**Candidate Pack**

**SENCO**

**Contents of Pack**

* Headteacher’s Letter to Candidates
* Advert
* Information about Ferryhill Business & Enterprise College and SENCO department
* Responsibilities for a SENCO
* Personal Specification for SENCO
* Core Responsibilities of a Classroom Teacher
* Safeguarding Statement/Safeguarding Recruitment Statement
* Teaching Post Application Form Guidance Notes
* Teaching Application Form (PDF and Word version) – as a separate file if pack is emailed/downloaded from website.

**Ferryhill Business & Enterprise College**

**Merrington Road, Ferryhill, Co. Durham, DL17 8RW**

**Telephone: (01740) 651554 Fax: (01740) 654980**

**e-mail: ferryhill@durhamlearning.net web: www.fbec.co.uk**

Headteacher: K.Brennan, Deputy Headteacher: T Pinkney , Chair of Governors: Rev. K. Lumsdon

Dear applicant,

Thank you for taking the time to apply for the position of SENCO. Ferryhill is a vibrant school with welcoming staff and a positive reputation for academic success.

As part of the process could I ask that the Teaching Post Application Form is completed along with a supporting letter. Please do not complete the additional information section on the application form as the supporting letter will replace this section. This should be no longer than 2 sides of A4 (Ariel font 12, single spaced) and should identify:

1. How your experience and results make you suitable for the position;
2. Your vision for the department.

If candidates are shortlisted they will be asked to submit a list of their results for the past two years, compared to FFT or other estimate. Such information should be annoymised and should not contain any pupil data or names. Results should be verified via references of signed by a member of Senior Leadership.

For your benefit I have included a person specification for the position and a job description.

**The school will accept applications not only from candidates with appropriate SEND qualifications and experience, but also from candidates who can demonstrate the drive and ambition to be trained as the schools SENCO.**

As a matter of protocol, we will request references immediately on receipt of your application. We will contact you either by telephone or email if you are invited for interview, if you have not heard anything within 30 days please assume you have been unsuccessful.

Finally, I would like to wish you all the very best with your application and I will look forward meeting you in the near future. If you have any questions, or you would like to arrange a visit would you please contact the school to arrange an appropriate time.

Kind Regards



Kevin Brennan

Head Teacher

SENCO

MPS + TLR 2B (£4495)

Applications are invited for the post of SENCO from Easter 2015 or September 2015 under negotiation.

We wish to employ a teacher who can drive forward this key area in school.

The role is a challenging one and the successful candidate would need to demonstrate the following:

* Good or outstanding teaching supported by evidence of strong GCSE results.
* Experience of working as a SENCO or demonstrate a willingness to train.
* Evidence of professional qualification related to SENCO or further study.
* Excellent classroom practice
* Strong leadership and management
* Excellent interpersonal skills
* Experience of developing innovative support strategies for key students
* An up to date knowledge of SENCO legislation and practices.

If you wish to speak informally about the role and/or your application please contact K Brennan or T Pinkney. The school *strongly* encourages candidates to visit the school wherever possible.

The application should be submitted by 12 noon on 9 February 2015 and interviews will be held during week commencing 9 February 2015.

✓ The college is committed to safeguarding children. All candidates will need to demonstrate a commitment to the welfare and safety of children and young people. Any offer of employment will be conditional upon receipt of two supportive references and a successful DBS check.

 ‘The County Council is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community’

✓✓ Applicants with disabilities will be invited for interview if the essential job criteria are met.

Ferryhill Business & Enterprise College

*‘Inspiring learners to succeed as enterprising individuals’*

Set on a ridge on the outskirts of Ferryhill Business & Enterprise College benefits from magnificent views and spacious grounds. The building dates back to 1964 when it opened as Ferryhill Technical Grammar School. The premises still services its occupants well having been updated repaired and refurbished.

Ferryhill College is an 11-16 mixed comprehensive specialist college. Some 600 students are drawn principally from five primary schools in Ferryhill, Ferryhill Station and Chilton. Excellent liaison with our partner primary schools allow for curriculum links, effective information transfer, and initiatives such as ICT and summer schools, cluster out of hours learning programme and a KS2/3 Transition Teacher.

The college’s mission is to provide a caring, orderly environment in which all learn and develop to their full potential. We work in partnership with our community to ensure that quality teaching meets everyone’s needs.

