



The Dover Federation

For The Arts Multi Academy Trust

RECRUITMENT INFORMATION PACK

HEADTEACHER



White Cliffs
Primary School



Pebbles
Nursery

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WELCOME

CEO David Meades

Dear Applicant

Thank you for taking the time to read about our Trust and consider the opportunity at White Cliffs Primary School and Pebbles Nursery as Headteacher. We are looking for an exceptional candidate who will continue the focus on teaching, learning and the experience, health and welfare of all pupils. This is an exciting time to be joining us. We have recently restructured the governance and leadership of the Trust to ensure we continue to adapt and support schools during these unprecedented times.

If you share our vision and values, can inspire and motivate our children and staff to reach their full potential, whatever role they play, then we look forward to receiving your application and meeting with you at interview.



White Cliffs Primary School is a dynamic school which is held in high regard and is well established in the local community. The School incorporates Pebbles Nursery which has recently received its second 'Outstanding' judgement from Ofsted. The staff at both the School and the Nursery excel in providing exceptional education hand in hand with delivering positive experiences and an environment which nurtures, supports and offers stability for the children and their families.

Please look closely at the 'Person Specification' for this unique role. Under normal circumstances, I would urge you to visit the school, however, during these restrictive times please take advantage of the virtual tour. If you are interested in applying for the post and would like an informal discussion, please email your contact details to ceo@dfamat.com

ABOUT US

The Dover Federation for the Arts Multi Academy Trust (The Trust) is a family of academies which serve the Dover community and beyond.

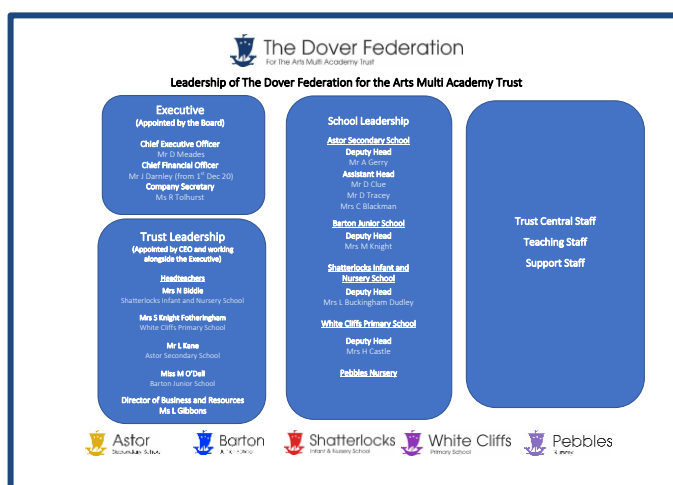


We have a well-established reputation for offering our pupils a safe and caring environment in which they can be happy and thrive as they learn. Ideas and opportunities are explored with enthusiasm through a broad and balanced curriculum throughout the Trust. All our young people, from the youngest to the oldest in our community, are encouraged and supported to be the very best versions of themselves possible.

For us as Trustees, the safety and wellbeing of our staff and pupils are always top priorities. At all levels, individuals have the opportunity to extend their interests and develop their talents through collaboration and celebration within strong and imaginative teams.

Our schools are ably run by the Headteachers, their leadership and staff teams. The Trust Central Team and the Executive Leadership Team are led by the Chief Executive Officer.

The Trust is very proud of the commitment, expertise and dedication of its staff. We value the development and nurturing of personal responsibility and leadership within a friendly and mutually supportive atmosphere. It is important that new staff and those working in governance share this progressive and exciting ethos. A full Induction Programme is provided.

