

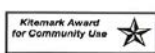


SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

“Striving for Excellence”

PRINCIPAL RECRUITMENT INFORMATION

January 2019



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Dear Applicant

Thank you for your interest in this most important post. The vacancy has arisen due to the impending retirement of Mr Nigel Barrow, after twelve successful years of headship.

As you will see from the accompanying details, Shirley High School is a thriving school with a considerable reputation in the local community. My fellow governors and I are seeking to appoint a Principal who is a good communicator with vision, excellent leadership and management skills and a clear ability to build on the school's strengths to take it forward in the years ahead.

Applicants will be assessed on professional competence, management and communication skills, leadership and the ability to rapidly develop good working/personal relations.

In this pack you will find instructions on how to apply, together with the dates for the various stages of the selection process. Please ensure that you respond as requested as we have designed the programme to make our review of all the evidence simple and easily assessable.

Candidates who are shortlisted will receive more information about the school in order to help them prepare for subsequent stages. Tours of the school will take place week commencing Monday 28 January 2019 by appointment should you be interested.

We hope you will apply; if so, the governors look forward to hearing from you.

Yours sincerely



M West
Chair of Governors



A MESSAGE FROM THE STUDENT COUNCIL...

Our Student Council consists of two elected representatives from each year group, as well as our Head Boy, Head Girl and School Captain. We meet with a Vice Principal and a Pastoral Support Assistant once each half term during PSHE time on a Tuesday morning. During these meetings, we discuss issues that affect students and how they can best be addressed. We also provide input into staff and the Senior Leadership Team decisions that affect us. We bring ideas from our Year Council meetings (which are held half termly and led by our Head of Year) to these meetings and take issues and proposals back to Year Council meetings.

Over recent years, we are proud to have been involved in a number of school consultations and meetings with visitors to the school. For example, we met with our local MP, Sarah Jones, and talked to her about issues facing young people in Croydon. We meet with the School Improvement Advisor and also with the Chair and Vice Chair of Governors each year. We invite members of the Senior Leadership Team and other school staff, including the Head of Personal Development, the Facilities Manager and the Catering Manager to attend our meetings regularly so we can have input into the work they do. For example, we met with the Senior Vice Principal responsible for Pastoral Care to discuss the new Behaviour Policy (September 2017) and a new reward, Cookie Tokens, was implemented as a result of this consultation. We also recently reviewed and made changes to the student planners, which has made them much more user friendly for students.

We feel very strongly that what makes our school so special is the incredible sense of community.

Shirley High School is a place where students and staff (including our amazing Student Support Assistants) support each other, resulting in strong, positive relationships. We believe that this is because our school is diverse, inclusive and encourages students to develop as people, as well as 'Striving for Excellence' academically.

Students at Shirley High School are very talented and there are many extra-curricular activities and trips available to encourage them to develop their talents, whatever they may be. As a Performing Arts School, we have great opportunities to get involved in Music, Drama and Dance, including school shows and performances. Our Physical Education department offers a broad range of activities, including football, rugby, netball, basketball, golf, athletics and trampolining and we love using the school gym. There are many curriculum trips and we value the opportunity to go on residential ski, water sports and EuroDisney trips.

The school has a Christian Union and a Muslim Union, both of which meet weekly and are open to anyone. We also have a Charity Commission, which leads the enormous amount of charity work we undertake in this school. In the last year, our Year 8 students built a well for a community in a developing country (through The Penny Appeal) and we raised over £1000 for Cancer Research in the Race for Life. Our recent Year 7 Christmas disco raised over £200, which is going towards our 'Build a School' campaign, where we aim to eventually raise £15,000 to build a school in a developing country. We think that these events and clubs, which encourage us to think about others, are part of the reason we have such a strong sense of community.

Our 6th Form students participate in a lot of charity work, mentor younger students and participate in the many extra-curricular and social opportunities available, such as the recent Christmas social and quiz. These events, along with great teaching and support, contribute to the strong sense of community in the 6th Form, which we believe is why it is so successful. Additionally, our 6th Form representatives think our 6th Form is successful because students are in silent, supervised study when not in lessons and have to earn opportunities for home study.

We feel lucky that we are able to choose from a broad range of subjects, including creative subjects, for our GCSEs and A-levels. We think that having a broad choice allows people to find what they are good at, and what they enjoy, and this allows them to develop and grow as individuals. We also value form time (20 minutes per day) and PSHE (one hour per week), which allows for external agencies to visit the school and for our Year and Student Councils and Anti-bullying Team to meet regularly.

