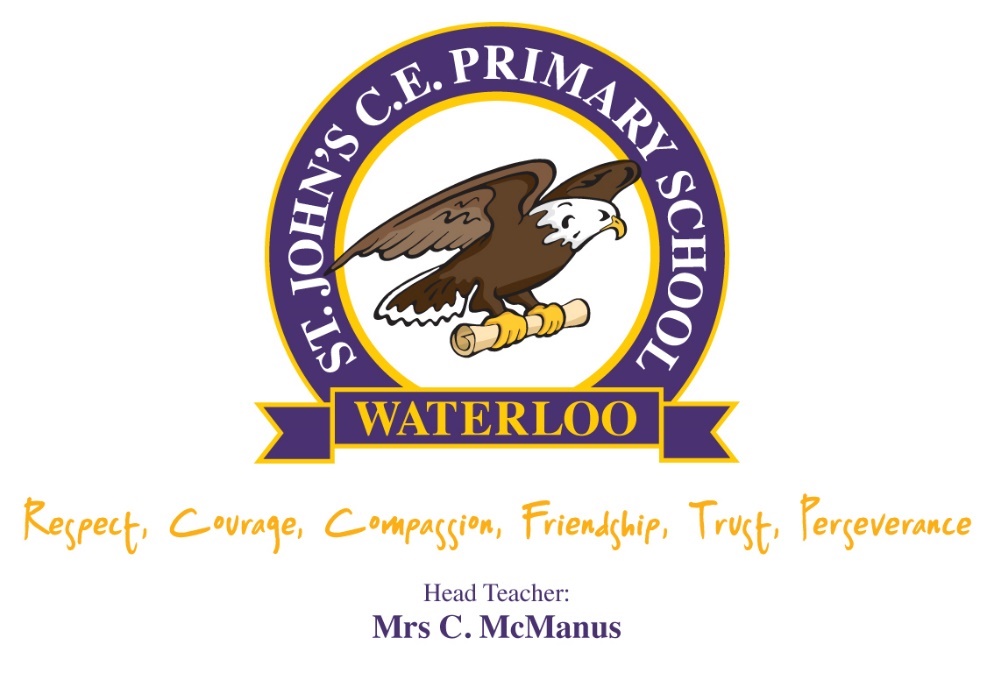
**ST. JOHN’S C.E. PRIMARY SCHOOL**



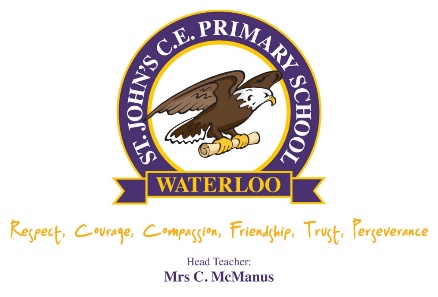
**CANDIDATE INFORMATION PACK**

**Headteacher**

**CLOSING DATE: 1 July 2024**

**INTERVIEWS: 18 and 19 September 2024**

**Required: 1 January 2025**



Letter from the Chair of Governors

Dear Candidate

The governors seek to appoint a headteacher to join the talented and dedicated team at our 'highly effective Church school' (SIAMS 2023).

Thank you for expressing your interest in the headteacher position at St. John's Church of England Primary School, Waterloo. Your keen interest is sincerely appreciated. As our valued headteacher prepares for retirement, we are actively seeking an individual who shares a deep commitment and passion for the school. St. John’s is a flourishing one-form entry primary school, recognised by Ofsted for maintaining high expectations and providing a challenging environment for our pupils (February 2023). The school takes pride in enriching pupils’ lives through a thoughtful and meaningful curriculum, treating everyone as unique, with their individual strengths and abilities.

At St. John’s, we ensure that every pupil has access to an ambitious, rich, broad, and balanced curriculum that enables them to develop and experience 'life in all its fullness' (John 10:10), and realise their true potential. Our Christian vision and values for education drive and shape our work, ensuring that pupils are provided with a range of opportunities and experiences to grow and develop academically, physically, socially, morally and spiritually.

This positive atmosphere is fostered by our dedicated staff team, whose commitment to providing the best possible educational environment is evident in every aspect of the school’s work. Collaborating to support both learning and wellbeing, the team contributes significantly to a culture of professionalism that defines the school. We acknowledge the importance of a supported leadership and its impact throughout the entire school community.