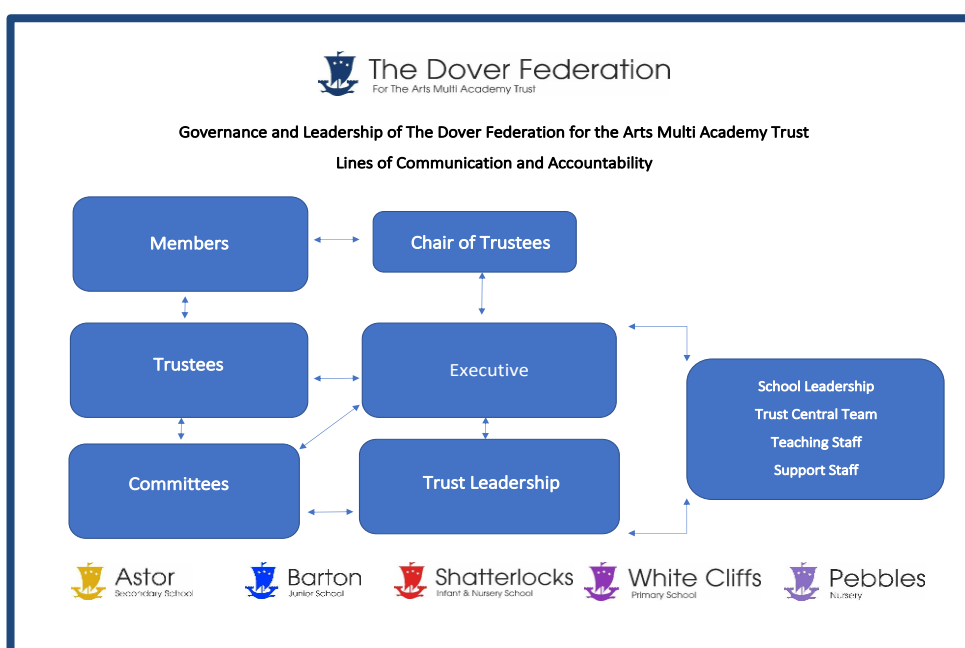


Chairman of the Trust Carol Donovan



Whether you hope to join us as a teacher, in governance or to support us in any way, we work as one team sharing the same values, culture and vision for all our pupils.

As a Trust, we place great importance to good governance, firmly believing that it is an essential part of our strategy to deliver the best possible education for our young people. We have sought to create a clear governance structure that empowers leadership in our schools through delegated decision making. As Trustees, we recognise that we have duties and responsibilities that underpin the work of the Trust and which protect and nurture pupils and staff. We believe that the Scheme of Delegation for Governance and Leadership offers an appropriate balance between the delegation of powers and accountability together with caring and responsible oversight. The lines of communication and accountability are clearly set out below.



We value all stakeholder feedback and advice in order to better inform our effectiveness in governance. Regular visits to schools are carried out by key link Trustees who work hard to ensure the decisions made are right and staff, pupils and parents are heard.

We strive to ensure our schools are delivering an education underpinned by our values as a Trust. Governance committees keep a strong focus on these as they support our schools and the trust in delivering the Trust's strategic objectives.

CULTURE, VISION and AIMS

The Dover Federation for the Arts Multi Academy Trust is a community of schools enthusiastically committed to the delivery of an exciting and excellent education for all our pupils.

Success is different for each one of us. An inspirational learning experience, together with supportive pastoral care and safeguarding, should be available to all children. Our ultimate aim is to provide the best future for our young people through a high-quality educational experience.

We believe in tomorrow's society and fight alongside our families to improve opportunities and aspirations for everyone through our core values of compassion, integrity, collaboration, creativity, imagination, critical thinking and resilience. By listening to the needs and opinions of our stakeholders we ensure Trustees provide clarity and transparency in our collective policies and decisions with the aim of driving up standards.

We believe in high standards of courtesy, respect and behaviour in order to prepare young people for adult life. We value the teamwork, energy and trust that results from enduring relationships.

Trustees are committed to providing strong leadership that will enable staff and pupils to achieve the best versions of themselves through outstanding teaching and learning.

We believe in working together to provide a better and brighter future.

The 7 Nolan Principles of Public Life

Those with an office in governance must follow these principles set out by the government at all times. The Nolan Principles apply to anyone who holds a public office and those involved in Governance and Leadership for the Trust are committed to upholding these values.

1.	Selflessness	will act in the public interest
2.	Integrity	will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. All those working in governance will declare any conflict of interests.
3.	Objectivity	will act and take decisions impartially, fairly, and on merit, using the best evidence and avoid discrimination or bias.
4.	Accountability	understand that they are accountable to the public for their decisions and actions. To make sure of this, those working in governance will be scrutinised where necessary.
5.	Openness	will act and take decisions openly, with transparency and will not withhold information from the public unless there are clear and lawful reasons for doing so.
6.	Honesty	will be truthful.
7.	Leadership	will actively promote and support the above principles and will challenge poor behaviour, wherever it happens.