Ferryhill is a rapidly improving school and in 2014, 77% of students achieved a C+ grade in English and 72% in Maths. It is a feature of the school that students are immensely supported. In our most recent Ofsted in 2014, this was recognised and judged to be outstanding. All other aspects of the school including achievement, behaviour and quality of teaching were judged good overall, although it was also recognised that the school had many elements that were also judged to be outstanding.

Ferryhill Business & Enterprise College values its people very highly – students, staff, governors, visitors. Staff members are friendly, supportive, hard-working and determined. We place great emphasis on ‘getting things right’, setting and achieving high standards.

You may gain a flavour of Ferryhill Business & Enterprise College by visiting our website on [www.fbec.co.uk](http://www.fbec.co.uk) and the Durham County Council website [www.durham.gov.uk](http://www.durham.gov.uk) will give you a wider area perspective. We would be delighted to welcome you to college for a tour, to meet members of our community, and to explain how we are ‘inspiring learners to succeed as enterprising individuals’.

Kevin Brennan

Head Teacher

Ferryhill@durhamlearning.net

**SENCO Department**

The SEND department is a strength of the school. Invariably SEND students’ progress extremely well and in 2013, our SEND students achieved the highest value added in the school. This is an amazing achievement as the school was judged to be in the top 5% of all schools in England!

At Ferryhill Business and Enterprise College (FBEC) we strive to ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make adequate progress. FBEC is committed to identifying and assessing pupils with SEND as early as is possible and necessary. This ensures that each child is provided with the appropriate support and can access one of our many interventions, which, are based on the following four areas of need:

\* Communication and interaction

\* Cognition and learning

\* Social, mental and emotional health

\* Sensory and/or Physical

The Learning Support Department at FBEC consists of the SENCO and two Learning Support Assistants. We are also fortunate to have a specialist English Support Assistant and a Numeracy Support Assistant. The school also has a Learning Support Centre which provides an inclusive learning environment when a child may need support away from the classroom. We have expertise in the following areas:

\* Literacy Support Programme

\* Numeracy Support Programme

\* Handwriting Support - Speed Up! Programme

\* Social, Emotional and Behavioural Support Programmes

\* Transition support

FBEC is an inclusive school where all staff strive to ensure each child is supported in their learning journey.

**Job Description**

|  |  |
| --- | --- |
| **Post Title:** | **SENCO** |
|  |  |
| **Post No:** |  |
|  | This description is **in addition** to the generic job description for a teacher |
| **Purpose:** | * To act as adviser to the Headteacher in the implementation of plans to fulfil the legal requirements of students classified as having SEN
* To raise standards of student attainment and achievement across the whole curriculum area and to monitor and support SEN student progress.
* To be accountable for student progress and development of SEN students.
* To develop and enhance the teaching practice of others.
* To be accountable for leading, managing and developing a group of learning assistants and, where relevant, teaching staff
* To effectively help with the pastoral needs of students for whom you are responsible in order for students to achieve their potential.
* Leading and managing the MAT lead teacher
* Attending Multi agency meetings and preparing in conjunction with LCos and the Behaviour Manager pastoral and behaviour support programmes
 |
|  |  |
| **Reporting to:** | Deputy Head (specified) |
|  |  |
| **Responsible for:** | Management of Learning Assistants, Cover supervisors when allocated to support lessons, teaching staff and other relevant personnel involved with SEN students |
|  |  |
| **Liaising with:** | Head/Deputies and AHTs, Directors of Learning, Assistant Directors of Learning where appropriate, Learning Coordinators, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, LEA staff, parents, external agencies |
|  |  |
| **Working Time:** | 195 days per year. Full time |
|  |  |
| **Salary/Grade:** |  |
|  |  |
| **Disclosure level** | Enhanced |
| **Operational/ Strategic Planning** | * To work in conjunction with curriculum leaders to develop appropriate assessment and teaching and learning strategies for SEN students.
* The day-to-day management, control and operation of Learning Assistants and Cover Supervisors including effective deployment of staff and physical resources where relevant.
* To actively monitor and follow up SEN student progress
* To actively monitor attendance and punctuality for SEN students in their care
* To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
* To work with colleagues to formulate aims, objectives and strategic plans for the group of students which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
* To help to implement the college Behaviour Policy in ensuring students for whom they are responsible adhere to it.
* To fulfil the statutory requirements of the school with regard to SEN students
* To act as the school’s nominated Child Protection Officer
 |
|  |  |
| **Curriculum Provision:** | * To withdraw students where necessary to improve standards of numeracy and literacy
* To provide a support programme where relevant to ensure SEN students receive their support entitlement.
* To assist in the development and delivery of cross curricular initiatives such as enterprise and citizenship.
 |
|  |  |
| **Curriculum Development:** |  |
|  |  |
| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * To work with the Deputy Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.
* To promote teamwork and to motivate staff to ensure effective working relations.
* To participate in the school’s ITT programme.
* To be responsible for the day-to-day management of LAs within the designated area and act as a positive role model.
 |
|  |  |
| **Quality Assurance:** | * To ensure the effective operation of quality control systems.
* To reinforce the process of the setting and establishment of targets across the student population and to work towards their achievement.
* To establish common standards of practice within the department.
* To implement School quality procedures and to ensure adherence to those within the department.
* To monitor and evaluate the tutorial programme and to monitor its implementation by their tutor team
* To seek/implement modification and improvement where required.
* To ensure that the Department’s procedures meet the requirements of Self Evaluation and the Strategic Plan.
 |
|  |  |
| **Management Information:** | * To ensure the maintenance of accurate and up-to-date information concerning the department on the MIS
* To make use of analysis and evaluate performance data provided.
* To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
* To produce reports within the quality assurance cycle for the year group
* To produce reports on examination performance, including the use of value-added data.
* To provide the Governing Body with relevant information relating to departmental performance and development.
 |
|  |  |
| **Communications:** | * To ensure that all staff are familiar with procedures and programmes within the department.
* To ensure effective communication/consultation as appropriate with the parents of students.
* To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
* To represent the Department views and interests.
* To liaise on a regular basis with the nominated Educational Psychologist
 |
|  |  |
| **Marketing and Liaison:** | * To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases.
* To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
 |
|  |  |
| **Management of Resources:** | * To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
 |
|  |  |
| **Pastoral System:** | * To monitor and support the overall progress and development of SEN students.
* To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
* To ensure the Behaviour Management system is implemented in the year group so that effective learning can take place.
 |
|  |  |
| **Teaching:** | * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
 |
|  |  |
| **Additional Duties:** | * To encourage the team members to play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
 |

