEWS: Wednesday 8<sup>th</sup> February 2023**

**We reserve the right to close the application process early if a suitable applicant applies and is appointed**

# Letter from Ms Christine Kattirtzi, Headteacher

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Dear Applicant

It is my great pleasure to welcome you to Kendrick School. Thank you for your interest in our Head of Mathematics vacancy.

Graded 'Outstanding' in a recent OFSTED inspection, Kendrick School is an 11-18 selective girls' school with academy status. It has a local and national reputation for being an outstanding school and has an impressive record of achievement as a centre of excellence for girls' education. In the last three years, Kendrick has consistently been identified by the Department for Education as being in the top 1% of schools in the country in terms of progress of students between KS2 and KS4, using the Progress 8 measure.

Kendrick is a forward-looking school and grasps the opportunities that present themselves. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is regularly reviewed. All staff are hardworking and dedicated to the school; teaching staff are specialists and experts in their field and are committed to achieving the best for their students. Students are bright, enthusiastic and curious and have a love of learning.

As an outstanding school, Kendrick seeks to work with other schools and organisations and to this end we have excellent relationships with secondary and primary schools within the local area and beyond. As part of Kendrick's Widening Horizons strategic initiative, we actively pursue partnerships with educational schools and businesses in our local area. These associations benefit the students of Kendrick, as well as students in our neighbouring school. We share our good practice and offer opportunities to primary and secondary students in the Reading area. Currently Kendrick is a hub school in the Science Leadership Partnership and provides support and expertise to schools in the teaching of Science.

Kendrick is going through an expansion process and in September 2020 an additional 32 students joined us in Year 7. A further 32 students in Year 7 will be admitted over the next four years until 2024 making the school four form entry by that date. The additional 32 places are prioritised for Pupil Premium students (PPG) and students in the Reading area, called Priority Area 1 in our admissions process. In our Widening Horizons work we are committed to achieving greater participation of students from local Reading primary schools and to this end we have a homework club and provide support for pupil premium children and their families who wish to apply to Kendrick School.

As well as the formal curriculum, students at Kendrick enjoy a rich and varied extracurricular education. The House System provides opportunities for healthy competition with numerous annual house events which are key activities in the school year. House events are coordinated by the Kendrick House Captains and Student Leadership Team who work energetically with staff to support this vital community aspect of the school. School Council is an active student leadership group which discusses and drives change for the students.

Underpinning all that goes on at Kendrick is the superb *Kendrick Community Spirit*. There are excellent relationships between staff and students. Staff give generously of their time and are rewarded by the commitment and dedication of the students. This unique school community is supported by an expert governing body and an active parents' association, the Kendrick Parents' Society. Any day at Kendrick is busy, fun and enjoyable!

As the Headteacher of Kendrick, my vision is to *lead, inspire and make a difference to the lives of girls and young women*. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is. My commitment to the school is to safeguard the core values on which the school is based, extend the excellence of the school and always grasp the opportunities to secure its future.

**Ms Christine Kattirtzi**  
**Headteacher**

# The Maths Department

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Mathematics has a high profile within the school and achieves considerable success. We are a large department with an experienced staff, where the students show a high degree of commitment to, and enthusiasm for, their studies.

## Departmental Aims

The Kendrick Mathematics Department aims to encourage confidence in and enthusiasm for mathematics. We hope that students will develop a real interest in and a fascination for mathematics wherever they come across it, whether in the mathematics curriculum, in other curriculum areas, in everyday use or for recreation.

Our aim is that all students will develop their mathematical potential, that they will be stretched and challenged by their mathematics lessons, but also maintain their confidence in their ability to deal with these challenges.

We aim to provide opportunities for students to learn in a variety of situations and demonstrate their understanding in a variety of ways.

We aim to develop students' mathematical understanding and skills, their ability to reason mathematically and to communicate mathematical ideas.

We also aim to develop personal qualities such as being prepared to tackle the unfamiliar, to think creatively in overcoming difficulties, to persevere, to be willing to check and monitor their own work, to develop systematic working habits and to present work clearly and logically.

We encourage students to participate in mathematical competitions, solve mathematical puzzles, attend mathematical masterclasses and lectures, visit mathematical websites and be aware of the use of mathematics in the world beyond school.

Students are encouraged to reflect on their own learning and to feel responsible for the development of their mathematical skills. They are also encouraged to develop independence in the use of computers and calculators, (and graphic calculators in the sixth form) and to make sensible decisions as to their use.