We are looking forward to working with a new Principal and hope that they will continue to support, develop and enhance the personal development aspects of the school. We hope that they will continue to prioritise the important things we value, including core PE; a wide range of subjects; extra-curricular activities; wellbeing and mental health support; tutor time and PSHE, whilst continuing to encourage us to 'Strive for Excellence'. We hope they will recognise the support we need as young people learning to navigate the world in Croydon, and will offer us compassion, understanding and support.

We love that our current Principal is visible, approachable and interactive. He takes time to get to know us and this is something we would like to see our new Principal continue to do. Most importantly, we think it is vitally important that our new Principal understands, and fits into, our inclusive, diverse and supportive community.





PRINCIPAL

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Shirley Church Road Croydon CR0 5EF

Salary L32 – L38

An enhanced salary will be considered commensurate with the experience of a suitable candidate
A relocation package will be considered if appropriate

The Governing Body wish to appoint a Principal from September 2019 on the retirement of the current Principal, Mr Nigel Barrow.

We are a relatively small, high attaining co-educational 11-18 school of just over 1000 students, including a small and growing, extremely successful Sixth Form, standing on a fabulous 'green' site on the outskirts of Croydon. We are a multi-cultural / faith school with a deserved reputation for being a friendly, welcoming, inclusive and diverse community. The school participates in a number of productive partnerships and has at its heart the two principles of 'achieve and enjoy'. We are very proud of our school and the students who study here. We have:

- A safe, happy and successful learning environment where all students can truly fulfil their potential
- A strong belief in the professional development of all staff
- A very good reputation with parents / carers and the community
- A commitment to continuous improvement in the quality of education in the school

We are seeking to appoint a Principal who:

- Is passionate about excellence in education and can inspire and empower others to share goals and targets and achieve them
- Is committed to inclusion and success for all making a real difference to young people
- Has an appreciation of the value of a community school and the value of a specialism in Performing Arts
- Is positive, energetic, resilient and driven with high expectations
- Is a talented leader and has vision and ambition and the ability to think and work strategically

An application pack and more information can be found on our website www.shirley.croydon.sch.uk

Visits to the school are warmly encouraged during w/c. Monday 28 January 2019 and can be arranged by emailing the Clerk to Governors – Mrs Garcia (garcia@shirley.croydon.sch.uk)

You can also find us on Facebook <https://www.facebook.com/shirleyhighschool/>

Closing date for applications: Thursday 21 February 2019 at 9.00 am
Applications can be posted to the address above or emailed to the Clerk to Governors – Mrs Garcia (garcia@shirley.croydon.sch.uk)

Shortlisting: Thursday 28 February 2019 – successful candidates will be contacted on Friday 1 March 2019

Interviews: Monday 11 and Tuesday 12 March 2019

This post is subject to an Enhanced Disclosure Application (with barred list check) to the Disclosure and Barring Service.

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

ABOUT US



Shirley High School is a successful, oversubscribed, mixed, 6 form entry, 11-18 comprehensive school, set in a pleasant residential suburb of Croydon on a site exceeding 13 acres. We have a school roll of approximately 1000.

There have been a number of improvements and additions in recent years, including:

- A new purpose designed Post-16 building
- State of the art Performing Arts accommodation
- An extensive refurbishment to the Design & Technology area
- A new purpose designed Food Technology suite

We are very proud of our school and the students who study here. Their achievements, supported by our hard-working and committed staff, makes us the successful school that we are. The school aims to develop students for the future as they learn to achieve the highest standards of excellence in academic work and other areas of school life. The school's examination results have shown a consistent improvement. We are also very proud of our Performing Arts School Specialism. To achieve this we had to show excellence in all areas of the curriculum and have the ability to pass on those skills to other schools.

The school has a reputation of being a well-ordered, happy, caring community, popular with our students and their parents/carers and is over-subscribed in the first choices from local primary schools with over 700 applications for the 180 places in Year 7. We are committed to working closely with parents/carers in the education of our students. We believe students develop best in a well-ordered environment where expectations are made clear. There are a number of co-curricular (extra-curricular) activities provided for students to ensure a broad and balanced education.

Shirley High School has received a whole host of national accolades in recent years demonstrating the wide range of learning experiences available to our students. In June 2012 we were placed in the top 10% performing academies and schools by the SSAT (Specialist Schools and Academy Trust) based on Key Stage 4 value-added scores for students achieving 5x A*-C including English and Maths. This achievement highlighted the steady improvement made at the school as we were placed in the top 20% in 2010 and then in the top 15% in 2011. Similarly at Key Stage 5 we were placed by the DfE third in the country for all schools and colleges for our vocational progress score results in summer 2014, second in summer 2015 and in the final DfE tables for 2016 we were placed top school in the country for progression on 'Applied General' courses. These are achievements we are justifiably very proud of.