WHITE CLIFFS PRIMARY SCHOOL

Unique • Confident • Valued

White Cliffs Primary School is a happy place to work and learn. This two-form entry primary academy is set on an elevated position overlooking Dover Castle and is surrounded by beautiful countryside.

The Early Years, Key Stage 1 and Special Educational Needs department is housed in a new, purpose-built, two-storey building. Our creative curriculum is enhanced by a wide variety of extracurricular clubs and activities offered throughout the year which include sports clubs, craft, arts, dance, gardening and puzzle club. We also run a very popular Breakfast Club and Care After School Hours (CAST) facility.

Our children enjoy coming to school and are proud of their school community. They uphold our school ethos to 'work hard, behave well and care for one another.' The active College Council represents the views of our children and has been instrumental in bringing about many improvements such as the trim trail, fundraising, charity events and redesigning their uniform. Our fantastic staff team are dedicated to ensuring that every child is happy and successful in all aspects of school life.

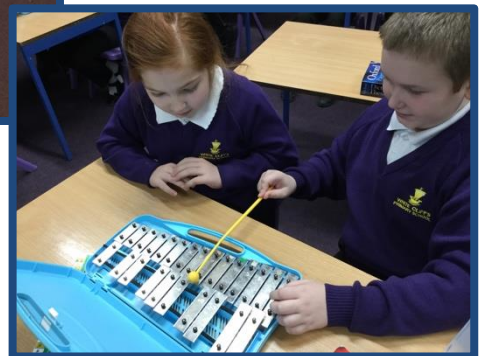
Outstanding provision for child and family welfare and wellbeing permeates the ethos of the School. In January 2019, Ofsted graded the school 'good'.

Pupils and staff enjoy warm relationships. The staff know pupils extremely well, helping to nurture and guide their development. Interactions between pupils and adults are heartfelt and genuine. In return, pupils treat the staff with the utmost respect. Pupils flourish within this trusting and caring environment.

[Ofsted, January 2019](#)



[Website](#)



PEBBLES NURSERY

Explore • Play • Grow

Pebbles Nursery is situated within the purpose-built Early Years Department of White Cliffs Primary School. This private nursery is open during school hours and offers 26 places per session for 2, 3, and 4-year-olds.

The experienced and capable staff team are led by the Nursery Manager and a qualified, experienced Early Years teacher. Pebbles Nursery offers full day care and flexible sessions. The newly refurbished suite and extensive outdoor learning space provides young children with an excellent start in life. Pebbles Nursery was graded outstanding by Ofsted in February 2020.

Children are incredibly independent, confident and happy at the setting and they are enthralled in their inspirational learning. Staff have an incredibly high expectation of children's learning and enthusiastically build on their interests

Ofsted, February 2020



[Website](#)



ASTOR SECONDARY SCHOOL

Adaptable • Creative • Proud

The Astor Secondary School 'Achievement for All' vision is focused on transforming lives through improved educational opportunities and outcomes for all children and young people at Astor.

Astor School is an 11-19 Secondary Academy which is part of the Dover Federation for the Arts Multi Academy Trust. To support our vision and core values we pride ourselves in the broad and balanced curriculum we offer. This enables our pupils to develop, not only the core academic knowledge and understanding but also important life skills for their future.

Entry for pupils to Astor School at the beginning of Year 7 is guided thoughtfully and imaginatively. We recognise that this is a huge transition for children and families and do our best to manage as smooth a process as possible from Primary to Secondary education.

The Sixth Form at Astor School is very strong, offering a wide range of A level courses. Specialist staff look to the future for their pupils who, in the majority, achieve the places of their choice on courses in Higher and Further education.

We work closely with external partners to ensure that we give the best opportunity and chances to our pupils and this, in turn, enables us to access new and exciting projects and programmes that further enrich the learning experience we offer.

The Astor School motto of 'Adaptable, Creative and Proud' underpins all that we undertake, and this focus, supported by the passionate and committed staff has seen our academic achievements improve year on year.

Pupils are very respectful of the viewpoints of others. The school's 'Learning for Life' programme has been well thought out. It promotes tolerance and gives pupils insight into life in modern Britain. The school's pupil ambassadors are impressive role models and are highly regarded by younger pupils. Careers education is thorough and imaginative.