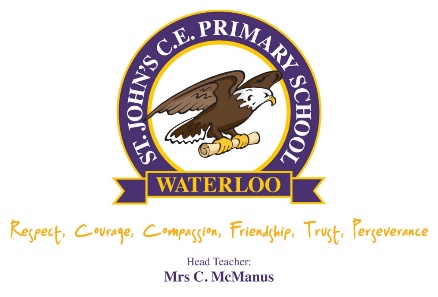
We are seeking an individual who understands the school’s context and the diverse needs of our pupils. The ideal candidate is one who is respected by and gives respect to pupils, parents and staff alike. If you possess the ability to bring out the best in those around you and are enthusiastic about enhancing the educational journey of all our pupils, we encourage you to apply.

If you are confident that you have the qualities, skills, and drive we are looking for, coupled with the enthusiasm, knowledge, and resilience to continue to shape the future of our aspirational and ambitious school, we would like to hear from you and look forward to receiving your application.

Yours sincerely

Jean L. Forward

Chair of Governors



About St. John’s Church of England (Aided) Primary School

St. John’s Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience ‘life in all its fullness’ knowing they are unique and special in God’s eyes.

The Christian vision strives for all to realise true potential through an excellent, broad education where Christian hope, aspirationand building resilience for the future are central to the learning experience.

The school’s vision is rooted in Christian love which is the foundation of our Christian values:

* Friendship
* Courage
* Trust
* Respect
* Compassion
* Perseverance

**School aims:**

* To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
* To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
* To enable all children to achieve their full potential
* To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
* To be fully committed to equality of opportunity
* To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
* To foster strong links between communities: home, school, church, the local community and the Diocese of Liverpool.
* To enable staff to develop their own talents and expertise so that they too can thrive
* To promote high standards and expectations of behaviour towards one another, as Jesus said, ‘Love your neighbour as yourself’ Luke10:27
* To be committed to providing opportunities for spiritual growth through RE and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
* To promote children’s cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

Job Vacancy: Headteacher

Title: **Headteacher**

Salary: **L12 – L21**

Hours: **Full time**

Contract: **Permanent**

DBS Check: **Enhanced**

Accountable to: **The Governing Body**

Location: **St. John’s Church of England Primary School, Denmark Street, Waterloo, Liverpool. L22 9RG**

**Please visit the school’s website for further information:**

**https://www.stjohnsceprimarywaterloo.co.uk/**

Completed application forms are to be returned via email, marked for the attention of the Mrs M. Holbrook (Office Manager): [HTrecruitment.SJW@schools.sefton.gov.uk](mailto:HTrecruitment.SJW@schools.sefton.gov.uk)

Please contact the school office if you would like a school tour. The school office team will advise on the dates.

**Closing Date: 1 July 2024**

**Interview Dates: 18 and 19 September 2024**

**Required for 01 January 2025**

Safeguarding

**The recruitment process for this post will be underpinned by rigorous safer recruitment assessment to ensure that children are protected.**

As an employee of St. John’s Church of England Primary School, you will have a responsibility for and must be committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

The school’s safeguarding and child protection information and policy can be found of the school’s website: <https://www.stjohnsceprimarywaterloo.co.uk/safeguarding/>

Due to the nature of the work, this post is exempt from the Rehabilitation of Offenders Act 1974 and the successful candidate must be able to obtain a satisfactory Enhanced Disclosure (via the Disclosure & Barring Service DBS) in order to be appointed to the post.

It is a criminal offence to apply for a role working with children in regulated activity if you are barred from such work.

Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on [Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974)

Shortlisted candidates will be asked to return their self-disclosure to the school at least one day prior to interview. If the school has not received this, we reserve the right to withdraw the offer of interview.

In line with DfE guidance on [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) we will conduct an online searchof publicly available information of shortlisted candidates as part of our due diligence.

**JOB DESCRIPTION - Headteacher**

**ST. JOHN’S Church OF ENGLAND Primary School**

**WATERLOO**

**HEADTEACHER**

**Job Description**

This job description reflects the **Headteachers’ Standards 2020.** These standards are built upon the Teaching Standards 2011 which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers’ Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the Diocese of Liverpool, the governing body, the staff of the school, its pupils and the parents/carers of its pupils.