In 2017 KS4 examination results, 8% of students achieved 5 x A*-A grades; 56% 5 x A*-C (67% 9-4 in English and 51% 9-4 in Maths) and 97.5% of students achieved 5 x A*-G. In 2018 7% of students achieved 5 x '9-7' grades; 54% 5 x 9-4 (71% 9-4 in English and 56% 9-4 in Maths) and 98.3% of students achieved 5 x 9-1 grades.

At Key Stage 5 our first Post-16 results were in 2013. We achieved excellent results in BTEC 100% passed with Merit or Distinction and 100% of students achieved A*-E at A level (55% A*-C). These results placed us in the top 1% (Grade 1) for ALPs value added at BTEC. In 2014 and 2015 our results were similarly positive with 82% and then 89% of Year 13 meeting or exceeding ALPS. In 2016 we exceeded even this exam performance with a 100% pass at A level, 86% of which were A*-C; 100% pass at BTEC Extended Diploma 100% of which were Distinction*/Distinction with an overall Post-16 Student Performance ALPs grade of Red 2 (top 10%) for the third year. In 2017 we achieved a 99.5% pass at A Level (83% A*-C) and a 100% pass at BTEC (84% Distinction* /Distinction). This has resulted in the school being graded ALPs Red 2 (top 10%) at both A Level and BTEC for value added for another year. In 2018 we achieved a 100% pass at A Level (76% A*-C, 92% A*-D) and a 100% pass at BTEC (85% Distinction*/Distinction). This has resulted in the school being graded ALPs Red 1 (top 1%) for BTEC and ALPs Red 3 A Level (top 25%) for value added for another year. Following these results all Year 13 students who had applied received their first choice university.

The school achieved Healthy School Status in December 2010 and from 2015 every year we have been awarded Healthy Schools London Bronze Status. We have the Kitemark Award for Community Use; are an Open University Partner School: and we were the first school in Croydon and the third in England to achieve the NAACE ICT Mark. Artsmark Gold was awarded to the school in May 2009 and re-awarded in May 2012.

Our excellent staff are dedicated to helping our students develop their interests and skills so they can take their rightful place within our society as confident young adults.

ETHOS OF THE SCHOOL

The ethos of this school is a learning environment where all students have the opportunity to enjoy their education and achieve to their fullest potential. This is due to the strong emphasis we place on high standards of achievement and behaviour amongst all our students. We believe that such standards are achieved where good attendance, punctuality and the development of sound personal relationships are encouraged. We ask all parents / carers to respect this ethos and its importance to the school community.

MISSION STATEMENT

We deliver high quality teaching and learning in an environment that meets the needs of our students so that all achieve and enjoy.

AIMS OF THE SCHOOL

The school places strong emphasis on high standards of achievement amongst all of its students. It believes that such standards are achieved in a well ordered atmosphere where good attendance, punctuality and the development of sound personal relationships are encouraged.

1. To encourage students to pursue their full potential and achieve academic excellence.
2. To relate the curriculum to the individual needs of each student and through it to promote social, moral and religious values.
3. To recognise success and encourage talent of all kinds.
4. To foster an atmosphere of student self-discipline and responsibility within the school.
5. To prepare students for the opportunities, responsibilities and experiences of adult life.
6. To involve students, parents / carers, staff, governors and the local community in promoting the aims of the school.



MOTTO

Shirley High's motto is "Striving for Excellence" and we strive to be excellent and achieve in everything we do.

NOTABLE ACHIEVEMENTS

Shirley High School has a long tradition of excellent achievement. The school's examination results have shown a consistent improvement over the years.

- Value Added 2014 - vocational - third best school nationally
- Value Added 2015 - second in the country in the DfE Government league tables for Post-16 vocational progression
- Value Added 2016 - top school in the country in the DfE Government league tables for Post-16 applied general progression (the only school to appear in the top 5 from 2014 to 2016)
- Value Added 2017 – ALPs Certificate of Outstanding Progress (Top 25% 3 Year T-Score 2015-2017)
- Value Added 2018 – ALPs Certificate of Outstanding Progress (Top 15% 3 Year T-Score 2016-2018)

GCSE RESULTS 2018

7% students achieved 5 x 9-7

54% students achieved 5 x 9-4 (English 70% Maths 56%)

98.3% students achieved level 1 (5+ 9-1)

POST 16 RESULTS 2018

A Level: 76% A*-C; 100% Pass

BTEC Extended Diploma: 85% Dist*/Dist; 100% Pass



JOB DESCRIPTION

Job Title: SECONDARY SCHOOL PRINCIPAL

Reports to: Governing Board

Responsibilities:

The Principal is expected to operate at a level of professionalism as set out in The National Standards of Excellence for Headteachers 2015.