[Ofsted, January 2020](#)



[Website](#)

BARTON JUNIOR SCHOOL

Aspire • Believe • Create

Barton Junior School caters for up to 240 children aged 7 to 11. We inspire, challenge and motivate all children, every day, through our exciting creative curriculum. This provides many opportunities for children to achieve their goals, develop positive attitudes and feel safe and valued.

The new school building creates an exciting new learning environment fit for the 21st Century. The newly landscaped grounds will give greater scope for outside play and learning. A breakfast club is offered daily, as are after school sports activities and various opportunities to take part in additional music lessons.

In December 2018 Ofsted recognised that:

The school continues to provide a good standard of education and care for children and highlights many areas of strength across the school.' It acknowledges that the school has a 'strong vision for pupils to thrive', and that pupils' behaviour and achievement have strengthened further since our last inspection. The exciting curriculum that is instilled across the school by our dedicated team is acknowledged throughout the report, as well as the good relationships with you as parents and the wider community.

[Ofsted, December 2018](#)



[Website](#)



SHATTERLOCKS INFANT & NURSERY SCHOOL

Nurture • Inspire • Challenge

Shatterlocks Infant and Nursery School has approximately 230 children on roll. Children can begin in the Nursery when they are 3, move into school at age 4 and remain until they are 7 when they transfer to Barton Junior School.

The Early Years provision at Shatterlocks is highly regarded across the county with children enjoying a wealth of learning experiences and opportunities, ensuring a sound basis upon which future learning can be based. Children enjoy and achieve through a lively, inclusive curriculum, which is constantly evolving to develop a lifelong love of learning. The daily breakfast and after school clubs ensure that we offer wrap-around care to all our children.

At Shatterlocks the relationship between children, staff, school and home is seen as vital to enabling all children to achieve their full potential. In July 2019 Ofsted graded the school as 'Outstanding in every area'.

"The school is a happy place. Pupils are motivated and excited to come to school. They are exceptionally keen learners and rise to the high expectations set for them"

"The curriculum is inspiring"

"The most able pupils make exceptional progress in reading, writing and mathematics"

"Pupils have excellent attitudes to learning"

"The school's work to promote pupils' personal development and welfare is outstanding"

"The behaviour of pupils is outstanding"

"The early years environment is engaging and stimulating both inside and out. Pupils have a wide range of activities that excite their interest and curiosity"

"Children make exceptionally strong progress from their starting points in the early years"



Shatterlocks
Infant & Nursery School

[Ofsted, May 2019](#)

[Website](#)

WORKING IN THE TRUST

Safeguarding and Policy

Whether you are applying to work at any of the schools in the Trust or in governance, safeguarding and child protection will be a priority in the recruitment process and will continue to be key throughout all we do.

- The Trust takes the safeguarding and wellbeing of staff seriously. Policies are in place to protect and guide us all. There are statutory policies across the whole Trust and, in some cases, school-based policy promoting good practice. All staff and those working in governance have full access to policies and should therefore ensure they are familiar with and apply the principles and codes within them. The following Trust policies should be read and acknowledged prior to appointment and will be provided in any format requested.
- [Trust Culture, Vision and Aims](#)
- [Trust Behaviour Statement](#) and Specific School Behaviour Policy
- [Child Protection and Safeguarding Statement](#) and Specific School Policy
- [Health and Safety Statement](#) and Staff Handbook specific to each School
- [Equal Opportunities and Dignity at Work Policy](#)
- [Data Protection Policy](#)
- [Disciplinary Policy and Procedure and Staff Codes of Conduct](#)
- [Complaints Procedures Policy](#)
- [‘Keeping children safe in education’](#)
- Staff [Absence Policy](#) and [Attendance Management Policy](#)
- [ICT Acceptable use and Code of Conduct \(sign Appendix 5\)](#)

RECRUITMENT PROCESS

Safer Recruitment

All recruitment processes carried out within the Trust will adhere to the [Safer Recruitment Policy](#).

This document answers most questions about the recruitment process. However, should you have any questions which are not covered within the policy, please contact the Company Secretary who will be able to assist. company.secretary@dfamat.com

Equal Opportunities

When recruiting, the Trust will adhere to its [Equality Information and Objectives Policy](#).

The Trust will not discriminate against protected characteristics, such as disability or gender, and will always promote difference and inclusion throughout the Trust.

The Trust will, where necessary, make reasonable adjustments to ensure the interview process is accessible to all candidates. Candidates should inform the Trust of any reasonable adjustments they need when they receive the invitation to interview.