**HEADTEACHERS’ STANDARDS (Statutory)**

**Part one: Teaching**

The headteacher will:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes for all pupils
3. Demonstrate good subject and curriculum knowledge
4. Have the ability to advise staff on planning and teaching well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

**Part two: Personal and Professional Conduct**

A headteacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

The headteacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
2. Having regard for the need to safeguard pupils’ wellbeing, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rules of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law
6. Having proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality
7. Understanding, and always acting within, the statutory frameworks which set out their professional duties and responsibilities

**HEADTEACHERS STANDARDS 2020 (Non-Statutory)**

These standards are categorised into three identified domains, all underpinned by governance and accountability. They outline the broad and holistic nature of the headteacher role:

Culture and ethos

* + school culture
  + behaviour
  + professional development

Curriculum and teaching

* + teaching
  + curriculum and assessment
  + additional and special educational needs

Organisational effectiveness

* + organisational management
  + school improvement
  + working in partnership

The headteacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect

**1. EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS**

‘Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.’ (CofE 2016:7). Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself ‘grew in wisdom.’ (Luke 2:52)

In order to ensure this the headteacher will:

* Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a Church school, focussing on providing ‘wisdom, knowledge and truth’.
* Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally including the continuing role of schools with a religious character and pursue continuous professional development.
* Work with political and financial astuteness, within a clear set of principles centred on the school’s Christian vision and distinctive Christian character and values, ably translating local and national policy into the school’s context.
* Communicate compellingly the school’s Christian vision and drive the strategic leadership, ensuring all have the skills needed to shape life well.
* Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
* Regularly review own practice, set personal targets and take responsibility for their own personal and spiritual development.
* Act as spiritual leader to staff and pupils.
* Ensure that religious education and collective worship are central to the life and teaching of the school and set a high personal example in these aspects.
* Provide for the daily act of collective worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the governing body.
* Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

**2. EDUCATING FOR HOPE AND ASPIRATION**

‘Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (Ibid). Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God’s ongoing love and compassion for this world and all within it. ‘Faith is the assurance of things hoped for, the conviction of things not yet seen.’ (Hebrews 11:1)

In order to ensure this the headteacher will:

* Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively and actively, to aspire to be the best they can be.
* Pay particular attention to supporting the disadvantaged to achieve their God- given potential.
* Instil a strong sense of accountability in staff for the impact of their work on pupils’ outcomes, hopes and aspirations.
* Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils’ well-being that reflect the school’s distinctive Christian ethos and values.
* Establish an educational culture that reflects hope and aspiration whereby open classrooms are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
* Demonstrate a personal ‘reservoir of hope’ through perseverance, patience, openness and celebration

**3. EDUCATING FOR COMMUNITY AND LIVING WELL**

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a ‘hospitable community that seeks to embody an ethos of living well together.’ (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to ‘love your neighbour as you love yourself.’ (Luke 10:27)

In order to ensure this the headteacher will:

* Work cooperatively with pupils, staff, governors, parents, the Church and other members of the community to achieve the school’s Christian vision creating a hospitable community.
* Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
* Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
* Promote a vision of a Church school witnessing to its Christian values where we see everyone flourishing together.
* Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school’s Christian values.
* Promote, build and sustain creative partnerships with the Church and Christian communities that foster the spiritual development of pupils.
* Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
* Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
* Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
* Ensure that the school’s systems, organisation and processes make the school known for being a just institution.
* Provide a safe, calm and well-ordered environment, consistent with the school’s Christian vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
* Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, paying attention to the school’s distinctive Christian character and in particular, its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
* Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements, the development of the whole child spiritually, emotionally and morally, and the school’s sustainability.
* Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
* Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.

**4. EDUCATING FOR DIGNITY AND RESPECT**

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus’ teaching, special attention is to be shown to ‘the disadvantaged, excluded, despised and feared.’ Each individual should be given opportunities to live ‘life in all its’ fullness.’ ‘Ensuring children are kept safe from harm and educated in an environment where all God’s children are valued is of highest priority.’ (Ibid)

In order to ensure this the headteacher will:

* Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed and achievements are secured for all pupils, respecting that all pupils and staff have different God-given gifts.
* Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture promoting the ‘ultimate worth’ of each individual.
* Hold all staff to account for their professional conduct and practice reflecting the school’s Christian values.
* Establish rigorous, fair and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
* Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately.
* Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff which also promotes and reflects the distinctive nature of Church of England schools.
* Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people’s lives. In particular, to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement.
* Demonstrate ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community through modelling the Christian values that underpin the life of the school.