The Governing Board at Shirley High School will use these standards with the Principal in developing strategic targets for the school and for the setting of performance management objectives.

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Purpose

The Principal will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.

Main Areas of Responsibility

KEY ELEMENTS

Vision and core purpose

- Articulate clear values and moral purpose for the leadership of Shirley High School, focused on providing a first class education for our students.
 - Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
 - Model positive relationships and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.
 - Ensure that the education and interests of our students are at the centre of everything we do at Shirley High School.
-

Meeting our objectives through improving learning and achievement in the classroom

- Lead the improvement and development of Shirley High School on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for our staff.
 - Demonstrate political astuteness in promoting the interests of our school in the context of our core objectives, translating opportunities arising from local and national policy into the school's context.
 - Ensure that Shirley High School's development as an academy is consistent with our core objectives and seeks further to serve our local community.
 - Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
 - Maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.
 - Determine, implement and review the curriculum to ensure breadth, balance and relevance to all students whatever their abilities, aptitudes and needs.
-

Leadership and management

- Promote the sharing of best practice between staff.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Identify emerging talents at all levels in Shirley High School, coaching current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- Hold all staff to account for their professional conduct and practice.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
- Establish, implement and maintain rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular its functions to set school strategy and hold the principal to account for student, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Wider engagement and contribution

- Develop the capacity of Shirley High School to work with other schools and improve the quality of education at system level.
 - Develop effective relationships with other services to improve academic and social outcomes for all students.
 - Harness the findings of well evidenced research to help contribute to the self-improving and school led system.
 - Make Shirley High School a centre of excellent practice in initial and continuing teacher education.
 - Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.
 - Promote the profile of the school in the local community and developing positive relationships with local feeder schools.
-

PERSON SPECIFICATION

Qualifications / CPD	<ul style="list-style-type: none"> • Honours Degree • Qualified Teacher Status • Evidence of (recent) continuous personal / professional development • Higher qualification in education and / or management • NPQH 	<p><i>Essential</i></p> <p><i>Essential</i></p> <p><i>Essential</i></p> <p><i>Desirable</i></p> <p><i>Desirable</i></p>
Experience	<ul style="list-style-type: none"> • Working in a comprehensive school in a disadvantaged / multi-cultural context • Building and leading successful teams • Effective leadership in a number of senior roles in secondary school • More than one secondary school 	<p><i>Essential</i></p> <p><i>Essential</i></p> <p><i>Desirable</i></p> <p><i>Desirable</i></p>
Leadership Qualities <i>(all essential)</i>	<ul style="list-style-type: none"> • Vision and ambition and the ability to think and work strategically • The ability to delegate responsibility with accountability • The ability to produce and implement appropriate improvement plans and policies • The ability to develop effective working relationships and networks with people, schools and other organisations beyond the school • The ability to lead by example and to inspire, challenge and motivate students and staff • The ability to recognise and reward professional excellence and to recognise and deal effectively with performance issues 	
Leading Teaching <i>(all essential)</i>	<ul style="list-style-type: none"> • The ability to promote, monitor and evaluate outstanding teaching and learning and the highest levels of achievement • The ability to promote and develop an outstanding curriculum • The ability to lead the successful professional development of teams and staff 	
Management & Finance <i>(all essential)</i>	<ul style="list-style-type: none"> • The effective management of people and resources • Strong financial acumen and the ability to understand, plan and manage the budget 	
Knowledge & Understanding <i>(all essential)</i>	<ul style="list-style-type: none"> • Understanding of the key legal issues relating to the leadership and management of a standalone academy • Political insight and understanding of national trends that could impact upon the school and of the broader educational landscape • A commitment to and understanding of safeguarding and promoting the welfare of children and young people 	
Communication and working with people <i>(all essential)</i>	<ul style="list-style-type: none"> • The ability to develop and maintain strong relationships, respect and credibility with the governing body, students, staff, parents, the wider community and other stakeholders • Excellent communication skills 	
Personal leadership qualities <i>(all essential)</i>	<ul style="list-style-type: none"> • Passionate about excellence in comprehensive education • A commitment to inclusion and success for all • An appreciation of the value of a community school, the value of a specialism in Performing Arts and of the broader values and ethos of Shirley High School • Positive, energetic, resilient, ambitious, driven, with high expectations 	



Internal use only
Reference no:
Date received:

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Employment Application Form: Principal

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

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

Closing date for applications: Thursday 21 February 2019 at 9.00 am. Applications can be posted to the school or emailed to the Clerk to Governors – Mrs Garcia (garcia@shirley.croydon.sch.uk)

Part 1: Information for Shortlisting and Interviewing

Initials: _____ Surname or Family Name: _____

1. Statement of Application

Please enclose a statement of application and refer to the person specification. Your statement should be on no more than 2 sides of A4 paper (Arial font size 12) and should outline why your knowledge / skills and experience make you an ideal candidate for this role.