The Trust and its staff are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.

VACANCY DETAILS

Post Advertised	Headteacher
Contract	Full time, permanent contract
Salary Range	L19-23
Start Date	September 2021
Closing Date for Applications	Midday, 4 February 2021
Interview Dates	TBC

Following the retirement of the Headteacher at White Cliffs Primary School, we are seeking to appoint somebody with stamina who is experienced, dynamic and has excellent leadership skills. The role will be both challenging and rewarding in equal measure. We are looking for a successful and passionate leader to take up this fantastic opportunity. This is an exciting role for a candidate who will be ambitious and ready to work with the CEO, executive leadership teams, all staff and pupils within the trust-wide community.

Those interested are welcome to contact David Meades, CEO, for an informal discussion regarding the post by email: ceo@dfamat.com

We strongly recommend all interested candidates visit the school, however, should this not be possible under current restrictions, a [virtual tour](#) can be found on the [school's website](#).

Applications should be made via Kent Teach or sent to the Company Secretary using the application form supplied with this pack or online through the [Trust website](#). Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, have questions or need assistance please email: company.secretary@dfamat.com

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled. Please ensure that within your application you provide the names, addresses and contact details for three referees, one of whom should be your current or most recent employer.

Interviews will take place at the Central Trust Office in Dover with full details sent with the invitation to interview.



[Word Version of Application Form](#)

JOB DESCRIPTION

Post title:	Headteacher
Primary location:	White Cliffs Primary School
Reporting to:	Chief Executive Officer (CEO)
Liaising with:	Chief Executive Officer, Multi Academy Trust Leadership Team, School/College Leadership Team, teaching and support staff, external agencies, pupils and parents.
Commitment to:	<ul style="list-style-type: none"> • Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school. • Develop, implement and evaluate school policy, practices and procedures. • Demonstrate consistently high standards of principled and professional conduct. • Meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.
Ethics and Professional Conduct:	<p>The Headteacher upholds public trust in school leadership and maintains high standards of ethics and behaviour, both within and outside school.</p> <p>The headteacher is expected to:</p> <ul style="list-style-type: none"> • build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position • show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain • uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law <p>As a leader of the school community and profession, a headteacher is to:</p> <ul style="list-style-type: none"> • serve in the best interests of the school's pupils • conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen • uphold their obligation to give account and accept responsibility • know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities • take responsibility for their own continued professional development, engaging critically with educational research • make a positive contribution to the wider education system
Culture and Ethos	<p>School Culture</p> <ul style="list-style-type: none"> • establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community

	<ul style="list-style-type: none"> • create a culture where pupils experience a positive and enriching school life • uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life • promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment • ensure a culture of high staff professionalism <p>Behaviours</p> <ul style="list-style-type: none"> • establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils • ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour • ensure that adults within the school model and teach the behaviour of a good citizen and follow the expectations of the staff code of conduct <p>Professional Development</p> <ul style="list-style-type: none"> • ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs within budgets • prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development • ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
Curriculum and Teaching	<p>Teaching</p> <ul style="list-style-type: none"> • establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn • ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains • ensure effective use is made of formative assessment <p>Curriculum and Assessment</p> <ul style="list-style-type: none"> • ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities • ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics • ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum <p>Additional and special educational needs</p> <ul style="list-style-type: none"> • ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • establish and sustain culture and practices that enable pupils to access the

Organisational Management

curriculum and learn effectively

- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Organisational Effectiveness

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk
- ensure accountability of the school's actions and outcomes with regards to compliance and health and safety

School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community as well as the other Trust schools
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils Governance and Accountability
- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

