



Ruckleigh School
Solihull

Appointment of Support Staff

August 2019

Information for Candidates

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The School

The Location

Ruckleigh is located in a large Edwardian house and set in its own beautiful grounds in the centre of Solihull. The site is approximately 2.15 acres and consists of the main site which houses the main school building, separate purpose build Nursery and Kindergarten buildings, three playgrounds and ample gardens. A short walking distance away is the sports field.

Solihull is a part of the West Midlands conurbation. It is the largest town in, and administrative centre of the larger Metropolitan Borough of Solihull, which has a population of 209,890. Solihull is the most affluent town of the West Midlands, and one of the most affluent areas outside of London. Indeed it has been named as the best place to live in Britain on a number of occasions.

The school is situated on Lode Lane, which is one of the main arterial routes into Solihull. The train station is approximately 10 minutes walk away and major bus routes are close by with some stops just outside the school. The school is a short distance from both Junction 4 and 5 of the M42, so there is easy access to all major routes including M1, M5, M6 and M40. With such excellent transport links, the school is easily accessible to a very large catchment area.

History and Overview

Ruckleigh is a thriving co-educational, independent day school catering for around 240 children aged between three and eleven years. Founded in the 1909, the main building is a substantial Edwardian building, once a large private home - a fact that contributes to the strong family spirit within the school. Over the years the building has been extended and several purpose-built developments added to the main building and in the grounds, including the rebuilding of the area for the Early Years Foundation Stage.

The school aims to cultivate an intimate, caring family atmosphere in which children feel secure and valued. The size of the school enables the Head and Staff to get to know every child well and ensures a real sense of family with the children making many lasting friendships which continue into secondary school and beyond. A number of current parents are former pupils of the school.

The school is non-denominational, with children from all and no faiths. Regular Assemblies take place with both religious and non-religious content. The main religious festivals from mainstream religions are celebrated.

At age 11, Ruckleigh children are happy, confident and courteous, with a good sense of community and a readiness to care for each other and the world around them. They leave having learnt how to work in the ways that best suit them, are receptive to a variety of teaching and are well prepared for the next stage of their education and development.

The school has been based at its current location since 1940. The property is owned freehold by Ruckleigh Holdings Limited, parent company to Ruckleigh School Limited. The company is owned and run by the Carr-Smith family, who have owned the school since the 1940's. Charlotte Laurens (nee Carr-Smith) is the Bursar and looks after the day to day running of the school with the Head.

There is an established structure of governance with the Head and Bursar having joint day to day and strategic control of the school. The school is a member of the Independent Schools Council (ISC), the Independent Schools Association (ISA), Independent Association of Prep Schools (IAPS) and the Independent Schools Bursars Association (ISBA).

Ruckleigh is immensely proud of its well established reputation for being a very friendly, caring, inclusive and stable community. As a school we are unashamedly academic and are unsurpassed in the area for the achievement of our pupils in their entrance exams at the age of 11. In recognition of our pupils achievements in 2014 – 2015 we were Sunday Times Parent Power Prep School of the Year.

The school has its own pension scheme.

School Aims and Values

Ruckleigh aims to ensure that each child's first experience of education will be both happy and empowering. Our academic standards are high, but we believe that it is equally important to offer pupils a rich and varied educational experience. Children are encouraged to be brave thinkers, to take calculated risks and not be afraid of making mistakes on the way to success, in preparation for a world that rewards hardwork, determination and adaptability.

Aims of the School

- To educate the whole child in a stimulating environment where kindness, care and sensitivity towards the needs of others is practised by all.
- To develop each child to reach his/her full potential academically, physically, creatively, socially and morally.
- To guide pupils into habits of self-reliance, courtesy, clear thinking and with willingness at all times to 'have a go'.

Central to our aims are the 'Every Child Matters' principles:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We realise our aims by supporting our pupils' learning through:

- The delivery and development of the curriculum
- Guidance and mentoring
- Professional development of our staff

These activities are supported by:

- Our deployment of resources
- Monitoring our performance
- Partnership with parents and the community
- Children spend fulfilling years here, becoming confident, independent and caring young people with a love of learning. As they move onto some of the most sought after schools in the region, they will be sad to leave, but thoroughly ready for the next stage of their education.

