



**Westlands School**

**Swale**  
ACADEMIES  
TRUST

## **Recruitment Pack**

# **Subject Leader Modern Foreign Language**



**Westlands School**

**Westlands Avenue**

**Sittingbourne**

**Kent**

**ME10 1PF**

## Professional Standards and Job Description for Subject and Learning Leaders

<b>School:</b>	Westlands School
<b>Job Title:</b>	Subject Leader for MFL
<b>TLR:</b>	TLR2A
<b>Responsible to:</b>	Assistant Headteacher

These standards set out the knowledge, understanding, skills and attributes which relate to the key areas of subject and student body leadership within Swale Academies Trust and they relate directly to all TLR posts.

The standards define the expertise in subject and student body leadership required within Swale Academies Trust. In essence this is the broad job description that all TLR post holders are required to follow. For each TLR post there is an attached sheet which sets out the specific factors which relate to that role.

Although subject and learning leaders must have a good knowledge of the subject, these standards focus primarily on expertise in the leadership and management of a subject and student body.

The standards are in five parts:

1. Core purpose of the subject and learning leader
2. Key outcomes of subject and learning leadership
3. Professional knowledge and understanding
4. Skills and attributes
5. Key areas of subject and learning leadership

### **1. Core purpose of the subject and learning leader**

**To provide professional leadership and management for a subject or student body to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.**

A subject or learning leader provides leadership and direction for the subject or student body and ensures that it is managed and organised to meet the aims and objectives of the school. While the headteacher and governors carry overall responsibility for school improvement, a subject or learning leader has responsibility for securing high standards of teaching and learning in their subject or student body as well as playing a major role in the development of school policy and practice. Throughout their work, a subject

or learning leader ensures that practices improve the quality of education provided, meet the needs of aspirations of all students, and raise standards of achievement in the school.

A subject or learning leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults. Subject or learning leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff, to inform future priorities and targets for the subject.

A subject or learning leader identifies needs in their own subject or student body and recognises that these must be considered in relation to the overall needs of the school. It is important that a subject or learning leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all students.

## 2. **Key outcomes of subject or learning leadership**

### **Effective subject or learning leadership results in:**

#### **a. students who**

show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;

#### **b. teachers who**

work well together as a team; support the aims of the subject and understand how they relate to the school's aims are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have high expectations for students and set realistic but challenging targets based on a good knowledge of their students and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of students;

#### **c. parents who**

are well informed about their child's achievements in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject;

- d. **headteachers and other senior leaders who**  
understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and its aims;
- e. **other adults in the school and community, including technical and administrative staff teaching assistants, external agencies and representatives of business and industry, who**  
are informed of subject or student body achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

### 3. Professional knowledge and understanding

**Subject or learning leaders must have the knowledge and understanding which is in part subject-specific and in part generic to the leadership role. The knowledge and understanding required will change over time and it is important that subject or learning leaders recognise their responsibility to remain up to date with developments in their subject area and in other aspects of education relating to their role.**

**Subject or learning leaders should have knowledge and understanding of:**

- a. the school's aims, priorities, targets and action plans;
- b. the relationship of the subject to the curriculum as a whole;
- c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of students' attainment and progress;
- d. the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- e. how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
- f. how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement;
- g. how to develop students' literacy, numeracy and information technology skills through the subject;
- h. how teaching the subject can promote students' spiritual, moral, social, cultural, mental and physical development;
- i. management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- j. how teaching the subject can help to prepare students for the opportunities, responsibilities and experiences of adult life;
- k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management;

- l. the role of school governance and how it can contribute to the work of the subject or learning leader;
- m. the implications of information and guidance documents from LEAs, the DfES and other national bodies and associations;
- n. the implications of the Code of Practice for Special Educational Needs for teaching and learning in their subject;
- o. health and safety requirements, including where to obtain expert advice.

4. **Skills and attributes**

**Subject or learning leaders should have expertise in the teaching of their subject. The skills and attributes which follow are essential, but not exclusive, to the subject or learning leader's role. The Headteacher will ensure that the subject or learning leader has access to training related to the development of these necessary skills.**

- a. **Leadership skills, attributes and professional competence – the ability to lead and manage people to work towards common goals.**

**Where other staff teach or support the subject, subject or learning leaders should be able to:**

- i. secure commitment to a clear aim and direction for the subject or student body;
- ii. prioritise, plan and organise;
- iii. work as part of a team;
- iv. deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject;
- v. acknowledge and utilise the experience, expertise and contribution of others;
- vi. set standards and provide a role model for students and other staff, in the teaching and learning of the subject;
- vii. devolve responsibilities and delegate tasks, as appropriate;
- viii. seek advice and support when necessary.