** A Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the Trustees and Trust Leadership

Person Specification


*essential attributes

Qualifications:	<ul style="list-style-type: none"> • Have achieved Qualified Teacher Status* • To be able to evidence further Professional Development in preparation for Headship e.g. NPQH, CEPQH etc *
Experience:	<ul style="list-style-type: none"> • Have teaching experience of working in more than one school and more than one Key Stage* • Evidence of successful senior leadership experience in more than one school OR recent Deputy Head Teacher or Head Teacher experience* • Appropriate training and experience of Safeguarding / Child Protection* • Can demonstrate impact of leadership on Teaching, Learning and Assessment at whole school level* • Can demonstrate impact of line management and appraisal on school improvement* • Experience of budget setting • Experience and a good understanding of School Improvement Planning and Self-Evaluation • Experience of working with SEND pupils • Experience of working with Nursery and Early Years children* • Understanding of working within an Academy or Trust* • Understanding of working in an area of high social deprivation • Experience of working with Governors, parents, and the wider community*
Leadership:	<ul style="list-style-type: none"> • Works in partnership with Governance to develop and build upon the school's vision, to be cascaded via the senior leadership team to improve school performance • Is able to inspire staff, pupils, parents, and the local community, developing engagement with school vision, values, and goals which impact on school improvement* • Translates the school vision into guidance and direction, which enables the senior leadership team to drive school performance • Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and working in partnership with the senior leadership team, implements these to drive school performance • Inspires, influences, and empowers staff, pupils and parents to believe in the importance of education, and encourages them to value education and strive to excel*
Teaching and Learning and Assessment	<ul style="list-style-type: none"> • Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school* • Secures excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design* • Challenges the status quo to bring about change and improvement, challenging and supporting others constructively to realise the school's culture, aspirations, and targets*

<p>School Management and Sustainability</p> <p>Ethos/Values</p> <p>Safeguarding:</p>	<ul style="list-style-type: none"> • Recognises equality of opportunity and promotes diversity through teaching and learning, focusing on pupils' needs and setting high expectations for all* • Establishes an education culture of 'open classrooms' sharing best practice within school and with other schools. Drawing on and conducting relevant research and robust data analysis effectively to inform school priorities* • Demonstrates how rigorous review and evaluation of whole school staff performance management leads to school improvement; through empowering others to raises their achievements and bring about high expectations of success for themselves and the whole school* • Is able to maintain and build upon rigorous, fair, and transparent systems and measures, for managing the performance of all staff, addressing any underperformance • Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account* • Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other* • Adapts interpersonal style to suit changing circumstances, accepts new ideas and change initiatives and deals with ambiguity, making positive use of the opportunities it presents • Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability • Makes prompt, clear decisions which may involve tough choices or considered risks, taking responsibility for actions, projects, and people* • Possesses a passionate belief that all young people can succeed* • Encourages organisational and individual responsibility towards the community and the environment • Understands the importance of British values, consistently models these values, and demands the highest standards of respect and tolerance from all staff, pupils, parents and other stakeholders • Values and respects diversity and equality promoting the different experiences ideas and backgrounds others bring to work* • Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children* • Have a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of Safeguarding and Child Protection*
<p>The Trust and its staff are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service.</p>	

APPLICATION FORM

[Word Version of Application Form](#)

 <p>The Dover Federation For The Arts Multi Academy Trust</p>	<p>Application for Employment</p> <p>Section A</p> <p>(This form is not complete without section B)</p>	
<p>Please note that if you have a disability and you require this form or to submit the information in another format, please contact:</p> <p>Ms R Tolhurst, company.secretary@dfamat.com, 01304 200177</p>		
Post Applied for:		
How did you hear about this vacancy?		
Personal Details:		
Family name (including Preferred Title):		
First Name(s):		
Address (including postcode):		
Contact telephone number:	Home:	Mobile:
Email Address:		
Nationality:		
National Insurance number:		
Are you eligible to work in the UK?	Yes	No *Highlight as applicable

Please state what documentation you can provide to demonstrate this: e.g.

- British passport, EEA ID card, passport or travel document showing an authorisation to reside and work in the UK.

Please note that for a UK-based post, we are only able to consider applications from individuals who hold the right to reside and work in the UK.

Should you be shortlisted you will be asked to bring this documentation to interview. Any subsequent offer of employment will be subject to successful verification of your right to work in the UK

Do you hold a current driving licence?

The front page of the Application Form will be detached prior to short-listing.

For Office Use Only

Application Number:

Education					
(Please give details of education from age 11)					
Secondary Education	Dates Attended		GCSE/Equivalents	Level of exam	Grade
	From	To			
Secondary Education	Dates Attended		A Level/Equivalents	Level of exam	Grade
	From	To			
Higher/Further Education (university/college)	Dates Attended		Qualifications attained/ to be attained. Subjects	Grade	Year taken
	From	To			

Other Qualifications, including membership of professional bodies

Employment and career history (please list latest jobs first)

*Please give details/reasons for career breaks and if you have been self-employed you will need to provide proof.

