



Norfolk County Council at your service

Aylsham, St. Michael's CofE VC Nursery & Infant School

Job reference: HTH12/885

Thank you for enquiring about this vacancy. An information pack and an application form are enclosed.

Headteacher application forms can be downloaded from www.norfolk.gov.uk/schooljobs and either posted to the address below or submitted by email to jobs@norfolk.gov.uk. If you are submitting your application by email there is no need to post a signed copy.

Shared Service Centre
HR Recruitment Team
2nd Floor, Charles House
Prince of Wales Road
Norwich
NR1 1DJ

**Completed application forms must be returned by
Monday 24th September 2012**

**St. Michael's Church of England Voluntary Controlled
Nursery & Infant School, Aylsham Norfolk**



Headteacher Information Pack





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St. Michael's Church of England Voluntary Controlled
Nursery and Infant School,
Schoolhouse Lane, Aylsham, Norfolk, NR11 6EX
01263 732260
office@st-michaelsaylsham.norfolk.sch.uk
www.st-michaelsaylsham.norfolk.sch.uk



A Letter from the Governors

Dear Applicant,

Thank you for your interest in our school.

Our governing body would like to invite you to visit us and experience for yourself the warm, happy and enthusiastic environment found at St. Michael's.

We believe we can offer you an exciting and rewarding opportunity as our new Headteacher. To support you there is a team of talented and dedicated staff, involved parents, active and supportive governors and most importantly, wonderfully eager and well behaved children.

I hope the information within this pack proves helpful and encourages you to apply.

Yours faithfully,

The Board of Governors





Head to Head

Dear Colleague

I had the privilege of being Headteacher at St Michael's for almost 10 years, but decided to retire at the end of the summer term 2012 after being a Headteacher for 16 years. I loved every moment working at St Michael's and I was particularly delighted with the excellent outcome of our Ofsted inspection in March 2010, which highlighted 18 outstanding areas.



During my period as Headteacher, the school increased from three classes to four classes, with a maximum number of 108 children. In my last year there were 99 children on roll in the main school, with an anticipated increase in September 2012. The popularity of the Nursery also grew considerably with Ofsted grading it outstanding in both 2006 and 2010. Since 2010 a flexible 15-hour entitlement was offered, which proved exceptionally popular and we were over-subscribed in April 2012.

Supported by very committed and talented staff, governors and parents, together we ensure we continually strive to offer the children the very best education we can. We are proud of our consistently good end of KS1 results across all areas with particularly high achievement in reading at Level 3.

We always aim to be at the forefront of new initiatives, which enhance what we offer the children by:

- being a lead Forest School.
- Having a passion for learning outdoors, gaining a Gold Oak award from the Woodlands Trust and award for the RHS Campaign for School Gardening.
- Offering outstanding PE experiences in lessons and clubs - recognised as one of the first 8 primary schools in Norfolk to gain national recognition in 2010 for High Quality PE.
- Acknowledging the importance of PSHE, healthy eating and encouraging children to walk to school and achieving the national Healthy Schools award in 2010, Bronze Food4Life Partnership in 2011 and annual Gold level School Travel awards from 2006 until the initiative stopped in 2010.
- Promoting the importance of caring for the environment and sustainability as an Eco school, we aim to achieve Green Flag status in 2012.
- Recognising the pleasure children get from singing together and gaining a Gold 'Sing-up' award.





The school is on an attractive site very close to the centre of the delightful market town of Aylsham. The school offers:

- five excellently resourced classrooms, each with IWB, visualiser and good ICT resources.
- A new indoor 'messy area' for the Reception children to share, allowing them to work collaboratively.
- A purpose built library, extensively stocked with excellent books.
- A spacious hall and a separate dining room.
- Two recently remodelled toilet blocks for Reception and Y1.
- A large playground at the front of the school and a grassed area with a trim trail.
- A delightful enclosed pond and wildlife garden.
- Extensive areas for the children to grow vegetables, fruits and flowers.



Future building plans when funding permits, in 2012-13 include:

- improving the accessibility to the main entrance to provide a large new reception area and offices for the Headteacher and Secretarial staff. The current Headteacher office will become a multi-purpose room for meetings, SEN groups and PPA.
- Remodelling the Y2 toilet block.
- Further development of the two large enclosed outside areas for the Early Years Foundation Stage, by the PTA for a large suspended shelter to allow the Reception children to access the outside area at all times and a new safety surface in part of the Nursery area.



St MICHAEL'S
NURSERY
& INFANT SCHOOL
AYLSHAM
PHYSICAL EDUCATION
AWARD 2010-2012

And finally:

- We really enjoy having frequent focus days and weeks, offering the children exciting opportunities to welcome visitors to the school, go on visits and work in family groups with different members of staff leading these events.
- Parents are regularly involved in school activities, often through 'Family Learning sessions', led by members of staff or staff from the Aylsham Cluster.
- We take an active part in the Aylsham Cluster, joining with the 9 other schools and the feeder High School, for CPD days, special activity weeks, and networks for the Head teachers who meet each half-term, and for teachers who lead in SEN, Literacy, Maths and Early Years.





- Recently we have become a key member in the Aylsham Cluster Trust, which has grown from the close relationship we have within the Cluster. It is early days but it is envisaged the Trust with its external partners will offer many new and exciting opportunities for even closer collaboration and opportunities for the children, staff, governors and parents.
- To further expand the children's understanding of children in another country we are establishing a close link with a kindergarten in Cambodia and the Assistant Headteacher visited them in January 2012. Both groups of children are very excited about our twinning.