## Accommodation

The Mathematics block consists of four large purpose-built classrooms, two of which can be opened to give one large teaching space. Many 6<sup>th</sup> form lessons take place in the new 6<sup>th</sup> form block. The classrooms are all equipped with a computer, digital projector and Smartboard. The mathematics software on the school network includes Autograph, GeoGebra and Geometer's Sketchpad. There are dedicated IT rooms available for booking, and two trollies of laptops.

## Examination Courses

### GCSE

The examination board currently used is AQA. All students are prepared for Higher Tier entry and the GCSE examination is taken at the end of Year 11.

### A-level

The examination board currently used is Edexcel.

In year 12, students study year 1 of the new A level Mathematics specification. We also regularly have a large Further Mathematics group who study Mathematics and Further Mathematics concurrently.

In Year 13 students study year 2 of the A level specification. Further mathematics students will study options in Statistics and Mechanics as well as Core Pure topics. In addition, a group of students study for an AS in Further Mathematics which they complete in the year.

There are currently just over 110 students studying maths in Y12 and 90 in Y13.

## Plans for Teaching and Learning

There are Schemes of Work for each year group in Key Stages 3 and 4 which give details of material to be covered, references to the GCSE specification, as appropriate, resources that are available, suggestions as to appropriate use of ICT and a suggested amount of time to be spent on each topic. Staff choose the topics that they will teach each week but will usually follow the order suggested by the Scheme of Work.

## Lesson Structure and Teaching Methods

The three-part lesson is a standard structure for most lessons. Essentially, within a one-hour lesson it consists of

- an oral and mental starter to rehearse, sharpen and develop mental skills, including recall skills, and visualisation, thinking and communication skills (5-10 minutes).
- the main teaching activity (35-50 minutes)
- a final plenary to help students to consolidate key aspects of the lesson and to deepen their knowledge and understanding. (5-15 minutes)
- but the timings are flexible and mini-plenaries may be appropriate during the course of a lesson.

Students are given the opportunity to work individually, in pairs, groups and as a whole class. There is frequent use of individual whiteboards to facilitate quick recall, to share methods and aid discussion. Active learning is encouraged. They are given the opportunity to talk about mathematics with their peers, with staff and to the class as a whole. Both closed and open ended questions and activities are used to enable different modes of learning to take place; for example talking, listening, discussing, doing, observing, reflecting, reading and writing. The activities include practical, investigative and problem-solving tasks. The skills needed to use and apply mathematics are encouraged throughout and links between different aspects of mathematics are frequently reinforced. It is left to the individual teacher to choose the balance between activities in any lesson taking into account the class and the topic guidance given in the scheme of work.

Students are given the opportunity to use books, mathematical instruments, practical equipment, ICT, and both scientific and graphical calculators.

Students in all year groups are given notes and examples when appropriate to aid the learning and revision process. Notes may be given by the teacher or students may be asked to suggest ways of summarising a topic.

## Setting policy for Years 7 – 11

Students are taught in ability groups depending on their attainment and on where they will make maximum progress. New ability groupings are now established in years 7 to 9. In year 10 and 11 there are currently four sets - set A1 and set A2 will both have approximately 30 students, sets BK and BE will be parallel sets and will both have approximately 18 students.

## Mathematic Department Staffing

- Ms Yvonne Le Croisette – Subject Leader – Mathematics and Assistant Head teacher
- Mrs Elizabeth Glaister – Second in Mathematics Department
- Mr Nick Simmonds – Deputy Head
- Mr Will Stride –KS4 Maths coordinator and TLC Year 10
- Mrs Rita Obeng
- Miss Jennifer Parris
- Mrs Hannah White
- Mrs Nicola Trust
- Mrs Prabhleen Kaur
- Mrs Mair Mayers