Present employment (please state if you are unemployed and whether you are registered)

Name and address of present employer	Job title:	Date started:
	If appointed, what date would you be available to take up the position?	
	<p>Present salary £</p> <p>Current PayScale e.g. MPS, TLR, KR:</p>	

Outline your recent responsibilities/experiences that are relevant to this post

Outline your reasons for applying for this post

Are you currently or have you ever been an employee or volunteer for any Trust school? YES/NO – if YES, please provide details:

Are you related to, or know personally, any Trust employee/volunteer? YES/NO – if YES, please provide details (Name/Position within the Trust/Relationship of person to you)

Have you applied previously for a post within the Trust? YES/NO – If YES please give details (post/date)

Additional comments or information relevant to your application (please use additional sheet if necessary)

References

Please give names and addresses for three referees **one of which must be your most recent employer** and none of whom should be related to you. References will not be sought without your consent and only if shortlisted.

Please complete all fields below:

Referee 1

Name and address

Position

Contact Tel No:

Email:

Referee 2

Name and address

Position

Contact Tel No:

Email:

Referee 3

Name and address

Position

Contact Tel No:

Email:

Data Protection Statement

The information provided by you on this form, together with that obtained from other relevant sources will be used to process your application for employment. The personal information that you give us will also be used in a confidential manner to help us monitor our recruitment process.

If your application is successful and you become employed with the Trust the information will be used in the administration of your employment and to provide you with information about us or a third party via your pay slip. We may also use the information if there is a complaint or legal challenge relevant to the recruitment process.

We may check the information collected with third parties or with any other information held by us. We may also use or pass to third parties, information to prevent or detect crime, to protect public funds, or in other ways as permitted by law.

By signing this application form we will assume that you agree to the processing of sensitive personal data (as described above).

Declaration

I consent to a criminal record check if appointed to the position for which I have applied.


I agree to inform the Trust if I am convicted of an offence after I take up any post within the Trust. I understand that failure to do so may lead to the immediate suspension of my work with children/vulnerable adults and/or the termination of my employment.

I agree to inform the Trust if I become the subject of a police and/or a social services (Children's social care or Adult Social Services) department investigation. I understand that failure to do so may lead to the immediate suspension of my work with children/vulnerable adults and/or the termination of my employment.

I declare that to the best of my knowledge and belief, the information given on this form is true and correct and can be treated as part of any subsequent contract of employment. I understand that any false declaration or misleading statement or a significant omission may disqualify me from employment and render me liable to dismissal. I understand that any job offer is subject to references, checks of employment eligibility and criminal convictions, all of which must be deemed by the Trust as satisfactory

Signed:

Date:

 The Dover Federation For The Arts Multi Academy Trust	Application for Employment Section B (please attach to Section A)
Post Applied For: Please provide evidence that demonstrates you have the personal qualities, experience, knowledge and skills required for this role (refer to the person specification).	
I confirm that to the best of my knowledge, the information given on this form is true and correct and can be treated as part of any subsequent contract of employment.	
Signature	Date

Please mark as CONFIDENTIAL & return to: Ms R Tolhurst Trust Office The DFAMAT Astor Avenue Dover Kent CT17 0AS Tel: 01304 200177 Email: company.secretary@dfamat.com	<table style="width: 100%;"> <tr> <td style="width: 70%;">For Office Use Only</td> <td style="width: 30%;">Ref:</td> </tr> <tr> <td colspan="2">Date application form received:</td> </tr> <tr> <td colspan="2">References Sent</td> </tr> <tr> <td>1)</td> <td>2) 3)</td> </tr> <tr> <td colspan="2">References returned</td> </tr> <tr> <td>1)</td> <td>2) 3)</td> </tr> <tr> <td colspan="2">Interview confirmed YES/NO</td> </tr> <tr> <td>Interview date</td> <td>Time</td> </tr> <tr> <td>Selected</td> <td>Yes No</td> </tr> <tr> <td>a) At short-list stage</td> <td></td> </tr> <tr> <td>b) After interview</td> <td></td> </tr> </table>	For Office Use Only	Ref:	Date application form received:		References Sent		1)	2) 3)	References returned		1)	2) 3)	Interview confirmed YES/NO		Interview date	Time	Selected	Yes No	a) At short-list stage		b) After interview	
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