St Michael's is a really exceptional school and hope you will come to look around, so you can experience it at first hand.

Yours faithfully,

(former Head teacher - retired)





From Our Children

We would like our new Head teacher to be:





From Our Staff

Attributes we would value in our new Head teacher include:

- Exemplary leadership skills
- A clear vision and the ability to communicate it effectively
- Easy to approach
- Up-to-date and forward thinking
- Excellent managerial skills
- Values quality over quantity
- Decisive
- Objective
- Calm and consistent
- Caring and compassionate
- Understanding and sensitivity
- Sense of fun
- Team leader
- Consultative and evaluative





About Our School

We would love you to visit us to get a real understanding of our school, but the following pages provide a brief introduction. Lots more information can be found by visiting our website at:

<http://www.stmichaelsaylsham.co.uk/headteacher/>



St Michael's History

Our school was built in 1848 on land belonging to an early grammar school founded by Robert Jannys, a rich merchant from Norwich. A hundred years later the Church of England relinquished aspects of the school's administration to the Local Education Authority, making it a Voluntary Controlled church school.

The Present Day

Today, the beautiful Victorian buildings contain modern, airy and well-resourced classrooms and accommodate up to 108 children in 4 classes. We have a large hall, separate kitchen and dining hall, 4 outdoor play areas, a pond area and a wonderful library, which was completed in 2005. Attached to the main school is our bright, purpose-built nursery suite, which has part-time and full-time places for 52 children. An experienced Early Years teacher and full-time trained nursery assistants staff the Nursery.



The Aims of the School

Our main aim is to provide a **happy, stimulating, caring and secure** environment in which each child can learn and thrive, and achieve their full potential.

We aim to:

- be an inclusive school offering equal opportunities to everyone while respecting and valuing our differences;
- promote the personal, social, physical and cognitive development of all the children allowing them to grow as individuals at their own pace;
- create a school environment, which is a source of stimulation to the children;
- provide children with high quality education, broadly based, relevant and balanced, which meets their needs and the requirements of the Early Years Foundation Stage Curriculum and National Curriculum;
- assist all children to attain the highest standards according to their age and ability;
- encourage in all children a desire to learn by creating, participating in and sharing new experiences and challenges;
- develop a culture of self-confidence leading to self-discipline and respect for other people, their beliefs and values;
- establish a positive relationship with the family so we can work together to support every child;
- encourage independence, self-confidence and respect for others and for their environment;
- develop children's imagination and creativity to enable them to use their skills in music, drama and the arts as a means of expression and to appreciate all aspects of the arts;
- maintain close links with the community.

The Values of the School

The values we aim to develop in our children are:

- a desire to do their best for themselves and others;
- a respect for others, their values, beliefs, aspirations and property;
- an appreciation of their environment and a desire to safeguard it;
- a desire to play an active and responsible part in the school community.



The values the staff will apply in developing, operating and maintaining the school are:

- promoting the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background;
- caring for the educational needs of each child as an individual;
- showing equal regard and respect for each member of the school community;
- approaching our work with a positive attitude and enthusiasm;
- ensuring each person involved with the school is part of the "family" of the school, both during their time within school and afterwards.

Ethos Statement

Recognising its historic foundation, the school aims to preserve and develop its religious character in accordance with the principles of the Church of England in partnership with the Church at diocesan level. It aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice and encourages an understanding of the meaning and significance of faith, promoting Christian values through the experience it offers to all its children.

Our School Structure and Stakeholders

Currently we have 4 classes within the main school and a nursery.

We have an Assistant Headteacher, 6 qualified teachers and 20 support staff.

The Governing Body has 6 parent governors, 3 foundation governors, 2 community governors, 2 local authority governors, a teacher governor and a staff governor.

We also enjoy a very supportive PTA known as SMASH (St Michael's Association of School Helpers) and our children love representing their peers on our School Council. The children benefit from numerous lunchtime and after-school clubs run by both staff and external providers.

St. Michael's parents are involved and supportive of all school activities. The school is an active member of the nationally recognised Aylsham Cluster and more recently a founder member of the new Aylsham Cluster Trust.



Our Curriculum

At St. Michael's we run a creative curriculum, which is topic led and designed to inspire and stimulate the children. The curriculum is underpinned by our Forest school principles, a passion for outdoor learning often delivered via OAA lessons (Outdoor Adventurous Activities), well-resourced ICT provision and strong links to community partners including Stody Farm, Blickling Hall and St. Michael's church.

We believe passionately that 'every child matters' and we are committed to meeting the educational needs of all our children, whatever they may be. We put significant effort and resource into supporting children with any additional needs whether SEN or gifted and talented.



Our Future as a Forest School

We firmly believe that out-of-classroom learning can make a unique contribution to a child's education, and offer many varied benefits to them. So we have established ourselves as a Forest School, and the children benefit enormously from regular sessions every week outside in our lovely grounds and sometimes further afield.

Forest School times are not only fun and ideal for getting vital exercise and fresh air, they also help children develop self-esteem, independence and self-confidence and develop new skills. Children become more courageous and considerate. They learn to work with others and respect the world around them. There is much evidence that the Forest School experience has had a really positive impact on life in the classroom and our school community is dedicated to keeping it central to our ethos.