**Subject or learning leaders should have the professional competence and expertise to:**

- ix. command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject or student body;
- x. make informed use of research and inspection findings;
- xi. apply good practice to and from other subjects and areas.

- b. **Decision-making skills – the ability to solve problems and make decisions**

**Subject or learning leaders should be able to:**

- i. judge when to make decisions, when to consult with others, and when to defer to the Headteacher or senior leaders;
  - ii. analyse, understand and interpret relevant information and data;
  - iii. think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- c. **Communication skills – the ability to make points clearly and understand the views of others.**

**Subject or learning leaders should be able to:**

- i. communicate effectively, orally and in writing, with the Headteacher, other staff, students, parents, governors, external agencies and the wider community, including business and industry;
  - ii. negotiate and consult effectively;
  - iii. ensure good communication with, and between, staff who teach and support the subject;
  - iv. chair meetings effectively.
- d. **Self-management – the ability to plan time effectively and to organise oneself well**

**Subject or learning leaders should be able to:**

- i. prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
  - ii. achieve challenging professional goals;
  - iii. take responsibility for their own professional development.
- e. **Attributes**

**Subject or learning leaders draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:**

- i. personal impact and presence;
- ii. adaptability to changing circumstances and new ideas;
- iii. energy, vigour and perseverance;
- iv. self-confidence;
- v. enthusiasm;
- vi. intellectual ability;

- vii. reliability and integrity;
- viii. commitment.

## 5. Key areas of subject or learning leadership

**A range of subject or learning leadership and management tasks is set out on the following sections for each of the four key areas of subject or learning leadership:**

- A. Strategic direction and development of the subject or student body**
- B. Teaching and learning**
- C. Leading and managing staff**
- D. Efficient and effective deployment of staff and resources**

Expertise in subject or learning leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The Subject or learning leader will need to work with their Quality Assurance Leader in each of the four key areas, and liaise with other colleagues as appropriate. Subject or learning leaders should also understand the roles of others in the school, including newly qualified teachers, the additional educational needs co-ordinator and the Headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles. The following tasks are essential for effective subject or learning leadership within the Swale Academies Trust.

### **A. Strategic direction and development of the subject**

**Within the context of the school's aims and policies, subject or learning leaders develop and implement subject policies, plans, targets and practices.**

**They:**

- i. develop and implement policies and practices for the subject or student body which reflect the school's commitment to high achievement, effective teaching and learning;
- ii. create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- iii. establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;

- iv. use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;
- v. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- vi. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject or student body, which:
  - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
  - are based on a range of comparative information and evidence, including in relation to the attainment of students;
  - identify realistic and challenging targets for improvement in the subject or student body;
  - are understood by all those involved in putting the plans into practice;
  - are clear about action to be taken, timescales and criteria for success;
- vii. monitor the progress made in achieving subject or student body plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

## **B. Teaching and learning**

**Subject or learning leaders secure and sustain effective teaching of the subject or student body, evaluate the quality of teaching and standards of students' achievements and set targets for improvement.**

### **They:**

- i. demonstrate that as a result of their own teaching that their students make good progress relative to prior attainment at a level commensurate with UPS3 Level as referenced by marks or grades in any relevant national tests or examinations, or school based assessment for students where national tests and examinations are not taken;
- ii. demonstrate consistently that their own lessons are at least "good" in OfSTED terms and commensurate with UPS3 Level expectations;
- iii. ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
- iv. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
- v. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;



- vi. ensure effective development of students' literacy, numeracy and information technology skills through the subject;
- vii. establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;
- viii. ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- ix. set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for students, including those with special educational and linguistic needs;
- x. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas of improvement, and take action to improve further the quality of teaching;
- xi. ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- xii. ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens,
- xiii. ensure that teachers of the subject or student body know how to recognise and deal with racial stereotyping;
- xiv. establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets;
- xv. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

### **C. Leading and managing staff**

**Subject or learning leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.**

**They:**

- i. help staff to achieve constructive working relationships with students;
- ii. provide a role model for teaching and learning;
- iii. establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice, and developing an acceptance of accountability;
- iv. sustain their own motivation and, where possible, that of other staff involved in the subject or student body;
- v. performance manage staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- vi. audit training needs of relevant subject staff;
- vii. lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as

- coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations;
- viii. ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, and standards for induction.
- ix. Enable teachers to achieve expertise in their subject teaching;
- x. Work with AENCO and any other staff with additional educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs;
- xi. Ensure that the Headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

#### **D. Efficient and effective deployment of staff and resources**

**Subject or learning leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.**

##### **They:**

- i. establish staff and resource needs for the subject or student body and advise the Headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
- ii. deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- iii. ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- iv. maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- v. use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- vi. ensure that there is a safe working and learning environment in which risks are properly assessed.