# Kendrick School – Subject Leader Specification

Please read in conjunction with the Person Specification for a Classroom Teacher

<p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• Lead and organise the work of the department(s).</li> <li>• Hold meetings, set agendas, prepare and follow up minutes.</li> <li>• Plan and organise departmental INSET.</li> <li>• Prepare department handbooks and information to students and parents.</li> <li>• Liaise with SLT, TLCs and others as appropriate for cross-curricular work and for student tracking.</li> <li>• Meet regularly with own line manager and with those whom you line manage.</li> <li>• Support and evaluate the impact of whole school initiatives.</li> </ul>
<p><b>Strategic Planning</b></p>	<ul style="list-style-type: none"> <li>• Lead the development of the curriculum in accordance with national requirements and developments, and with the Kendrick School Development Plan (KSDP). Develop appropriate syllabuses and schemes of work. Ensure the department adheres to agreed school policies and ethos on (for example): student tracking, assessment and teaching and learning strategies, IT.</li> <li>• Plan, monitor and evaluate development plans, team targets and CPD in harmony with KSDP.</li> <li>• Keep up-to-date with relevant curriculum development, subject methodology, pedagogy, local, regional and national initiatives.</li> <li>• Liaise with others to maintain appropriate accreditation with the relevant examination and validating bodies.</li> <li>• Strive to provide a high quality and cost-effective curriculum programme.</li> <li>• Evaluate the impact of initiatives and of CPD.</li> </ul>
<p><b>Management of Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Participate as a department and whole school in the school’s self-review process</li> <li>• Ensure own practice sets a good example for the department in lesson planning and delivery.</li> <li>• Monitor the quality of lesson planning and delivery in the department.</li> <li>• Ensure teachers are clear about the importance of sharing clear lesson objectives with the students.</li> <li>• Provide guidance on the appropriate use of different teaching styles and on providing for different learning styles.</li> <li>• Provide guidance on how to maintain pace, challenge, AfL, differentiation and student engagement in lessons.</li> <li>• Seek to ensure that each student’s needs are, as far as possible, met, including those with SEND.</li> <li>• Seek feedback from students as part of the school’s self-review process.</li> <li>• Work with the Examination Officer regarding examinations and testing as required in your subject(s).</li> </ul>
<p><b>Quality assurance, accountability, tracking student progress</b></p>	<ul style="list-style-type: none"> <li>• Establish <b>common standards of practice</b> within the department and to develop these <b>in line with whole-school standards</b>.</li> <li>• Monitor academic standards and standards of teaching practice by line management meetings, departmental meetings, lesson observations etc., in line with whole-school procedures and policies.</li> <li>• Monitor examination results and report to SLT in annual and governors on them.</li> <li>• Monitor and follow up student progress, organising intervention strategies where necessary.</li> <li>• Maintain the target-setting processes and evaluate the success of targets.</li> <li>• Lead the department in Self Evaluation in accordance with the school’s procedures.</li> <li>• Collect, use and analyse data to maintain and improve standards in accordance with whole-school policies and procedures.</li> <li>• Seek improvement or modification where required.</li> </ul>

<b>Communication and Liaison</b>	<ul style="list-style-type: none"> <li>• Communicate with SLT through line management and at SLG.</li> <li>• Explain policies and initiatives from SLT to the department.</li> <li>• Seek to ensure that individuals (staff and students) flourish and are valued.</li> <li>• Represent the department's views and interests.</li> <li>• Ensure effective communication with governors and parents and others to whom we are accountable, including through recording and reporting.</li> <li>• Liaise with partner schools and other relevant external bodies as appropriate and contribute to the development of links and projects.</li> <li>• Liaise with TLCs and others to track and monitor students' attendance, behaviour, attainment, SEND needs, progress and well-being, according to agreed school policies and procedures. Discuss problems and intervene as appropriate to support the students.</li> <li>• Attend meetings as appropriate to the role.</li> <li>• Be pro-active in identifying own training needs for role, including safeguarding and health and safety training.</li> </ul>
<b>Management of Staff</b>	<ul style="list-style-type: none"> <li>• Participate in the school's annual cycle of appraisals.</li> <li>• Liaise with SLT in order to deploy teaching staff, support staff, students and others effectively.</li> <li>• Identify staff development needs and devise ways to meet those needs.</li> <li>• Liaise with others to make appropriate arrangements when members of staff are absent.</li> <li>• Promote teamwork and motivate staff.</li> <li>• Act as a positive role model.</li> <li>• Participate in the school's interview process as appropriate.</li> <li>• Participate in the school's programme for ECTs and new staff.</li> <li>•</li> </ul>
<b>Management of Resources</b>	<ul style="list-style-type: none"> <li>• Manage the available resources of space, staff, money and equipment as efficiently as possible, acting as manager of a cost centre.</li> <li>• Keep records of departmental resources and accounts. Have knowledge of financial procedures and regulations and adhere to them. Manage the cost centre effectively, with no overspend. Liaise closely with the School Business Manager.</li> <li>• Requisition and maintain equipment and stock.</li> <li>• Liaise with the Assistant Headteacher and School Business Manager in order to maintain and enhance accommodation.</li> <li>• Appreciate and understand the principles of GDPR in all information and communication within your department.</li> </ul>
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• Support the school's distinctive ethos and values as articulated by the Headteacher and expressed in the school aims and in Kendrick Pledge.</li> <li>• Understand the responsibilities everyone has with regard to child protection and safeguarding of all students in the school as expressed in the DfE document Keeping Children Safe in Education 2022.</li> <li>• Support and encourage the practices and processes of student well-being.</li> <li>• Understand and implement the KSDP and promote the school's corporate policies and procedures.</li> <li>• Comply with the school's health and safety policy and undertake risk assessments.</li> <li>• Play a full part in the life of the school.</li> </ul>