Ofsted and SIAS Inspections

In March 2010 we had our OfSTED and SIAS (Statutory Inspection of Anglican Schools) inspections. The full reports can be accessed via our website, but here are some quotes and comments: -

Ofsted:

'This is a very caring school. The outstanding care, guidance and support are evident throughout the work of the school'.

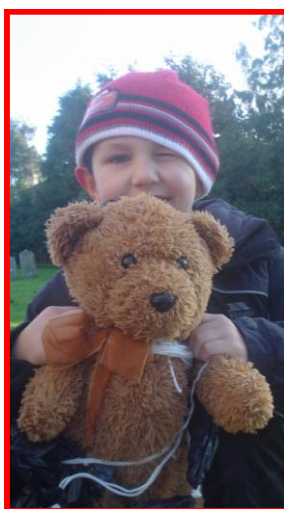
'The school promotes equal opportunities outstandingly well'.

'The excellent spiritual development is evident in pupils' appreciation of the natural world through their outdoor learning. This is supported by outstanding moral and social development and a growing cultural understanding of how others live'.

'The leadership and management of the school are outstanding because of the attention to detail and the continuous striving for improvement'.

'The requirements for meeting pupils' safety and security are addressed in an excellent manner'.

SIAS:



'The school is a good Church school with some outstanding features, especially in the way the school meets the needs of all learners'.

'There is a very strong focus on pupils' spiritual and moral development'.

'All pupils are well cared for and encouraged and supported to succeed'.

'Pupils are given excellent opportunities to express their thoughts and feelings'.

'Parents feel that the school offers an outstanding education, emphasising that the head teacher knows not only the pupils but their families as well'.

'The school has an excellent record of charitable work'.

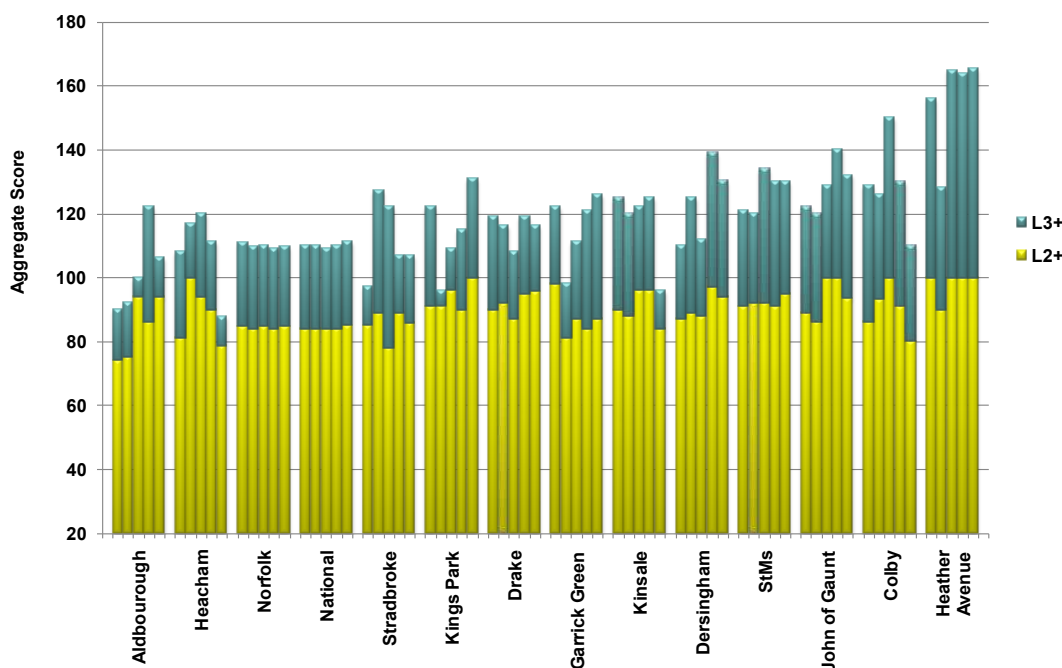
'The strong leadership of the head teacher is a significant factor in the success of the school'.