## Person Specification

**Job Title:** Subject Leader for MFL

**Grade:** TLR2A

**Responsible to:** Assistant Headteacher

	Essential	Desirable
<b>Qualifications</b>	Qualified Teacher Status.	Good honours degree in languages.
<b>Experience</b>	Teaching of MFL at KS3 and 4.  Proven track record of ensuring pupils make progress.	Experience of liaison with parents and management of other staff.  Experience in a school similar to the Trust Schools.  Teaching across all three key stages.  Leadership and management experience at some level.
<b>Knowledge and skills</b>	Knowledge of the frameworks for MFL.  Knowledge of GCSE French specifications.  Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety.  A good understanding of the importance of literacy and numeracy across the curriculum.  A good understanding of how to assess pupil progress.	A good understanding of how to plan and assess work for vulnerable groups such as SEN pupils, pupil premium pupils and gifted and talented pupils
<b>Personal qualities</b>	Enthusiasm for Modern Foreign Languages.  Hardworking, reliable and trustworthy.  Ability to communicate positively with children.	A commitment to others' continuing professional development.  A drive for professional excellence and ambition for future promotion to senior leadership.

	<p>Ability to work supportively within a team.</p> <p>A commitment to own continuing professional development.</p> <p>Ability to reflect upon and improve your teaching practice.</p>	
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## Letter from Jon Whitcombe – Trust Principal

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of sixteen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

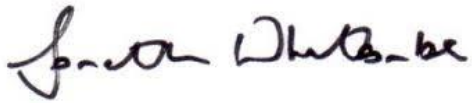
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads "Jon Whitcombe". The signature is written in a cursive style with a large initial 'J' and 'W'.

**Jon Whitcombe**  
Trust Principal

## Welcome from Simon Cox – Headteacher

Dear Applicant,

### Subject Leader for MFL

Thank you for expressing an interest in this post. I hope you will take a look at our website at [www.westlands.org.uk](http://www.westlands.org.uk) and take the time to consider the information enclosed with this letter.

Westlands School is outstanding. We have received this judgement from OFSTED on our previous two inspections, the most recent being in February 2019, where we were assessed as good in every category. However, we are not content to sit back and maintain our position. We wish to improve further. At the heart of our desire to improve is a relentless drive to ensure that pupils make exceptional levels of progress in core subjects. Our curriculum is vast, and offering courses to suit pupils of all abilities is one of the reasons for our success. In addition, there is nothing more important at Westlands than standards in English, mathematics and science.

To achieve our aim, we place the recruitment, retention and professional development teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest of expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs

If you became part of our team, I believe we could offer you a number of benefits. Firstly, you would become part of something successful. Secondly, as a Teaching School we can offer an exceptional package of professional development, ranging from an acclaimed NQT induction programme, training through the nationally recognised Improving and Outstanding Teacher Programmes, the National Qualification for Middle Leadership, the Outstanding Leaders in Education Programme, a subsidised Masters Degree, and support for aspiring heads to obtain the NPQH qualification.

We want to appoint teachers of the highest calibre and realise that we also have to offer a competitive remuneration package. In addition you would be employed by Swale Academies Trust, of which Westlands School is the founder member. The trust will grow further. This means that there are opportunities for teaching jobs and professional development in other schools.

<https://www.swaleacademiestrust.org.uk/>

Details of the school can be found on Kent Teach, together with information about the requirements of the post and an application form. We need to recruit a teacher with a proven track record of ensuring that pupils make at least good/outstanding levels of progress on a consistent basis. The position would suit someone who already has teaching experience, or an NQT looking for their first position. We need a teacher who has the vision and tenacity to ensure that geography continues to be a thriving department where pupils make excellent progress.

Westlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check.

As a school dedicated to the principle of equal opportunities we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

We would have high expectations of you as a teacher, but I can assure you that the rewards are significant. If you wish to apply you should send a fully completed application form and covering letter to me as soon as possible. I look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Simon Cox', written in a cursive style.

**Mr Simon Cox**  
Headteacher



## Swale Academies Trust

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.



As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

## **Swale Academies Trust – Schools**

### **Primary**

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

### **Secondary**

- Meopham Secondary School, Meopham
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands School, Sittingbourne
- Peacehaven Community School, Peacehaven

### **Central Support Services**

- Ashdown House, Sittingbourne

## Extract from Safeguarding Policy

### Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## **Recruitment of ex-offenders**

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

## **The Application Process**

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the [Kent-Teach](#) website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team  
Swale Academies Trust  
Ashdown House  
Johnson Road  
Sittingbourne  
Kent  
ME10 1JS

## **The Shortlisting and Interview Process**

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## **Conditional Offer**

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance

- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

## **Retention of information**

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

## **Privacy Notice**

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold. This can be downloaded here:

<https://www.swaleacademiestrust.org.uk/about.php?i=19>