- Our consistently high results reflect the work of our dedicated team of teachers and learning support staff, with the provision of education offered within the school being second to none. From our Early Years Department, through to their final year, children are progressively prepared for 11+ and Entrance Examinations in order to gain places in to highly selective grammar and senior independent schools of their choice.
- Even more importantly, Ruckleigh aims to provide a stimulating all-round education. The school prides itself upon its lively, friendly atmosphere and community spirit. Every child is valued as an individual and encouraged and challenged to experience a breath of opportunities in order to achieve their potential, not just academically, but socially and morally.
- Inside and outside the classroom our stimulating, caring and disciplined environment supports each child to do their best. Drama, sport, music and extra-curricular activities all form an important part of the school day and help to develop enquiring minds and self-reliance whilst, regular use of the school's all-weather sports facilities and playing fields help children to learn life lessons such as the importance of sportsmanship and self discipline – as well as encouraging a healthy lifestyle. The school's sports teams, coached by specialist staff, enjoy playing regular competitive matches and participating in competitions and tournaments, both locally and nationally; Sports Day is a major event in the school's annual calendar.

School Structure and Facilities

The school currently has 240 pupils aged 3-11 in 8 year groups, with slightly more boys than girls. Nursery and Kindergarten make up the Early Years Foundation Stage (EYFS, ages 3 to 5), which has been consistently over-subscribed; Lower School consists of Year 1 and Year 2 and Middle School is made up of Years 3 and 4 and Upper School, Years 5 and 6.

The EYFS children have purpose built units which are bright and colourful together with a carefully designed outdoor space. They also make good timetabled use of the Computing Room and other parts of the school.

Lower, Middle and Upper School are in the main Edwardian building. These classrooms are bright and welcoming with interactive whiteboards in all rooms. In addition there are 2 sets of tablets and a well equipped Computer Room and Science Room. The Library is used by all year groups and is fully computerised with an experienced librarian and houses over 4500 books.

The school's top floor is multi-functional and is used for Assemblies, speech and drama, music lessons, dance clubs and indoor PE activities.

We have 3 playgrounds; the Little Playground is used exclusively by EYFS and Lower School. The Big Playground and the All Weather are used in rotation by Lower, Middle and Upper school. The All Weather is also used for games lessons and is marked up for multi-sports including tennis, netball, hockey and football. The school field which is just under an acre is used for football and hockey in the autumn and spring terms and athletics, cricket and rounders in the summer. It is used all year round for outdoor lessons in a variety of subject areas. For swimming we use a nearby local sports centre.

The catering is contracted out and meals are fully prepared and cooked in the school's purpose-built kitchen and are served to each year group in four sittings in the dining room. Staff, both teaching and non-teaching benefit from being able to have school lunch. Most take advantage of this in the staff room.

The School Office is manned for 8.00 to 5.30 Monday to Friday (Friday until 5.00) by the Bursar, Assistant Bursar, Admissions Secretary and Credit Controller, reception duties are undertaken by all office staff. The Head has their own office and there is a meeting room which is used for a variety of different purposes.

Leavers

Although the entry to Ruckleigh School is non-selective, the outcomes for Year 6 (11+) pupils are exceptional with many gaining scholarships (academic, drama, music and sports) and places at the leading independent schools in the area, which include the following (based on figures for the past 10 years):

- Bablake School
- Bromsgrove School
- Edgbaston High School
- King Edward's School
- King Edward's High School for Girls
- King Henry VIII
- King's High School
- Kingsley School
- Princethorpe College
- Solihull School
- St Martin's School
- The Priory School
- Warwick School

In addition, many pupils pass the highly competitive entrance examinations to attend the Grammar Schools, namely:

- Alcester Grammar
- Bishop Vesey's
- King Edward VI, Aston
- King Edward VI School for Boys, Camphill
- King Edward VI School for Girls, Camphill
- King Edward VI, Fiveways
- King Edward VI School for Girls, Handsworth
- King Edward VI School, Stratford
- Queen Mary's Grammar School, Walsall
- Stratford Grammar School for Girls

In summary, as well as excelling academically, children are encouraged to be all-rounders, acquiring skills in sport, music, drama, computing, art and design and experiencing an array of hobbies. Equal with these are life skills: respect for others, good manners, kindness and self-confidence.