|  |
| --- |
| Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |
|  |
| This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. |

**Person Specification – Head of Learning Support**

|  |  |  |  |
| --- | --- | --- | --- |
| Attribute | Essential | Desirable | How evidenced |
| Qualifications | 1. Relevant Honours degree/or equivalent
2. Qualified Teacher status
 | 1. Good degree
2. Other relevant qualifications (SEN)
3. Subsidiary teaching subject
 | 1. Application form
 |
| Knowledge and understanding | 1. Position and role within curriculum
2. Overview of curriculum and secondary education, now and future
3. Range of effective teaching and learning styles
4. Can work well in a team
5. Leadership and management skills
6. Working knowledge of how to apply SEN Code of Practice (new/old)
 | 1. How to motivate/discipline/ensure success with a wide range of ability and age
2. Cross-curricular and extra-curricular opportunities
3. Knowledge of range of SEN aspects, including MAT
4. An ability to teach in core areas of English, Maths, Science or French.
 | 1. Letter of application
2. Interview
3. References
4. Candidates will be required to submit GCSE results compared to target grade.
 |
| Experience | 1. Successful Teaching at Key stage 3 and 4
2. Leadership/management/co-ordination at some level
3. Willingness to undertake further study to become an accredited SENCO.
 | 1. Working with children in other educational/alternative settings
2. KS2 and/or post 16 experience
3. Experience as a SENCO
4. Working with middle/senior managers (on similar status)
 | 1. Letter of application
2. Interview
3. References
 |
| Personal qualities | 1. Has a presence/sense of purpose and determination to achieve and work to continuously improve
2. Communication and inter-personal skills
3. Committed to teaching children first, subject/s second
4. Excellent health and attendance record
5. Meets deadlines/can work under pressure
6. Strongly supported by referees
7. Committed to personal development
 | 1. Enthusiastic, lively, resilient, good sense of humour.
2. Other interests beyond the classroom
3. Sociable, flexible
4. Reflective, evaluative
 | 1. Letter of application
2. Interview
3. References
 |