**The Headteacher will be required to safeguard and promote the welfare of children and young people and to hold all staff and volunteers accountable to safeguarding regulations.**

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document as they relate to Headteachers.*

Person Specification

**Person Specification for**

**Headteacher at St. John’s C of E Voluntary Aided Primary School**

***The applicant will be required to safeguard and promote***

***the welfare of children and young people***

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the **application form**, **supporting statement**, information gathered during the **interview process** and **references**.

A = Application I = Interview R = Reference

**Faith Commitment**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | A practising Christian who regularly *(e.g at least once a month)* attends Church *(not the church connected with their current school … unless this is their church)*  *(This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a church school)* | **E** | **A/I/R** |
|  | Willing and able to sustain and develop the Christian character of our Church school | **E** | **I** |

**To be able to demonstrate their knowledge and understanding of the following in the context of a Church school.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | Ways to ensure that the Christian vision enables the flourishing of pupils and adults within the school and its community | **E** | **A/I** |
|  | Leading school worship | **E** | **A/I** |
|  | An oversight of ways of developing the effectiveness of religious education and collective worship | **E** | **A/I** |
|  | How relationships should be fostered and developed between the school, local Church and its community and Diocese of Liverpool | **E** | **A/I** |
|  | Ways of leading the spiritual development of all the school community | **E** | **A/I** |

**Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | Qualified teacher status | **E** | **A** |
|  | Degree | **E** | **A** |
|  | Have CEPQH or NPQH or the North West Christian Leadership Course | **D** | **A** |

**Professional development and Safeguarding**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | Evidence of recent and appropriate professional development for the role of headteacher (for a first-time head)  **Or**  Evidence of ongoing leadership and management professional development (if a serving head) | **D** | **A/I** |
|  | Displays commitment to the protection and safeguarding of children and young people | **E** | **A/I** |
|  | Up to date safeguarding training and knowledge of legislation for the protection of young people | **E** | **A/I** |
|  | Has successfully undertaken ‘safer recruitment’ training or has a commitment to do so within 12 months of taking up the post | **E** | **A** |
|  | Will co-operate and work with relevant agencies to protect young people | **E** | **A/I** | |

**School leadership and management knowledge and experience**

|  |  | **Essential/ Desirable** |  |
| --- | --- | --- | --- |
|  | Recent successful leadership as a headteacher or as a deputy headteacher in the phase advertised (or as an assistant headteacher if their current school does not have a deputy) | **E** | **A** |
|  | Evidence of successfully leading school improvement (or an aspect of) | **E** | **A/I** |
|  | To have an active involvement in school self-evaluation and development planning | **E** | **A/I** |
|  | To have had experience of and ability to contribute to staff development  (e.g. coaching, mentoring, leading INSET etc.) | **E** | **A/I** |
|  | Experience of monitoring staff performance | **E** | **A/I** |
|  | Knowledge and understanding of strategic financial planning and budget management | **D** | **A/I** |
|  | The ability to provide support and advice to the governing body to enable it to meet its responsibilities | **E** | **I** |
|  | Maintain good awareness of current national education policy and strategy | **E** | **A/I** |

**Experience and knowledge of teaching**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | Experience of teaching in more than one school within the advertised phase | **D** | **A** |
|  | To have taught in at least two key stages appropriate to the school’s context | **E** | **A** |
|  | To have working current knowledge and understanding of all key stages within the school’s phase setting | **E** | **A/I** |
|  | Can effectively analyse school data and identify appropriate actions to raise standards/address weaknesses | **E** | **A** |
|  | Commitment to ensuring inclusion and addressing diversity positively | **E** | **A/I** |

**Professional attributes and skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | Demonstrate an understanding of the needs of the pupils at our school and how these can be met | **E** | **A/I** |
|  | Demonstrate a clear rationale for behaviour management and a proven track record of the implementation of a range of behaviour strategies | **E** | **A/I** |
|  | An ability to communicate effectively, both orally and in writing, to a range of audiences | **E** | **A/I** |
|  | To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice | **E** | **A/I** |
|  | A commitment to the professional development for all staff, and self | **E** | **A/I** |

**Personal Qualities**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential/ Desirable** |  |
|  | A passion for achieving the very best outcomes for all children | **E** | **A/I** |
|  | A clear vision for an innovative, progressive and forward-thinking Church school | **E** | **A/I** |
|  | The capacity to provide inspirational, enthusiastic and innovative educational leadership | **E** | **A/I** |
|  | Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job | **E** | **A/I** |
|  | An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, governors, colleagues, other professionals and wider community | **E** | **A/I** |
|  | The ability to inspire confidence | **E** | **I** |
|  | The ability to build, create and then communicate a clear theologically rooted Christian vision for the school | **E** | **A/I** |
|  | Be aware of their own strengths and areas for development and listen to and reflect (and act) upon as appropriate the feedback from others | **E** | **A/I** |

**Professional Skills**

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in our school.