Inspection Report 2016

In May 2016 the school underwent routine Regulatory Compliance Inspection (RCI) by the Independent Schools Inspectorate. The School was found to be fully compliant in all areas with no recommendations for improvement. The full report is found here:

<http://www.isi.net/reports/?name=Ruckleigh>

Inspection Report 2019

The Independent Schools Inspectorate's most recent full inspection report on Ruckleigh School was published in 2019, is very highly complementary and its findings conclude that the School successfully meets its aim to provide a broad, enjoyable education, resulting in strong academic, creative, sporting and social development with the overall quality of pupils' learning and achievement judged to be excellent in all area.

The inspectors reported that pupils make good and often excellent progress in relation to their ability, which is above average, from the earliest years. Attainment in national tests at age 11 has been high when compared with the national average for all maintained primary schools. The school fully meets its aim to prepare pupils for entrance into senior independent, grammar, international and local authority schools. Pupils enjoy their studies and apply themselves purposefully. The school offers pupils a good curricular experience.

The report says that pupils are offered a wide range of extra-curricular activities, which effectively broadens their educational experience, and in several of these activities pupils achieve excellent results.

The inspectors found that the pupils' development in relation to their spiritual, moral, social and cultural life is excellent, fulfilling the school's aims to help pupils reach their potential socially and morally. The quality of pastoral care is outstanding and ensures that pupils feel safe and cared for. The relationships between staff and pupils, and pupils with pupils are excellent.

The full report is found here: <http://www.isi.net/reports/?name=ruckleigh>

Governance

The school is governed by the Board of Directors who are Dr H Carr-Smith, Mrs C Laurens and Mr R Carr-Smith. Each of the Directors has a range of expertise with a variety of professional specialisms. They meet termly with Mrs C Laurens and who also serves as the Bursar, works full-time at the school. The Head reports to Board via Mrs Laurens. The working relationship between the Bursar and Head is very close with daily contact and more formal regular meetings. The Head and the Bursar essentially have overall responsibility for strategic and financial matters and the Directors give support in specific areas when the need arises. They work closely with the Head and the school's Senior Leadership Team with input as appropriate from senior staff.

The Senior Leadership Team

The senior management team (SLT) consists of the Head, Deputy Head, Early Years Co-ordinator, Lower School Co-ordinator and Bursar. The SLT is supported by the SENCO, DSL, Office Staff and Subject Co-ordinators.

In addition, all staff (teachers and assistants) attend weekly staff briefings and meetings where their views are greatly valued within a framework of consultation and collaboration with leadership and management in all aspects of the school including the development planning and curriculum planning. The Bursar is responsible for the financial and business affairs of the School, some aspects of Health and Safety, and the management of the catering company.

Teaching and Learning

Ruckleigh School is fortunate in having excellent, dedicated and loyal staff in each aspect of school life: teaching, teaching support, administration, finance, maintenance, catering, cleaning and caretaking. There is a full-time teacher for each class and part-time classroom assistants in each year group. The Head and Bursar have responsibility for recruiting all teaching staff and there is a strong emphasis on effective communication between all staff, responsibility for which falls to the Head and the Deputy Head. The Head and Deputy Head usually conduct staff appraisals and professional development reviews. These reviews are seen very positively, as a means of making sure that staff are happy in their work, have the facilities and training they require, and for setting goals for improvement. The Head also carries out reviews with staff in their coordinator roles.

In addition to the Head and Deputy Head, there are 11 full-time class teachers, 2 additional full-time teachers (music and science) and 5 part-time teachers (sport, support, French, computing, speech and drama), 7 teaching assistants, 5 office and maintenance staff. There are also a number of visiting peripatetic staff.

Regular in-service and external courses keep the staff abreast of any changes in the curriculum and up to date with good practice and legal requirements. There is a very strong emphasis on and commitment to staff professional development. The staff room is lively, friendly and sympathetic to the needs of others. The staff are enthusiastic and superbly collegiate.