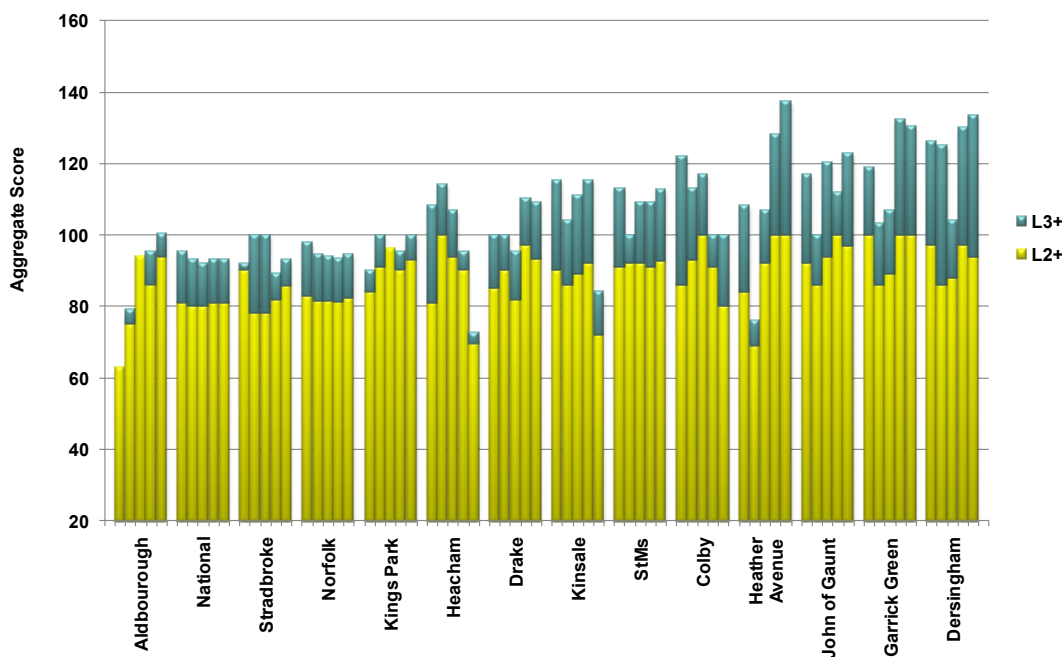
Standards

The governing body compiles and reviews its own statistics that compare Key Stage 1 results against national and Norfolk averages and our pick of high achieving and locally relevant "similar schools". We have included here a selection of graphs that show our school's (StMS) results in the key Reading, Writing and Mathematics assessments.

KS1 Reading (2006-2010)



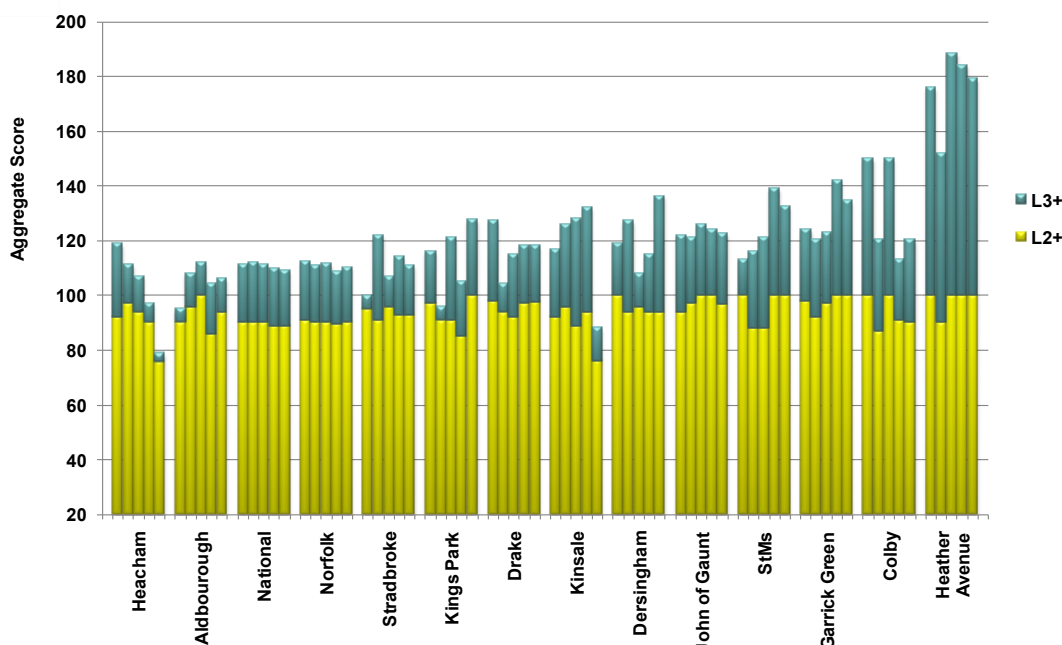
KS1 Writing (2006-2010)





The graphs show that our pupils' attainment is always above both national and Norfolk averages and compares favourably with our selection of high achieving and locally relevant schools.

KS1 Maths (2006-2010)



For those of you who prefer numbers we have also tabulated an extract from the local authority's performance data tables (below).

Fisher Family Trust's analysis has graded the school as SIG+ in all three attainment areas for three successive years...

Keystage 1 attainment and progress	School				Norfolk			National		
	2009	2010	2011		2009	2010	2011	2009	2010	2011
			Score	Gender						
KS1 Reading (%L2+)	91	95	100	●	84	85	85	84	85	85
KS1 Reading (%L2b+)	85	78	90	●	71	71	72	72	72	74
KS1 Reading (%L3+)	39	35	40	●	25	25	25	26	26	26
KS1 Writing (%L2+)	91	92	93	●	81	82	81	81	81	81
KS1 Writing (%L2b+)	76	68	90	●	59	61	61	60	60	61
KS1 Writing (%L3+)	18	20	17	●	12	12	12	12	12	13
KS1 Maths (%L2+)	100	100	100	●	90	90	90	89	89	90
KS1 Maths (%L2b+)	85	85	83	●	74	74	74	74	73	74
KS1 Maths (%L3+)	39	32	33	●	19	20	19	21	20	20
KS1 APS (R/W/M)	16.9	16.6	16.9	●	15.2	15.3	15.3	15.3	15.2	15.3
Key		Norfolk highest 25% range				Norfolk lower 25%-40% range				
		Norfolk upper 60%-75% range				Norfolk lowest 25% range				
		Norfolk in 40% - 60% range				Ranking data not available.				
	●	No significant gender variation			●	>5% Gender variation				



Finances

The school is in a sound financial position ready to meet the challenges of the coming years. A strong expertise base exists within both the School Admin group and the Governing body, ready and able to support the new Headteacher in all aspects of financial planning.