**Confidential References and Reports**

|  |  |
| --- | --- |
| Positive and supportive faith reference from the priest/minister where the applicant regularly worships  *Candidates who do not use their Parish priest/minister must give an explanation in the letter of application* | **E** |
| Positive recommendation from all referees, including current employer | **E** |

**Application Form and Supporting Statement**

The form must be **fully completed** and legible. The supporting statement should be clear, concise and related to the specific post, **and be no more than 3 sides of A4 - Arial font, size 11.**

Application Process

The application process for this role is as follows:

* Application form
* Interview assessment tasks
* Interview

To be considered for this role you must complete the application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To submit your completed application form, please email [HTrecruitment.SJW@schools.sefton.gov.uk](mailto:HTrecruitment.SJW@schools.sefton.gov.uk)

The governors of St. John’s Church of England Primary School reserve the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Guidance Notes for Completing the Application Form**

**Introduction**

The governing body of St. John’s Church of England Primary School are committed to equality in recruitment, selection and during the course of employment and positively welcomes applications from all sectors of the community. The purpose of this guidance is to give those interested in working for St. John’s Church of England Primary School assistance in completing the application form, information on the recruitment, selection and appointment process, and to support fairness in access to work.

**Guidance**

Your application form plays an important part in all stages of the selection process: it is used to determine whether you will be selected for interview and acts as a basis for the interview itself. Some important points to bear in mind before you complete the form:

* Study the job description and person specification as they list the qualifications, skills, knowledge, and experience required.
* Review your own skills, knowledge and experience.
* Ask yourself if you possess the essential attributes and whether you can meet the mental and physical demands of the job before investing time and effort in completing the form.
* Make sure your application clearly shows how you meet each item of the person specification which is to be assessed from the application form. Use examples where you can.
* Please complete the application form in full; do not send a CV instead as it will **not** be accepted.
* Keep a copy of the advertisement for future reference. It provides useful information about the job and other details such as closing date, return address etc.

**Personal/Contact Details**

The contact details you give on the application form will be used for all correspondence regarding the post for which you have applied, therefore it is vital that you give the most up to date information and complete all relevant fields. Our primary method for contacting you will be by email.

**Education, Qualifications and Training**

Specify details of all formal and informal qualifications and training that you have obtained, and that are required or appropriate for the role. Please do not use abbreviations; specify the full title of the qualification.

You should also include training that you have acquired as part of a government employment/training scheme or from activities undertaken outside work if relevant.

If your application is successful, you will be asked to provide documentary evidence of all qualifications and grades listed in this section.

**Employment History**

This section covers your work history, present and past. Please also provide explanations for any gaps in your employment history, i.e., unemployment, training, career break, etc.

Please note that you must provide your full employment history, together with an explanation of any gaps in employment on the application form.

**Supporting Information**

This is an important part of your application form. It is your opportunity to demonstrate, using examples, how your skills knowledge and experience meet the requirements of the post as described in the person specification. Include **relevant** aspects and achievements in your career history rather than repeating it all. **Aim to be concise – not exceeding 1300 words.**

You can refer to work experience gained from government employment initiatives and/or draw upon your skills, knowledge and experience gained from other aspects of your life such as community or voluntary work, leisure, school or other responsibilities such as bringing up a family.

**Rehabilitation of Offenders/Criminal Records, Convictions and Cautions**

The school is obliged under certain care/safeguarding legislation and an Exemption Order to the Rehabilitation of Offenders Act 1974 to ensure safe recruitment to posts where working with children, vulnerable adults or other positions of trust is involved. These are referred to as Regulated Posts. ***This post you are applying for is Regulated and falls within this legislation.***

All posts in schools are exempt from the Rehabilitation of Offenders Act and therefore School is legally entitled to ask applicants for details of all convictions, cautions or reprimands, warnings or bind-overs irrespective of whether they are deemed ‘spent’ under the act. With the exception of conditional convictions or cautions.

This means you must disclose information about any spent or unspent convictions when applying for these posts except where they are protected convictions and cautions. **See \*** **below for more information.** All successful applicants to Regulated Posts will be subject to a criminal record check via the Disclosure and Barring Service.