The curriculum aims to be rich, varied and accessible to all. It is carefully planned to ensure a clear sense of progression. Most lessons are taught to the whole ability range of each class but specialist SEN teachers are available either to assist in the classroom or to take a child, or a small group of children, to work in a separate room.

In addition to English and Mathematics, children receive lessons during their time at the school in Science, History, Geography, R.E., French, Music, Computing, Speech and Drama, Art, D&T, PSHE, Verbal and Non Verbal Reasoning and P.E./Games.

The school prides itself on motivating and enabling all of its children to achieve their full potential and much effort is made to keep abreast of all worthwhile changes in teaching & learning. The purchase of materials for improving subject resources, and the provision of in-service training and educational courses for staff is given financial priority.

In the EYFS the staff work closely as a strong team, planning their activities and sharing information about the development of the children. They have spacious classrooms and a communal outdoor space where the children can take part in role play and learn through playing with sand and water, painting, dancing and singing. They use the classroom or playground for PE and Games.

A very wide variety of after-school and extracurricular clubs take place and all children have opportunities to go on a number of educational trips. There are frequent outings to museums, theatres, nature reserves and other places of interest. Speakers and authors regularly visit the school to meet and talk to the children on a wide variety of topics.

Pastoral Care

Class teachers are naturally the main point of contact as being directly responsible for the children in their class but all staff have a clear duty of care for all children and there is a very close working relationship between staff to pass on concerns of any level. Clear Pastoral Policies and Procedures are in the Staff Handbook. Assemblies, PSHE lessons and circle times are used to discuss and investigate pastoral issues and reinforce good friendships and behaviour standards.

In the EYFS parents or carers have direct contact with the teaching staff at the beginning and end of the day. Staff and parents can share information easily at these times. All year groups use the reading record book as a communication tool between home and school.

We operate an Open Door Policy for parents, who are warmly encouraged to phone or call in to the office to clarify any concerns or arrange meetings with teaching staff. Appointments to see staff are generally made the same day. Appointments with the Deputy Head or the Head are easily made via the Office and these are also generally made within 24 hours.

The Bursar is in school full time and is available to talk to pupils, parents and staff.

Parents

The Parents' Association was started over 60 years ago to provide support for the school, organise events and enable parents to meet each other informally. These aims are ongoing and currently the Association organises both fundraising and social events for the benefit of pupils and parents. Events have included a Christmas Party, Summer Fayre and Barbecue, 'As New' uniform sales, discos for the children, quiz evenings and an Autumn/Summer Ball. The main fund raising event is the Summer Fayre and the Association aims to raise £3000 per annum, which is used to support the school in a variety of ways such as the purchase of classroom, ICT and sports equipment, outdoor benches and tables, books for the library, break-time toys.

The PA has also helped the school with major projects including the resurfacing of the tennis courts with an all weather surface, the purchase of interactive white boards and the school mini bus. The PA is run by a committee, which meets two or three times each term, and is made up entirely of parents of children in Nursery through to Year 6. School takes a very keen interest in the Association and staff help and support events organised.

Open Morning

Open Mornings are held twice a year, early in the Autumn term and again in the Spring term. These are for parents of children hoping to start at the school in mainly EYFS although children can join anytime providing that there is a place available. The school tends to be full 18 months to 2 years in advance. Parents attending Open Morning are shown round the school by Year 6 pupils, with the Head, Bursar and Admissions Secretary available to speak to at the end of the tour.

Parents who are unable to attend these sessions or wish to see the school on a normal working day are invited to arrange a time to meet the Bursar or Head.

The Post

The Bursar of Ruckleigh School invites applications for the post of School and Admissions Administrator.

Job Description (Role and Responsibilities)

Introduction – School and Admissions Administrator

Ruckleigh School provides a warm ‘family’ atmosphere, within a safe, enjoyable and inspiring environment, in which each child is encouraged and enabled to develop his/her full potential academically, physically, socially and pastorally. The school aims to prepare all children for the senior school of their choice. The children are taught to be caring, courteous and considerate members of the school community and are expected to make a positive contribution to society. The school’s primary aim is to provide learning for all, through the provision of a creative and challenging curriculum that sets very high academic standards while preserving the school’s distinctive ethos. This ethos can be summed up in three words: enjoyment, security, and discipline together with the strongly held values of kindness, honesty, trust, patience, tolerance, responsibility, appreciation, politeness, perseverance and respect.