The school has always had a Green RAG rating and was amongst the first to achieve the FMSiS standard. Our recent (March 2011) audit summary states:

"We are pleased to conclude that in the areas examined the overall financial management is basically sound. We are also pleased to report that, at the time of the audit, there are effective controls and no weaknesses were found in the following areas 'Organisation of Responsibility and Accountability, Budgets, Budgetary Control and Management planning and Bank Reconciliations'."

Twinning project with Pongro School

We have developed strong links with a school in Pongro, Cambodia to enhance the learning opportunities of both the children in Cambodia and in Aylsham. One of our former governors is pictured below with the Headteacher in Pongro and our Assistant Headteacher visited Pongro in January 2012, strengthening our links and took the children friendship bracelets made by our pupils.



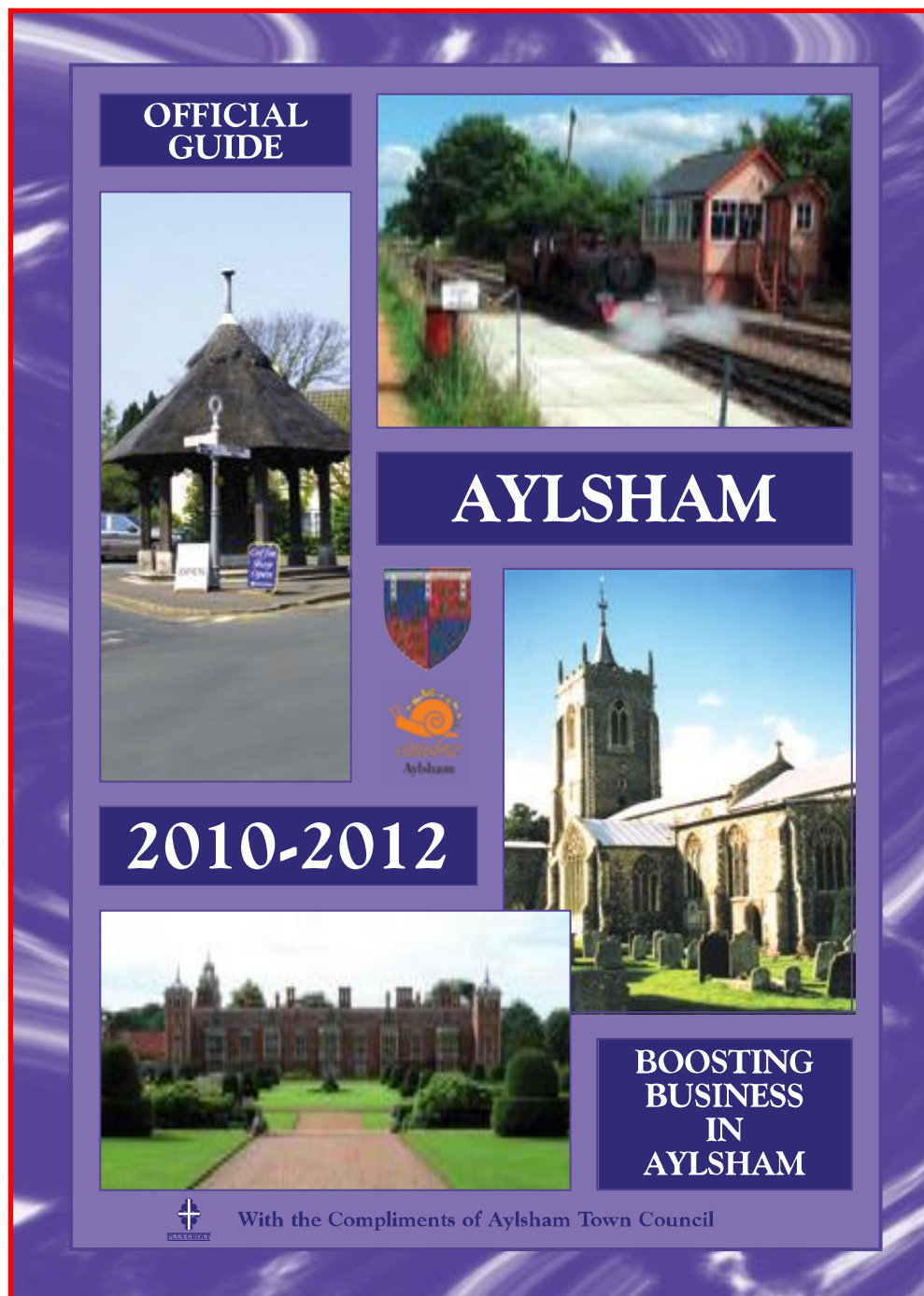


About Aylsham

St. Michael's school is situated in the heart of the historic market town of Aylsham, 10 miles north of Norwich and an equal distance from the beautiful North Norfolk coast.

Currently Aylsham is thriving and enjoys popular farmers markets, an active community, and boasts wonderful facilities both within the town and close by.

Want to know more? Google 'Aylsham Town Council' and visit their website.





Our Recruitment Process

1. The vacancy is for a Headteacher to start preferably from January 2013. This is a leadership role with a weekly 1-day teaching commitment.
2. Salary will be in respect of: Group 1 (current NOR 105 + 52 place Nursery) ISR L6 - L12, starting within range L6 - L9.
3. Key dates are:

Closing date for applications: Monday 24th September 2012 at 12 noon.