Applicants should be aware that having a conviction or a record of some other type of unacceptable behaviour would notnecessarily bar you from employment in Regulated Posts as any decision to employ will be considered on the individual circumstances of each case.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain spent convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the [**Ministry of Justice website**](https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974)**.\***

Nacro can also be contacted for further advice and guidance - [**www.nacro.org.uk**](http://www.nacro.org.uk)

St. John’s Church of England Primary School will not take account of any convictions and cautions, reprimands and warnings we are not legally entitled to know about.

**Eligibility to Work in the UK**

In order to meet the requirements of the Immigration, Asylum and Nationality Act 2006, all successful applicants will be required to produce proof of identity and eligibility to work in the UK as part of the pre-employment check process.

**References**

To support the selection decision a reference is sought for shortlisted applicants. You are asked to provide the name and address of two referees, one of which must be your current or most recent employer (external candidates must not use a member of the interview panel as a referee).

A minimum of two written references should be provided (one must be your latest/current employer). As the post you are applying for requires DBS clearance then you must provide 2 referees which must cover the past 2 years employment. Where such references do not cover **all employment** within the last 2 years, you are asked to provide further references which must cover this period. Any gaps in employment must be clarified.

If you have previously worked with children and do not currently, one reference should be obtained from the most recent employment that involved working with children even if this employment is not covered within the last two years.

If you have never worked you should identify a referee who is able to tell us about your skills, knowledge and abilities, e.g. Headteacher, Voluntary Organiser, etc.

Please ensure that you provide an e-mail address for your referees, and telephone number, as failure to do so may lead to a delay in obtaining a reference.

**Declaration**

By completing and submitting the application form you are declaring that the information given on the application form is to the best of your knowledge correct. Also, you understand that canvassing, either directly or indirectly, of any governor of the school, employee of the council or the giving of false or misleading information may lead to disqualification and, if appointed, may lead to your dismissal.

Furthermore, you understand that the information will only be used for recruitment and selection purposes and that it will only be kept on file by the school for 1 year thereafter. If you are appointed to the post then the information that it contains will be used to form part of your personal file for employment purposes (except for disclosure information, if applicable, which will only be kept for 6 months).

**Addressing Equality**

The school is committed to achieving equality and will make reasonable adjustment for those covered by appropriate legislation. In pursuit of this, the school will, during the recruitment and selection process, ensure that such applicants are not disadvantaged, i.e. respect religious or cultural beliefs, support, where legal, the rehabilitation of offenders etc.

It is important that you notify the school if you require any adjustments i.e. have a disability, language difficulty etc. when requesting or submitting your application form. It would also be helpful for you to advise, if you already know, of the type of adjustment/aid you might require for the interview and subsequent employment. If you are invited for interview this will be discussed with you further.

**Equal Opportunities Monitoring Form**

Applicants for posts within Sefton Council are asked to complete the Equal Opportunities Monitoring Form. Although completion of the form is voluntary, the information provided enables the council to see the make-up of the candidates that are attracted to posts and to form future policy. The form is separated from your application on receipt and the information plays no part in the selection process. Your assistance in providing the information is very much appreciated.

**Assessment Methods**

As part of the selection process for posts, the school may choose to use assessment exercises as well as interview candidates. The exercises will be relevant and appropriate to the post in question and all shortlisted candidates for the post will sit the same assessment tasks. The purpose of using additional assessment methods is so that more information can be obtained about the abilities of each candidate. It also offers candidates the opportunity to display their skills in a wider variety of ways than at an interview alone. The range of exercises may include work-related exercises such as a teaching task, presentations, in-tray exercises etc. In these situations, further guidance will be given to all candidates

**Offer of Employment**

If successful, applicants must be advised not to give notice to terminate their current job until confirmation of all satisfactory checks has been given.

Applicants should be aware that if they are successful in gaining employment with the School then the offer of employment will be subject to verification of identity, Disclosure and Barring Service check including barred list check, verification of mental and physical fitness, eligibility to work in the UK, further appropriate checks for applicants that have lived outside of the UK, verification of professional qualifications, checks that those employed to undertake teaching work have not been prohibited from teaching or have any sanctions or restrictions imposed on them by the GTCE, and for those that will be working in Early years settings or wraparound care for children up to 8, that they have not been disqualified from working in these settings under the 2018 Childcare disqualification Regulations. Offers of appointment will also be conditional on the school receiving satisfactory references and satisfactory online check.