**Job Description**

|  |  |
| --- | --- |
| **Post Title:** | Core Responsibilities of a Classroom Teacher |
|  |  |
| **Purpose:** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/ Form Tutor
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
 |
|  |  |
| **Reporting to:** | Director of Learning |
|  |  |
| **Responsible for:** | The provision of a full learning experience and support for students. |
|  |  |
| **Liaising with:** | Head/Deputies, teaching/support staff, LEA representatives, external agencies and parents. |
|  |  |
| **Working Time:** | 195 days per year. Full-time |
|  |  |
| **Salary/Grade:** |  |
|  |  |
| **Disclosure level** | Enhanced |
| **MAIN (CORE) DUTIES** |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
* To contribute to the Curriculum Area and department’s development plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute to the whole school’s planning activities.
 |
|  |  |
| **Curriculum Provision:** | To assist the Director of Learning, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. |
|  |  |
| **Curriculum Development:** | To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s Mission and Strategic Objectives. |
|  |  |
| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
 |
|  |  |
| **Quality Assurance:** | * To help to implement school quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
 |
|  |  |
| **Management Information:** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for the College MIS system, registers, etc.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.
 |
|  |  |
| **Communications:** | * To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
 |
|  |  |
| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.
 |
|  |  |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
 |
|  |  |
| **Pastoral System:** | * To be a Form Tutor to an assigned group of students.
* To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
* To carry out a range of appropriate activities during tutor group sessions.
* To liaise with the relevant Learning Coordinator to ensure the implementation of the school’s Pastoral System.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
 |
|  | * To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
* To contribute to the preparation of Action Plans and progress files and other reports.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
* To contribute to citizenship and enterprise according to school policy
* To apply the Behaviour management systems so that effective learning can take place.
 |
|  |  |
| **Teaching:** | * To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, Literacy, Numeracy and Business and Enterprise are reflected in the teaching/learning experience of students
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for students which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.
 |
|  |  |
| **Other Specific Duties**: |
| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* To support the school in meeting its legal requirements for worship.
* To promote actively the school’s corporate policies.
* To continue personal development as agreed.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. |

|  |
| --- |
|  |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

**Safeguarding Statement**

The following statement is attached to job adverts and application forms:

*“To protect the public, the post for which application is being made is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. It is not, therefore, in any way contrary to the Act to reveal any information you may have concerning convictions which would otherwise be considered as “spent” in relation to this application and which you consider relevant to the applicant’s suitability for employment. Any such information will be kept in strictest confidence, and used only in consideration of the suitability of this applicant for a position where such an exemption is appropriate.*

*This reference should be treated in confidence within DCC, however please be aware that if the applicant makes a subject Access request under section 7(3) of the DPA 1998 we may have to disclose the contents of the reference.”*

**Durham County Council - Children & Young People’s Services**

**Safeguarding Recruitment Statement**

***Applicants are advised that:***

* When applying, you must provide a full employment history, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers.
* Durham County Council, Children & Young Peoples Service reserves the right to contact your present employer and any previous employer.
* Employers will be asked about disciplinary offences, including those which have expired.
* The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice.
* If successful in the selection process, you should be aware that you will be required to undergo a check carried out by the Criminal Records Bureau to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter.
* An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position, i.e. classified as working with children. (Criminal Justice and Court Services Act 2000).
* Confirmation of your identity will be undertaken through the production of birth certificate / marriage or divorce certificate / passport, and educational / professional qualifications will be verified.
* Durham County Council, Children & Young Peoples Service will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.
* Preliminary interviews will be used to ensure applicants have a full understanding of the requirements of the job and its difficulties; young people may be involved in the selection process.

A probationary period of six months is standard practice for all new appointments to local Government.

|  |
| --- |
| **Teaching Post Application Form Guidance Notes** |

If you need any help to complete this form, please contact the Human Resources and Organisational Development, Workforce Planning Team 0191 372 8364. They can provide information and application forms in other formats. They can also help you complete your application form and provide details of access to County Council buildings.

**Please read this information before completing the enclosed Application Form**

These notes are intended to help you complete the enclosed application form section by section. The person specification provided with the details of the post, lists the criteria against which each candidate will be assessed. Invitation for interview is based on the information contained in the Application Form – complete it in a well-planned and positive way, use words such as ‘I plan’, ‘I am responsible for’. The candidates shortlisted will be the ones who most closely meet the criteria on the person specification.

**General Points**

* Please complete the form using type or black ink so that it can be photocopied.
* Please check that the form is for the correct post and take note of the closing date. If you are unable to complete the application form before the closing date, for example, due to requiring the form in a large print, then at the Lead Officer’s discretion, written information detailing how you meet the essential criteria may be accepted until the standard application form can be completed.
* Please ensure that you include as much relevant information as possible on the application form. Any information provided on CV’s will not be considered for shortlisting purposes. If little or no information is provided on the application form it will be impossible to assess your suitability and therefore progression to the shortlist for interview will be unlikely.
* If you do not have enough space on the form at any point you may continue on a separate sheet of paper, however, personal details, e.g. name, should not be included on any supplementary sheets.