# Kendrick School – Classroom Teacher Person Specification

## Qualifications

ESSENTIAL	DESIRABLE	NOTES
Education to first degree standard in the relevant subject(s) Qualified teacher status	<ul style="list-style-type: none"> <li>• Additional, relevant qualifications</li> <li>• Additional, relevant training and development</li> </ul>	Application form

There is an organised and wide ranging CPD programme for all staff. For ECTs there is a well-supported and personalised programme led by the Professional Tutor.

## Professional Characteristics, Qualities and Responsibilities

• ESSENTIAL	• NOTES
<ul style="list-style-type: none"> <li>• Seek to maintain the secure and up-to-date subject knowledge required to teach effectively at Kendrick School.</li> <li>• Understand the prior learning, levels of attainment, desirable future progress and transition of learners.</li> <li>• Have a working knowledge and understanding of statutory and non-statutory curricular and other current initiatives for the subject(s) taught.</li> <li>• Know the national, local and school assessment requirements and arrangements for the subject(s), including those relating to public examinations and qualifications.</li> <li>• Have a knowledge and understanding of a range of teaching and learning strategies for the subject(s) and know how to use and adapt them to meet the varied needs of the learners.</li> <li>• Know how to use skills in literacy, numeracy and IT to underpin teaching and support wider professional activities.</li> <li>• Seek to make effective provision for all learners, planning for inclusion and differentiation.</li> <li>• Understand the role of colleagues and other professionals who have specific responsibility for learners with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> <li>• Interview</li> <li>• Lesson observation</li> </ul>

## Professional Knowledge and Understanding

ESSENTIAL	NOTES
<ul style="list-style-type: none"> <li>• Understand the prior learning, levels of attainment, desirable future progress and transition of learners.</li> <li>• Have a working knowledge and understanding of statutory and non-statutory curricular and other current initiatives for the subject(s) taught.</li> <li>• Know the national, local and school assessment requirements and arrangements for the subject(s), including those relating to public examinations and qualifications.</li> <li>• Have a knowledge and understanding of a range of teaching and learning strategies for the subject(s) and know how to use and adapt them to meet the varied needs of the learners.</li> <li>• Know how to use skills in literacy, numeracy and IT to underpin teaching and support wider professional activities.</li> <li>• Seek to make effective provision for all learners, planning for inclusion and differentiation.</li> <li>• Understand the role of colleagues and other professionals who have specific responsibility for learners with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Interview</li> <li>Lesson observation</li> </ul>

## Safeguarding

ESSENTIAL	NOTES
<ul style="list-style-type: none"> <li>• Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support.</li> </ul>	Application form

<ul style="list-style-type: none"> <li>• Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li>• Know the local arrangements concerning the safeguarding of children and young people.</li> <li>• Know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>• Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ul>	References  Interview
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## Teaching, Learning and Assessing