Shortlisting of applicants: Monday 1st October 2012. Candidates chosen for the shortlist will be notified as soon as possible afterwards. Unsuccessful applicants will also be notified.

Interviews and assessment: Wednesday 17th and Thursday 18th October 2012.

Shortlisted candidates will be required to attend on both days. During the interview days, candidates will be given activities to complete to assess their performance against the person specification. Candidates shortlisted for interview will be provided with further details of the interview process and arrangements.
4. Please submit your application using the enclosed form together with a supporting letter. Do not enclose a CV. The supporting letter (no more than two pages please) should indicate how you meet the criteria within the person specification. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.
5. Please return your letter and completed application form marked with reference HTH12/885 to:

Shared Service Centre
HR Recruitment Team
2nd Floor, Charles House
Prince of Wales Road
Norwich
NR1 1DJ
6. Visits to the school are warmly welcomed. To arrange a visit, or if you have any specific questions about St. Michael's, please contact the school Secretary, via the school office on 01263 732260 or office@st-michaelsaylsham.norfolk.sch.uk.



Person Specification

Qualifications, Experience and Professional Development

- Qualified teacher status with practical understanding of the National Curriculum and current national developments.
- Relevant further professional and managerial qualifications.
- Evidence of further appropriate professional development (In-Service Training).
- Evidence of leadership and management within the primary age range.
- Evidence of successful teaching within the primary age range ideally with experience of KS1 and/or Foundation stage.

School Specific Knowledge and Professional Competencies

Governors will look for evidence of the following, which are key to the successful appointment to the headship of this school.

- The ability to nurture and inspire the individual to achieve their best and to enjoy their learning
- A creative approach to learning beyond the classroom
- The knowledge to secure high levels of achievement and progress for all children
- A faithful commitment to the leadership and development of this Church of England school
- A coherent vision and passionate belief for the school, with the skills to promote and celebrate the school's successes
- Effective at combining the leadership and management of the school with a commitment to teaching

Generic Knowledge and Professional Competencies

Applicants must be able to demonstrate their capacity to meet the National Standards for Head teachers, in particular:

1. Shaping the Future
 - 1.1. Establishing and communicating a shared vision of the school
 - 1.2. Strategic thinking and planning to implement the vision and sustain school improvement



- 1.3. Leadership which motivates, challenges and inspires to create a positive and inclusive school community
2. Leading Learning and Teaching
 - 2.1. Determining a diverse, relevant, creative and inclusive curriculum
 - 2.2. Using appropriate tools to assess, monitor and analyse children's progress and using this information to improve learning and teaching
 - 2.3. Securing high expectations of achievement, attendance and behaviour and an ethos where all children are valued, can contribute and achieve success
3. Developing Self and Working with others
 - 3.1. Providing and encouraging professional development and a work-life balance for all staff, including self
 - 3.2. Maintaining and developing effective relationships and teamwork
 - 3.3. Giving responsibility, recognising success, reviewing performance and taking action when it is unsatisfactory
4. Managing the Organisation
 - 4.1. Establishing clear policies and practice and monitoring and evaluating their impact
 - 4.2. Providing a safe, secure, happy and healthy learning environment
 - 4.3. Managing all aspects of the school's resources to achieve the school's aims and objectives
5. Securing accountability
 - 5.1. Undertaking school self-evaluation and using the outcomes to improve children's achievements
 - 5.2. Defining and supporting the responsibilities and accountabilities of staff
 - 5.3. Presenting a clear account of the school's performance to all members of the school community
 - 5.4. Fulfilling all commitments arising from contractual accountability to the governing body



6. Strengthening Community

- 6.1. Building a school culture and curriculum that recognises and celebrates diversity and challenges prejudice
- 6.2. Enhancing the value of the school to the wider community and involving that community in enriching the learning and social experiences of children
- 6.3. Collaborating with other schools, agencies, and with parents and carers, to enhance children's enjoyment, well-being, achievement and personal development

Personal Qualities

Applicants must be able to demonstrate the following general attributes:



- Excellent communication, interpersonal and organisational skills
- Adaptability and creativity
- Sense of humour
- Approachable and enjoys a rapport with children
- Clarity of thought and action
- Commitment and integrity
- Confidence and enthusiasm
- Personal impact and presence
- Forward thinking
- Energetic and driven to succeed

We are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Criminal Records check.



Job Description

As per "School Teachers' Pay and Conditions Document 2011 & Guidance on School Teachers' Pay and Conditions" (Part 9 Head teachers). For convenience we have extracted paragraphs 54.1 to 57.3 here, please refer to the full text for references that lie outside this range.

Overriding Requirements

- 54.1 A head teacher's professional duties must be carried out in accordance with and subject to-
- (a) the provisions of the Education Acts;
 - (b) any orders and regulations having effect under the Education Acts;
 - (c) the instrument of government of the head teacher's school;
 - (d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
 - (e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998⁷⁸.
- 54.2 A head teacher's duties must be carried out in accordance with and subject to the following -
- a) in the case of a school which has a delegated budget-
 - i) any rules, regulations or policies made by the governing body and for which they are responsible; and
 - ii) any rules, regulations or policies made by the authority with respect to matters for which the governing body is not so responsible;
 - b) in any other case, any rules, regulations or policies made by the head teacher's employers;
 - c) the terms of the head teacher's appointment.