2. Current/Most Recent Employment: If Teaching

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

3. Current/Most Recent Employment: If Non-Teaching

Name, address and telephone number of employer:	
Job title: Please enclose a copy of your current job description	
Date appointed to this post:	
Salary:	
Date available to begin new job:	

4. Full Chronological History

Please provide a full history in date order, most recent first, since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job title or position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	Full or part-time	Dates (DD/MM/YYYY)		Reason for leaving
				From	To	

Please enclose a continuation sheet if necessary.

5. Secondary Education and Qualifications

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

6. Higher Education

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

7. Professional Courses Attended and/or Delivered

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

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

8. Other Relevant Experience, Interests and Skills

9. Referees

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

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

First Referee

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

I consent to this reference being requested before interview.

Yes:

No:

Second Referee

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

I consent to this reference being requested before interview.

Yes:

No:

10. Reference Declaration

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

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

- The referee’s relationship with the candidate
- Details of the applicant’s current post and salary
- Performance history
- All formal time-limited capability warnings which have not passed the expiration date
- All formal time-limited disciplinary warnings where not relating to safeguarding concerns which have not passed the expiration date
- All disciplinary action where the penalty is “time expired” and relate to safeguarding concerns
- Details of any child protection concerns, and if so, the outcome of any enquiry
- Whether the referee has any reservations as to the candidate’s suitability to work with children. If so, the School will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children

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

Sign:	
Print:	
Date:	

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

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

11. Personal Information

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

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

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

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

In accordance with the provisions of The Childcare Act 2006 and The Childcare (Disqualification) Regulations 2009 and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, there is a requirement on some staff in educational settings to disclose relevant information. This requirement will apply to your application if the post you are applying for is in an Early Years setting with children (from birth until 1 September following a child's fifth birthday) or Later Years childcare (children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if you are directly concerned with the management of such childcare.

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

13. Prohibition from Teaching

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

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

In compliance with the Data Protection Act 2018 and GDPR, we would like to inform you of the purpose for which we are processing the data we have asked you to provide on this application form. Further information is available in our Data Protection Policy which can be found on our website www.shirley.croydon.sch.uk. The person responsible for Data Protection in our organisation is Maeve Garcia (School Business Manager) and you can contact them with any questions relating to our handling of your data. You can contact them by email – dpo@shirley.croydon.sch.uk

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

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

15. Notes

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

16. Declaration

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

Signature of applicant:	
Print name:	
Date:	

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Part 3: Equality and Diversity Monitoring

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

Ethnicity	Workforce census code		Please tick	Sexual orientation	Please tick
White	WBRI	British English Welsh Northern Irish Scottish		Bi-sexual	
	WIRI	Irish		Gay Man	
	WIRT	Traveller of Irish Heritage		Gay Woman	
	WROM	Gypsy / Roma		Heterosexual	
	WOTH	Any other White background		Other	
Mixed	MWBC	White and Black Caribbean		Prefer not to say	
	MWBA	White and Black African			
	MWAS	White and Asian			
	MOTH	Any other Mixed background			
Asian or Asian British	AIND	Indian		Gender	Please tick
	APKN	Pakistani		Female	
	ABAN	Bangladeshi		Male	
	CHNE	Chinese		Transgender	
	AOTH	Any other Asian background		Prefer not to say	
Black or Black British	BCRB	Black – Caribbean		Personal relationship	Please tick
	BAFR	Black – African		Single	
	BOTH	Any other Black background		Living together	
Other ethnic group	ARAB	Arab		Married	
	CHNE	Chinese		Civil Partnership	
	REFU	Refused/Prefer Not to Say		Prefer not to say	
	OOTH	Any other ethnic group			

Religion or belief	Please tick	Disability Do you consider that you have a disability?	Please tick
No religion		Yes - Please complete the grid below	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)		No	
Buddhist		Prefer not to say	
Hindu			
Jewish		My disability is:	
Muslim		Physical Impairment	
Sikh		Sensory Impairment	
Any other religion (Write in)		Mental Health Condition	
Prefer not to say		Learning Disability/ Difficulty	
		Long standing illness	
		Other	
		Prefer not to say	