ESSENTIAL	NOTES
<ul style="list-style-type: none"> <li>• Establish a purposeful learning environment where learners feel safe, secure and confident.</li> <li>• Plan lessons and sequences of lessons for the short, medium and long term.</li> <li>• Communicate learning objectives clearly with students at the beginning of each lesson, unless there is a good reason not to (such as a surprise element, discovery etc.)</li> <li>• Plan routinely to include starters, plenaries, assessment for learning, differentiation, variety, interest, fun and a range of teaching and learning styles, including IT.</li> <li>• Identify and implement a range of suitable opportunities for learners to develop their literacy, numeracy and IT skills.</li> <li>• Set and mark homework in accordance with the school's policy.</li> <li>• Work collaboratively with colleagues as appropriate to assess the learning needs of students. Set students appropriate learning objectives and targets.</li> <li>• Make appropriate use of a range of monitoring, assessment, recording and reporting strategies as the basis for discussion with learners, providing them with accurate and personalised feedback on their progress.</li> <li>• Allow students to practise peer and self-assessment.</li> <li>• Evaluate the impact of teaching on learners' progress and use this to inform planning.</li> <li>• Enable learners to reflect on their progress, identify progress made, identify their emerging learning needs and become successful independent learners.</li> <li>• Establish a clear framework for classroom discipline, managing students' behaviour constructively in line with school policies, including the Behaviour Policy and anti-bullying policy. Promote self-control and independence.</li> </ul>	Application form  References  Interview  Lesson observation

## Care and Use of Resources

ESSENTIAL	NOTES
<ul style="list-style-type: none"> <li>• Use the available resources of space, staff, money and equipment as efficiently as possible, liaising with line manager.</li> <li>• Make safe any hazards/breakages encountered if possible/safe to do so, or alert facilities manager/ SLT <b>immediately</b> if it cannot be dealt with by you.</li> <li>• Report breakages/hazards to line manager afterwards even if dealt with at the time.</li> <li>• Contribute to the keeping of records of departmental resources.</li> <li>• Encourage students to respect school property and keep rooms tidy.</li> </ul>	Application form  Interview References

## Quality Assurance and Accountability

ESSENTIAL	NOTES
<ul style="list-style-type: none"> <li>• Adhere to <b>common standards of practice</b> within the department. Contribute to and abide by agreed schemes of work, programmes of study and teaching and learning strategies.</li> <li>• Support SLT to monitor those standards through line management meetings, departmental meetings, lesson observations/visits etc. in line with whole-school procedures and policies.</li> <li>• Record and monitor student progress, providing information on student progress to managers in line with school procedures for student tracking.</li> </ul>	Application form  Interview  References



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| <ul style="list-style-type: none"><li>• Contribute to the target-setting processes and evaluate the success of targets.</li><li>• Take part positively in Self Evaluation and Performance Management in accordance with the school's procedures.</li></ul> |  |
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## Safeguarding at Kendrick School

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At Kendrick we believe that every student has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged. As a consequence:

- We accept that all staff are an integral part of the student safeguarding process
- We accept totally that safeguarding students is an appropriate responsibility for all staff and the Governing body and wholly compatible with pedagogic responsibilities
- We recognise that safeguarding children in this school is a responsibility for all staff including volunteers and the governing body
- Will ensure that all staff in the school are aware of the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions
- Will designate a senior member of staff, the Headteacher, who is responsible for coordinating action within the school and liaising with other agencies
- Will safeguard the welfare of children whilst in the school and take positive measures to address bullying
- Will share our concerns with others who need to know and assist in any referral process
- All staff are given training every two years and refresher training every year
- New staff receive training within one month of joining Kendrick

## Safer Recruitment Policy

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The Headteacher and Governors of Kendrick School are aware of their responsibility for appointing appropriate teaching and support staff, ensuring that all staff have the health and qualifications for the post and are proper and fit persons to be in charge of children and young people.

Kendrick School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff and adheres to the guidelines outlined in our [Safeguarding and Child Protection Policy](#) and [Keeping Children Safe in Education \(September 2022\)](#)

### Introduction

The Safer Recruitment statement sets out the minimum requirements of the recruitment process that aims to:

- Attract the best possible applicants to vacancies
- Deter prospective applicants who are unsuitable for work with children, young people, and vulnerable adults
- Identify and reject applicants who are unsuitable for work with children, young people and vulnerable adults.

At least one interview panel member has completed the statutory Safer Recruitment Training.

### Advertising Roles and Inviting Applications

- All recruitment advertisements will include the statement: *Kendrick School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. Kendrick School is an Equal Opportunity employer*
- Prospective applicants will be supplied, as a minimum, with the following on our website:
  - An application pack which includes:
    - A job description

- A safer recruitment statement
- Information on how to complete the application form and how to apply
- Application Form - all prospective applicants must complete, in full, an application form accounting for any gaps in their education or employment history. We will not accept CVs as a method of application.