Underlying these everyday values is a concern for the spiritual well-being and development of the children. The school is proudly non-selective for entry to Nursery and it aims to enable its children to achieve the very best they can.

Responsibilities of the Post:

Main Responsibilities and Tasks:

- Undertake reception duties, answering general telephone and face to face enquiries and the signing in and out of visitors, parents and pupils.
- Receive and process monies, fees invoicing, including processing and banking of cash and cheques and issue of receipts.
- Assist with pupil welfare duties liaising with parents/ carers and staff.
- Assisting in arrangements for school trips, transport and events.
- Provide general clerical and administrative support, including photocopying, filing, e-mailing, completing forms, responding to routine correspondence to Head, Bursar and staff.
- Producing letters, emails, and any necessary documentation.
- Maintain manual and computerised records through appropriate management information systems.
- To sort and distribute incoming and outgoing mail, emails and messages to staff regarding pupils.
- Produce, maintain, update and collate pupil and school data and records.
- Assist with the maintenance of stock and supplies, cataloguing and distributing as required.
- To assist in office sales of tickets.
- To assist in the organisation of school events and fund raising activities.
- Undertake general financial administration.
- Maintain School website.
- Oversee the complete admissions process from enquiry through to leaving the school.
- To carry out such duties which reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

All job descriptions will be reviewed regularly in light of the changing needs of the school

Flexibility

- You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

Person Specification

We are looking for a person who:

- Has a passion and commitment to working in a school environment
- Has a 'can do' approach to all aspects and promotes high standards
- Has a commitment to raising the standards of the attainment Ruckleigh School
- Is flexible, creative and enthusiastic
- Has a commitment to working as part of a team

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Terms and Conditions

A formal contract detailing terms and conditions will be drawn up on appointment. The following notes provide guidance, without prejudice, on the likely main provisions.

General:

- A generous remuneration package will be available for the right candidate with a salary commensurate with the responsibility of the post and dependent on previous experience. The Bursar reviews the salary annually, effective from 1st September.
- The school has it's own Pension Scheme.
- There is a generous discount on fees for Staff children at Ruckleigh School .
- The employee performance will be subject to a regular appraisal.

Child Protection:

Ruckleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's Child Protection Policy, which is available on the website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. The successful candidate will be required to complete an application for Enhanced Disclosure, to initiate a DBS (working with children). The school is also registered for the processing of personal data in accordance with the Data Protection Act 1998. Such checks are required in accordance with the school's policy on Disclosure Information, Data Protection Policy and policy for handling Disclosure Information received from the Disclosure and Barring Service. Copies of these policies may be obtained from the Bursar upon request.

Equal opportunities:

Ruckleigh School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Ruckleigh School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

How to Apply

If you are interested in making an application, please apply by returning the following to Mrs Charlotte Laurens either via email at admin@ruckleigh.co.uk or by post at Ruckleigh School, 17 Lode Lane, Solihull, West Midlands. B91 2AB before closing date:

- Your cover letter (see below)
- Your completed Application Form

Your cover letter of not more than two sides of A4, stating why you are interested in the post and what relevant skills and experience you would bring to it.

Please note that the Application Form must be completed in full and must include the names of two referees, with full contact details and email addresses. (Referees will not be contacted until after candidates are notified that they have been selected for interview).

Dates for the Selection Process

Closing date for applications: 9th September 2019

Candidates notified if selected for interview: 10th September 2019

Interviews: Week commencing 9th September

More Information

For more detailed information on Ruckleigh School, please visit the website:

www.ruckleigh.co.uk

If you would like to discuss the role in complete confidence, please contact Mrs Charlotte Laurens on admin@ruckleigh.co.uk.

Application and Recruitment Process

Explanatory Notes

Application Form

1. Candidates should complete the enclosed application form in full.
2. Candidates should be aware that all posts in the school involve responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
3. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
4. The successful applicant will be subject to an enhanced check from the Disclosure & Barring Service.
5. We will seek references on short listed candidates and may approach previous employers for information to verify particular experience or qualifications.
6. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although they may where appropriate answer 'not applicable' if your duties have not brought you into contact with children or young persons.
7. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or DfES Children's Safeguarding Operation Unit.