**Equal Opportunities Monitoring Form**

* Please complete this section (1 to 7) to enable us to monitor our recruitment process in relation to our Equal Opportunities Policy. The information you provide will be treated with the utmost confidence and will be used only for statistical purposes to ensure that all candidates are treated fairly. This part of the application form will be detached before the selection process begins.

**First Section**

* This first section of the application form will be detached before the selection process begins. It asks for some basic details about you and the post that you are applying for, especially with regards to the post reference number, the post title, the school and the location and the closing date for the post. Full completion of this information by you helps to ensure that your application is not unduly delayed in transit to the relevant Recruitment Officer.
* Details of your Surname, Title, Previous Surname(s), Date of Birth, Forename(s), National Insurance Number, Address and Telephone Numbers (Mobile and Work if convenient) are required together with an email address (if convenient).
* Indicate (by ticking) whether the post is open to job share and if so if you wish to apply in a job share capacity.
* Please state where you saw the job advertised.
* Indicate whether you consider yourself to be a person with a disability. This may include a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities**.** Long standing means that is has lasted, or is likely to last, for over a year. If you answer yes please detail any specific requirements to assist us with an interview so that the necessary arrangements can be made.

**When completing the Important Information Box** about Criminal Convictions. The Rehabilitation of Offenders Act 1974 enables criminal convictions to become spent’ or ignored after a ‘rehabilitation period’. A rehabilitation period is a set length of time from the date of conviction. After this period, with certain exceptions, an ex-offender is not normally obliged to mention the conviction when applying for a job or obtaining insurance, or when involved in criminal or civil proceedings. Cautions, reprimands and final warnings are considered ‘spent’ immediately they are given. Some jobs are exempted from this Act. If this post requires an Enhanced or Standard Disclosure (refer to advert and job description) then you should provide details of ALL convictions, cautions, reprimands and final warnings. Where the post is subject to an Enhanced Disclosure, other relevant non-conviction information, such as police enquiries and pending prosecutions should also be declared. If this post does not require an Enhanced or Standard Disclosure then details of ‘unspent’ convictions only are required. Relevant criminal convictions and other associated information will be discussed at the interview to assess job related risk.

The length of the rehabilitation period depends on the sentence given – not the offence committed. For a custodial sentence, the length of time actually served is irrelevant: the rehabilitation period is decided by the original sentence.

Custodial sentences of more than 2½ years can never become spent. The following sentences become spent after fixed periods from the date of conviction:

|  |  |
| --- | --- |
| **Sentence** | **Rehabilitation Period** |
|  | People aged 18 or over when convicted | People aged under 18 when convicted |
| Prison sentences <1> of 6 months or less | 7 years | 3 ½ years |
| Prison sentences <1> of more than 6 months to 2 ½ years | 10 years | 5 years |
| Borstal (abolished in 1983 ) | 7 years | 7 years |
| Detention centres (abolished in 1988 ) | 3 years | 3 years |
| Fines<2>Community rehabilitation order CompensationCommunity punishment orderCommunity punishment & rehabilitation orderCurfew ordersDrug treatment and testing | 5 years | 2 ½ years |
| Absolute discharge | 6 months | 6 months |

<1> Including suspended sentences, youth custody (abolished in 1988) and detention in a young offender institute.

<2> Even if subsequently imprisoned for fine default. With some sentences the period varies:

|  |  |
| --- | --- |
| **Sentence** | *Rehabilitation Period* |
| Probation <3>, supervision, care order, conditional discharge or bind over  | 1 year or until the order expires (whichever is longer) |
| Attendance centre orders | 1 year after the order expires |
| Hospital orders (with or without a restriction order) | 5 years or 2 years after the order expires (whichever is longer) |

<3> For people convicted on or after 3 February 1995 (from which date the rehabilitation period for a probation order was changed under the terms of the Criminal Justice and Public Order Act 1994).