## Shortlisting and References

- Short-listing of candidates will be against the Job Description and Person Specification for the post.
- The application form will be scrutinised for any safeguarding concerns, and if these exist, will be raised with the applicant at interview
- Where requested and where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.
- References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.
- All referees will be contacted by telephone in order to clarify any anomalies or discrepancies and to verify the identity of the referee. A detailed written note will be kept of such exchanges.
- Referees will always be asked specific questions regarding:
  - The candidate's suitability for working with children, young people, and vulnerable adults;
  - Any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children, young people, and vulnerable adults;
  - The candidate's suitability for this post.
- Applicants who are invited to interview must provide a signed Declaration of Convictions form before attending the interview. They will be required to sign a hard copy on arrival at the school.
- We reserve the right to carry out an online search as part of our due diligence obligations on shortlisted candidates and candidates will be provided the opportunity to address any issues of concerns that may come up during the search at interview.

## The Selection Process

- Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require, as a minimum, an interview of short-listed candidates.
- Interviews will always be face-to-face
- The selection process will involve:
  - A formal interview with the Headteacher and Head of Department or line manager. A governor will be part of interviews for Head of Department roles and above
  - An informal interview
  - A lesson observation or task
  - A student panel, supervised by a member of staff
  - A safeguarding interview with the Deputy Safeguarding Lead or a Deputy Designated Safeguarding Lead where candidates will be required to:
    - Demonstrate their capacity to safeguard and protect the welfare of children, young people, and vulnerable adults.
    - Declare any information that is likely to appear on a DBS;
    - Explain satisfactorily any anomalies or discrepancies in the information available to the panel;
    - Explain satisfactorily any gaps in employment;
- Kendrick School will always:
  - Confirm the outcome of the interview to the applicant within one week
  - Give feedback on the interview if requested by the applicant

## Employment Checks

All offers of appointment will be conditional until satisfactory completion of the mandatory pre-employment checks. As a minimum Kendrick School will undertake the following:

- Verify a candidate's identity. it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name.
- Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).
- Verify the candidate's mental and physical fitness to carry out their work responsibilities
- Verify the person's right to work in the UK, including EU nationals.

- If the person has lived or worked outside the UK, make any further checks as appropriate
- Verify professional qualifications, as appropriate.

## Induction

All staff joining Kendrick School will be required to:

- Complete the online NSPCC Child Protection training within two weeks of joining the school
- Receive specific Kendrick School safeguarding training with the DSL
- Sign a declaration to confirm they have read and understood the following policies and documents:
  - Keeping Children Safe in Education (KCSIE)
  - Kendrick School Safeguarding and Child Protection policy
  - Confidentiality policy
  - Whistleblowing policy
  - Code of Conduct policy
  - Health and Safety policy
  - Internet and ESafety policy

## How to apply

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- Please complete the application form which you can download from our website using the guidance notes below. **CVs will not be accepted as a method of application.**
- Send the completed form to [aemberson@kendrick.reading.sch.uk](mailto:aemberson@kendrick.reading.sch.uk) by the closing date.
- Receipt of application will be acknowledged by email.
- We will only contact you again if you are shortlisted for interview.
- Shortlisted candidates will be sent a Disclosure of Convictions Form to complete which must be returned completed at least one day before the interview.

## Guidance notes on completing the application form

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(Only the sections marked with an asterisk (\*) will have guidance notes below)

### Personal Details

Please enter your personal details fully so we may contact you about your application

Right to work in the UK: In accordance with the Asylum and Immigration Act 1996, the successful applicant will be required to provide documentary evidence of legal entitlement to live and work in the United Kingdom.

Teacher reference number (if applicable): This should be completed as it will be used to verify Qualified Teacher Status and ensure you are not barred from teaching or subject to an interim prohibition order. If you are a ECT we recognise that you may not have received your teacher reference number at the time of application.

### References

Please give the names and addresses, both postal (and e-mail if available) of two referees. If you have been or are employed, the first referee should be your current or most recent employer. The second referee should be a different organisation from the first referee. If this employment has been within a school, this will be your head teacher. If you do not name your current/most recent head teacher as a referee, please expect to be questioned about the reason for this prior to interview. If you have ever worked with children, in a paid or voluntary capacity, a reference will be obtained from the person or organisation that employed you.

**Early Careers Teachers (ECTs) (if applicable):** ECTs should name a college principal as their first referee and an appropriate representative at the school where they undertook their final or most recent teaching practice as their second referee. Please be aware that if you are currently or have previously worked with children, on either a paid or voluntary basis, the employer will be asked if there are any disciplinary offences relating to children, including any in which the penalty is 'time expired.' They will also be asked if they have any child protection concerns and the outcome of any enquiries or disciplinary procedures.