Delegation

- 55.1 The professional responsibilities of a head teacher under paragraphs 56.16 and 56.17 must not be delegated other than in accordance with paragraph 58.4.
- 55.2 Subject to paragraph 55.1, a head teacher's responsibilities may be delegated to a deputy head teacher, assistant head teacher

⁷⁸ 1998 (c.31) as amended by section 40 and Schedule 3 to the Act and by section 57 of the Education and Inspections Act 2006 (c. 40).



or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

Professional Responsibilities

56.1 A head teacher may be required to undertake the following duties -

Whole school organisation, strategy and development

- 56.2 Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- 56.3 Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

- 56.4 Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils-
- a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and
 - b) in the preliminary stage.

56.5 Teach.

Health, safety and discipline

- 56.6 Promote the safety and well being of pupils and staff.
- 56.7 Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

- 56.8 Lead, manage and develop the school workforce, including assessing and managing performance.
- 56.9 Organise and deploy resources within the school.
- 56.10 Promote harmonious working relationships within the school.
- 56.11 Maintain relationships with organisations representing teachers and other members of the school's workforce.
- 56.12 Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.



Professional development

- 56.13 Promote the participation of staff in relevant continuing professional development.
- 56.14 Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- 56.15 Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Threshold assessment

- 56.16 Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards.

Advanced skills teacher and excellent teacher assessment

- 56.17 Decide, in connection with any relevant application, whether a teacher at the school meets the standards relevant to their current career stage set out in annex 1.

Communication

- 56.18 Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

- 56.19 Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Rights Conferred

- 57.1 In addition to the provisions of paragraph 63 the following rights apply-

Dedicated headship time

- 57.2 A head teacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

- 57.3 A head teacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as head teacher during that break.



Appendices...

For convenience we have appended here the following Norfolk County Council documents:

Application for Employment

Recruitment Monitoring Form



Head/Deputy

If you would like this document in large print, audio, Braille, alternative format or in a different language please ask.

Instructions

Please fill in **all sections 1 to 15** as well as the **Recruitment Monitoring Form**.

Please write in **black ink** so the form can be photocopied.

Put your **name**, the **job title** and **job reference** at the top of any additional sheets you use.

Sign and date the declaration at the pack of this form and the Recruitment Monitoring Form.

The information that you provide on this form will be handled and stored in accordance with current Data Protection legislation. All records from the recruitment process will be held for 6 months after which they will be destroyed, except for those of the successful candidate.

1 Post applied for

School	
Reference Number	Grade/Salary

2 Personal Details

Title	Surname	Please only give numbers/addresses on which you are willing to be contacted
First Names		
Have you ever used any other names? Yes/No		Telephone (home)
If yes please state		Mobile telephone
Address (in full) Postcode		Personal fax no
		Telephone (work)
		E-mail (personal or work – please specify)
DfES reference number		Date which you could take up the appointment
Do you hold a valid driving licence for use in the UK?		Yes/No
Type – Provisional <input type="checkbox"/> Full <input type="checkbox"/> Other <input type="checkbox"/> Please specify		
Are you related to any Councillor, School Governor or anyone already employed by the Council?		Yes/No
If yes, please give the name and employing department of the person.		

3 Current post

Name and address of school	Job title
	Current or last salary and grade
	Date started in post
LEA:	
Type of School, Group Size and number on roll	

4 Previous teaching appointments

Have you previously worked for Norfolk County Council?				Yes/No	
<i>Please list all appointments starting with the most recent.</i>					
School name and address	Dates		Position held and age range taught	Number on roll	LEA
	From	To			

5 Non teaching appointments held

If you have had any breaks in employment since leaving school, please give dates and details of your activities during these times e.g. unemployment, raising a family, study, voluntary work etc.

Dates from/to	Details of appointment/Reason for break

6 Education

Degree Studies (excluding Postgraduate Studies)							
University/Polytechnic	Main Subject(s)	Subsidiary Subject(s)	Degree	Pass/Hons.	Class & Div	From/To	Date of award

7 Professional Studies

College of Education	From	To
or		
University Polytechnic Training Department	From	To
Main Subject:	Subsidiary Subject:	
Any other full-time or part-time studies leading to a qualification – with dates and award(s)		

8 Membership of, or registration with, professional bodies

Name of professional body	Level/type of membership	Reg. Number	Renewal date

9 Other relevant training e.g. short courses, personal development, special projects

Date	Organising body	Brief description of course content

10 Supporting information

It is important that you provide evidence in this section of how you meet the essential and desirable criteria set out in the person specification. It is only information contained in this application which will decide whether you are short listed for interview.

Tell us about things you have been responsible for or involved in, what you have achieved and any feedback given. Include examples from paid or unpaid work or other activities you have undertaken in your personal life that are relevant to the job you are applying for. Also include here information about why you want the job and anything else you wish to say.

Please continue on a separate sheet if necessary

11 References

Serving deputy headteachers should name their present headteacher as a referee and serving headteachers should name their current LEA as one referee. Please include a telephone number and if possible a fax number when supplying referees' details. For a post in a Voluntary Aided School one referee should be a person able to vouch for the personal qualities and Christian commitment of the applicant.

Ref 1

Title	Name	Telephone
Organisation		
Occupation		Fax no
Address (in full) Post code		E-mail address
		How do they know you?

Ref 2

Title	Name	Telephone
Organisation		
Occupation		Fax no
Address (in full) Post code		E-mail address
		How do they know you?