* **When completing the Declaration box**: under the Council’s new Constitution you are required to state in writing whether to the best of your belief you are the parent, grandparent, partner, child, step child, adopted child, grandchild, brother, sister, uncle, aunt, nephew or niece of an existing Councillor or Officer (any employee) of the Council or a partner of such persons. Canvassing of Members of the Council or any Committee of the Council or any appointing officer directly or indirectly for any appointment with the Council is prohibited and shall, if deemed appropriate, disqualify you for that appointment.
* After reading the guidance notes including the information regarding Criminal Convictions you need to sign and date the Declaration to declare that the information you have given on the Application Form is true in all respects. If you choose to send the application form electronically you will be asked by the Lead Officer (or the relevant Recruitment Officer) to sign and date the Declaration when you attend for interview.

**Right to Work in the UK.** The Asylum and Immigration Act of 1996 requires employers to ensure that anyone who is taken on as an employee has the right to work in the UK. The successful candidate will be asked to provide documentary proof of their right to work in the UK***.***

**Section A**

 **Education**

* Please provide full and accurate details about your education and training, paying particular attention to the grade achieved in each examination. All qualifications must be supported by relevant certificates, but please do not attach certificates. If successful these will be requested at a later date.

**Section B**

 **Employment Details**

* Please provide details of your present and previous appointments (permanent or temporary) as requested.
* Additional Employment:

If you are successful in gaining an appointment and already have additional ongoing employment, it may be necessary to ask you to sign a waiver clause, signifying your consent to work an average of no more than 48 hours per week in your combined employment. This agreement is sought in compliance with the Working Time Regulations 1998. More guidance can be found on [www.direct.gov.uk](http://www.direct.gov.uk) . Young Workers (those over the minimum school leaving age but under 18) are:

* entitled to 12 consecutive hours rest between each working day;
* two days’ weekly rest;
* a 30 minute in-work rest break when working longer than four and a half hours;
* limited to working 8 hours per day/40 hours per week;
* Prohibited from night work between 10 p.m. and 6 a.m. or between 11 p.m. and 7 a.m.

The next section asks you to demonstrate that you have the essential and where possible desirable experience, skills and knowledge as stated on the Person Specification of the post that you are applying for. Candidates who do not evidence that they meet the essential qualifications and experience listed on the person specification will not be shortlisted. You can use continuation sheets if necessary.

**Section C**

**Full Employment History**

Please provide **full** details of all previous posts you have held, including those with Durham County Council (if applicable) starting with the most recent first. You will also need to include any dates (if applicable) when you have not been in employment. Please use continuation sheets if necessary.

**Section D**

**Additional Information**

Please provide details of

* Subject(s) Secondary School only
* Department of Education Ref
* General Teaching Council No.
* To which Superannuation Act (if any) you are now subject? E.g. Local Govt, Teachers etc.

 To be completed in case of General Application only

* In which area(s) of the County do you wish to teach?
* Do you want full time, part time, permanent or temporary work?
* Have you already given notice to your present employer?
* If Yes when will you be able to commence?
* If No how much notice are you required to give?

Overleaf on page 8, if you have any additional information please complete this section to provide any additional skills information about yourself not already detailed in Section B which you feel is relevant to this teaching post. This may include any particular skills and qualities which will help the Governors/Appointment Panel to assess your suitability. The skills and qualities you include may be from work, on work experience or in a voluntary or other setting. Please use continuation sheets if necessary.

**Section E**

 **Referees**

For all positions in contact with children and vulnerable adults the Council has the right to seek references from any or all previous employers and line managers prior to interview. All references will be verified by the Council with the referee to ensure authenticity.

Give name, job title, and relationship to referee and address of two people, who must know you well to whom a reference may be made. Referee 1 should be your present (or most recent) employer, or if you are a recent school leaver, should be the Head Teacher of your last school. Next of kin or immediate relatives should not be named as referees.

Please note appointment will only be confirmed subject to satisfactory references.

Finally, please check that you have completed your post reference number, post title, school/location and closing date and all personal details on the first section of the application form and that you have signed and dated the declaration. When submitting an electronic application form you will be asked to sign and date the declaration if invited to the interview stage.

**Complaints**

The aim of the recruitment and selection procedure is to afford every candidate a fair and appropriate process which accommodates individual needs and ensures that every appointment is made on merit in an effective and consistent way. We welcome any feedback on the procedure*.*If you feel you were not afforded this provision, then you should contact the Head Teacher or alternatively, if the post is for Head Teacher contact the Chair of Governors. This must be done within 5 working daysof the end of the time that you were told. Should you require advice with regard to making a complaint, please contact the Human Resources and Organisational Development.

**Thank you for your interest shown in the Durham County Council.**