**Internal Applicants:** Internal applicants should provide the name of one or two referees as stated in the advertisement. One of the referees should be your line manager. However, the Headteacher or Deputy Headteacher cannot be named as a referee.

If you have been unemployed for some time, you should instead, name somebody who knows you well and wherever possible someone able to comment on you in relation to the job for which you have applied. References will not be accepted from relatives or from people writing solely in the capacity of friends.

In line with government guidance for Safer Recruitment written references will be required for all shortlisted candidates in order that any relevant issues can be taken up at interview. Previous employers may also be approached to verify particular relevant experience or qualifications prior to interview

## **Education/Qualifications/Training**

Please complete this section as fully as possible and continue on a separate sheet if more space is required. We will require evidence of your higher and/or relevant qualification and may check your qualifications with the relevant awarding body.

## **Previous Employment/Activity**

Please list all previous employment and activity, excluding education and training. Start with your most recent employment, if different from that stated in the previous section, and list chronologically backwards. Please include all employment, unpaid work, voluntary work and periods away from work such as raising a family. **It is vital that you ensure all dates are provided and no gaps in activity are left unaccounted for.**

## **Skills, Abilities, Knowledge and Experience**

Pick out those aspects of your experience or skills that are relevant to this post. Explain how your experience, abilities, skills and knowledge match those required for the vacancy as set out in the person specification. Remember to consider experience in previous employment and relevant experience from voluntary/leisure/college activities. Other information should include relevant information particularly related to the school e.g. the curriculum on offer, ethos of the school, etc. Give clear examples where you can in support of your application.

## **Disclosure of a Criminal Record (to be completed if you are shortlisted for interview)**

### **IMPORTANT**

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service (DBS) after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of “spent” convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list.

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 in the accompanying Guidance Notes. Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered “spent” under the terms of the Act.

### **Obtaining police checks for period lived outside the UK**

If you have **lived outside the United Kingdom (UK) for a period of more than 12 months or more in the past 10 years, while aged 18 or over** you will be required to provide a satisfactory police check from that country(s) to cover that period.

If you are ineligible for a police check in the country you lived in outside the United Kingdom (for example because you were under the age required for police checks in that country, or because you are not a national of that country), or if you are unable to obtain a police check from an overseas country for other reasons, we may accept references from previous places of study or employment in that country. If this applies to you please contact us for further guidance.

Further information regarding obtaining a police check from other countries is available via the [Gov.uk website](#) for guidance on criminal record checks for overseas applicants.

Please bear in mind that some overseas countries will charge for a police check. Information for the different countries and fees involved can be found at the above link.

### **Filtering of Cautions and Convictions**

This section provides guidance on the convictions which do not need to be declared on your application form. Please read carefully before answering this question. Further information is available from: [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

The filtering rules (which remove certain old and minor convictions and cautions, reprimands and warnings from a Data and Barring Service (DBS) Certificate were developed by the Home Office and the Ministry of Justice and introduced with new legislation:

The legislation is:

- Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) (England and Wales) Order 2013;
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013.

### **The Filtering Rules**

The rules regarding the automatic disclosure of cautions and convictions on a DBS certificate are set out in legislation.

Standard and Enhanced DBS certificates must always include the following records no matter when they were received:

- All convictions for specified offences
- Adult cautions for specified offences
- All convictions that resulted in a custodial sentence

Other records must be included depending on when the caution or conviction was received:

- Any adult caution for a non-specified offence received within the last 6 years
- Any adult conviction for a non-specified offence received within the last 11 years
- Any youth conviction for a non-specified offence received within the last 5 and a half years

An 'adult' is any individual aged 18 or above at the time of the caution or conviction. A 'youth' is any individual aged under 18 at the time of the caution or conviction.

A 'specified offence' is one which is on the [list of specified offences](#) agreed by Parliament which will always be disclosed on a Standard or Enhanced DBS certificate where it resulted in a conviction or an adult caution. Youth cautions for specified offences will not be automatically disclosed.

Any cautions (including reprimands and warnings) and convictions not covered by the rules above are 'protected' and will not appear on a DBS certificate automatically.

Cautions, reprimands and warnings received when an individual was under 18 will not appear on a Standard or Enhanced certificate automatically.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in. Decisions to include information in this way are subject to [statutory guidance](#).