12 Disclosure of criminal convictions and Rehabilitation of Offenders Act 1974

The appointment of any member of staff who may have contact with, or access to children or vulnerable adults will be subject to the receipt of a satisfactory disclosure from the Criminal Records Bureau. Please make the following declaration and tick the appropriate box.

"I have read the statement about the council's policy on convictions as detailed in the terms and conditions of the post and:"

☐ I have nothing to declare

☐ I have information to declare and I have attached a sealed envelope containing details

13 Arrangements for people with disabilities

If you have a disability and have demonstrated in your supporting information that you meet the minimum (essential) criteria for the vacancy you will be invited for interview.

We will make reasonable adjustments to the recruitment and selection process (and to the job for successful candidates) if you let us know what your requirements are.

Do you have a disability?	Yes/No
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(For definition of disability please see the Recruitment Monitoring Form)

Are there any special facilities you would like us to provide to help you attend or participate in an interview, or to perform this job?	Yes/No
If 'yes' please give details here:	

14 Asylum & Immigration Act 1996

Do you need a Work Permit or Worker Registration Certificate to work in the UK?	Yes/No
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For further information for overseas and non-British applicants can be found at www.norfolkccjobs.com or please contact the appropriate Human Resources for advice.

15 Declaration

I understand that any offer of employment will be subject to the information on this application form being complete and correct. I authorise Norfolk County Council to make any appropriate checks which may be necessary in relation to the post I have applied for. False information, or a failure to supply the details required in this application form could make an offer of employment invalid or lead to termination of employment.

I agree that personal data relating to me which has been or is obtained by Norfolk County Council, including personal data given by me on this form, may be held and processed either on a computer or in manual records and may be disclosed to authorised employees of the council and used by the council for any purpose relating to my application and prospective recruitment and employment within the council.

Signed	Date
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The information supplied on this form is strictly confidential and does not form part of your application. This page will be removed from your application form and the information will not be taken into account when making the appointment.

The information you provide will be handled and stored in accordance with the Data Protection Act 1998.

Norfolk County Council welcomes applications for employment from all sections of the community. It is a fundamental principle of our policies that all people are equally valued regardless of their gender, age, disability, race, ethnic origin, language, religion or sexual orientation. The aim of our policies is to ensure that the Council's employment practices do not allow unfair discrimination and to promote equality of opportunity for all.

To help us meet this commitment, we hope that you will assist us in monitoring the recruitment process by completing this form. Only by collecting the information provided on this form can we progressively assess our performance and identify where improvements should be made.

Please fill in all sections in black ink.

Post title:		Post ref:	
Surname:		First Names:	
Gender Male <input type="checkbox"/> Female <input type="checkbox"/>	Nationality	Age I am:	
Present Situation Are you currently employed by Norfolk County Council? Yes: <input type="checkbox"/> No: <input type="checkbox"/>		<input type="checkbox"/> Under 21 <input type="checkbox"/> 51 – 60 <input type="checkbox"/> 21 – 30 <input type="checkbox"/> 61 – 64 <input type="checkbox"/> 31 – 40 <input type="checkbox"/> 65 or over <input type="checkbox"/> 41 – 50	
Vacancy I heard about this vacancy through: (Please give one answer only) <input type="checkbox"/> Internal Bulletin <input type="checkbox"/> Job Centre <input type="checkbox"/> Local Newspaper* <input type="checkbox"/> National Newspaper* <input type="checkbox"/> Professional/Trade Journal* <input type="checkbox"/> www.norfolk.gov.uk/schooljobs <input type="checkbox"/> Other* *Please specify		Religion <i>(If you feel the choices below do not provide a suitable option, please write how you would describe your religion)</i> <input type="checkbox"/> Christian <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> Hindu <input type="checkbox"/> Jewish <input type="checkbox"/> Buddhist <input type="checkbox"/> None <input type="checkbox"/> Other* *Please specify	

Ethnic Origin

(The following categories are recommended by the Commission for Racial Equality. If you feel the choices do not provide a suitable option, please write how you would describe your ethnic origin)

(a) White

- ☐ British
- ☐ Irish
- ☐ Any other White background

(c) Asian or Asian British

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Any other Asian background

(e) Chinese or other ethnic group

- ☐ Chinese
- ☐ Any other

(b) Mixed

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Any other mixed background

(d) Black or Black British

- ☐ Caribbean
- ☐ African
- ☐ Any other Black background

If you have ticked one of the 'Any other' boxes, please describe your ethnic origin below.

.....

Disability

Do you have a disability?

Yes: ☐

No: ☐

Definition of Disability

The Disability Discrimination Act 1995 defines disability as follows:

A person has a disability if he/she has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities.

According to the Act, a disabled person is currently someone who:

- Has a physical or mental impairment and;
- The impairment has an adverse and substantial effect on his or her ability to carry out normal day to day activities and;
- The effect of the impairment is long term.

Examples of conditions covered include:

- Physical impairments: diabetes; epilepsy; multiple sclerosis; cancer, cerebral palsy; heart disease.
- Mental impairments: schizophrenia; dyslexia; bi-polar disorder; learning difficulties.
- Progressive conditions: cancer, multiple sclerosis, muscular dystrophy, HIV infection.

Sensory impairments, such as blindness, having partial sight or hearing loss are also included within "physical and mental impairments".

Signature:

Date:

For office use only.

☐ Shortlisted ☐ Appointed