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received).
2. Verification of identity and qualifications.
3. A check at DfES List 99
4. A satisfactory enhanced DBS check.
5. Verification of professional status such as GTC registration, QTS status, NPQH (where applicable).
6. Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7th May 1999) (where applicable).
7. Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance.



Ruckleigh School

Application Form – Support Staff

Position Applied for:		
Date Available:		
Surname:	First Name:	Middle Name:
DOB:		Driving Licence: <i>Do you have a full and clean licence?</i>
National Insurance No.		Right to Work in the UK:
Current Address:		
Postcode:		
Time at Address:		
Previous Address(es): <i>The School requires five years' worth of addresses to complete employment checks</i>		
<i>Please continue on additional sheets if needed</i>		
Home Phone:	Mobile Phone:	Email:
Have you previously worked at the School? <i>If so, when/why did you leave?</i>		Do you know anyone currently employed in the school?
Do you have/ suffer from any long-term disabilities or illnesses? <i>If so, please give details.</i>		
<p>The Disability Discrimination Act protects people with disabilities from unlawful discrimination. Ruckleigh School actively encourages applications from people with disabilities. The Disability Discrimination Act defines a disable person as someone who has a physical or mental impairment which has a substantial and adverse long-term effect on his or her ability to carry out normal day to day activities. A copy of our Equal Opportunities and Disability Policy is enclosed for your information.</p>		
Details of Academic/Vocational Qualifications		

<i>Please continue on additional sheets if necessary</i>				
Date Obtained:	Awarding Body:		Grade: <i>If applicable</i>	
List any training that would be relevant to the post, which you have undertaken in the last three years <i>Please include the date(s)</i>				
Date:	Qualification/Training			
Previous Employment Please supply a full history in chronological order (with start and end dates) of all training/further education, employment, self-employment and any period of unemployment since leaving secondary education. Provide where appropriate explanations for any periods not in employment, self-employment or further education/training and in each case any reasons for leaving employment				
Start	End	Training / Further Education / Employment / Self-Employment / Unemployment	Reason for leaving:	Salary:
Personal Statement PLEASE STATE BELOW WHY YOU ARE APPLYING FOR THE POST AND WHAT ATTRIBUTES YOU WOULD CONTRIBUTE TO THE SCHOOL (PLEASE CONTINUE OVERLEAF IF NECESSARY)				

References

Please provide at least three referees. One referee should be your current or most recent employer. Where you are not currently working with children but have done so in the past one referee must be from the employer by whom you were most recently employed in work with children. Please note, references will not be accepted from relatives or from referees writing solely in the capacity of friends.

TWO PROFESSIONAL REFERENCES AND ONE CHARACTER REFERENCE IS REQUIRED.

Referee 1.

Professional – if you are currently working with children this should be your Head

Full Name:

School/Company:

Address:

Position:

Contact No.

Email Address:

Referee 2.

Professional

Full Name:

School/Company:

Address:

Position:

Contact No.

Email Address:

Referee 3. <i>Personal</i>		
Full Name:		
School/Company:		
Address:		
Relationship:	Contact No.	Email Address:
<p style="text-align: center;">DISCLAIMERS & SIGNATURES</p> <p>The Child Protection Policy to Safeguard and promote the welfare of all children at Leaden Hall School is enclosed for your information.</p> <p>I am aware that the post for which I am applying is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, that all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared. I have not been disqualified from working with children, and not named on Department for Education's List 99 or the Protection of Children Act List, am not subject to any sanctions imposed by a regulatory body (eg the General Teaching Council) and either (please delete as appropriate):</p> <p style="margin-left: 40px;">I have no convictions, cautions or bind-overs</p> <p style="margin-left: 40px;">I have convictions, cautions or bind-over and include details in a sealed separate envelope</p> <p>I certify that my answers on this application form are true and complete to the best of my knowledge.</p> <p>If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.</p>		
Signature:		
Date:		